Relationship Between Clan Culture and Performance of Public Secondary Schools in Turbo Sub County, Kenya

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ABSTRACT: *Performance indicates how effectively and efficiently business strategy has been implemented. It has been associated with the extent to which organization achieves its goal. This study treated Performaance of Secondary schools in terms of achievement of national goals of education which include promotion of social, economic, technological and industrial skills assessed in terms of academic performance. The process of goal achievement involves daily organizational operations which constitute organization culture. This study sought to find out whether there is any relationship between clan culture and performance of public secondary schools in Turbo Sub-county, Kenya. The study will add knowledge to the existing literatures on clan culture and performance. It will benefit various entities and education stakeholders. The study was hinged on goal setting theory proposed by Edwin Locke, Cameroon and Queen Model. Reviewed literatures on the topic exhibited some inconsistencies which prompted this study to be conducted. Correlational research design was adopted targeting all 31 public secondary schools across Turbo Sub County. Stratified random sampling procedure was employed and self-administered questionnaires and document analysis guide were used in data collection. The sample size of 181 teachers with TSC registration and permanently employed was used. Pearson product moment correlation and regression model were utilized in data analysis. The study found positive and significant relationship between clan culture and performance of secondary schools in Turbo Sub County. The study therefore recommends the schools to nurture and embrace clan cultural traits to enhance performance of public secondary schools across Turbo Sub County, Kenya.*

KEY WORDS: clan culture, performance, public secondary schools.

INTRODUCTION

Performance

Performance has been a central focus of successful organizations throughout history. It is only through positive performance that organizations can grow and progress. Management research and literature on organizational performance have acknowledged the complexity of defining organizational performance. Ion and Criveanu (2016) suggested that the concept of performance should be understood in terms of all activities that take place in different entities and interest of those involved. This implies that performance is ambiguous to define and should not be limited to a single perspective.
However, most of literatures have restricted performance to financial dimension focusing on financial ratios as indicators of organizational performance (Binuyo, Ekpe & Binuyo, 2019). According to them, performance of any organization has to be evaluated beyond financial dimension to include stakeholders, processes used to achieve objectives and the business environment of organization. Likewise, school performance needs to be evaluated based on various factors associated with daily school operations.

According to Lamas (2015) school performance is associated with achievement of educational goals which constitute several components. One of the goals of education in Kenya is to promote social, economic, technological and industrial development (KIE, 2002). Education in Kenya should therefore prepare learners to assume responsibilities in social, economic, technological and industrial areas (Mwaka, Kafwa, Musamas & Wambua, 2013). It is from this background that the current study understands school performance in terms of achievement of academic excellence.

Secondary schools like any other organization always strive to achieve positive performance. It is this performance which motivates schools management and the workforce to work hard towards the implementation of school strategy. Again, in competitive environment, school performance can help attract and retain skilled employees and students. Parents always tend to send their children to schools identified by positive performance (Education Act, 2012). This implies that poor performance may lead into lack of students, and according to Kenyan constitution a school can be closed immediately (Education Act, 2012).

According to previous literature, organizational performance including school performance depends on various factors such as leadership, motivation, knowledge management, innovation and organizational culture among others (Tang & Yeh, 2015). This study was focused on organizational culture and sought the extent at which it is related to performance.

Organizational Culture

Organizational culture has been defined differently by various scholars. The recent definitions include the one given by Morcos (2018) who defined organizational culture as characteristics and tangible personality originated inside the organization. Ibid (2018) posited that these characteristics and tangible personality are factors which identify the organization and distinguish it from all the rest. He further argued that the names of organizations represent the situation of their workplace, the attitude, unwritten protocol of interaction and organizational values.

According to Mburugu (2017), organizational culture firstly serves as an identity of organization. For example, in Secondary schools, artifacts and symbols like school uniforms and school logo are cultural aspects which can identify the school. Secondly, organizational culture enhances loyalty among employees. In this case, teachers as school employees become more committed and loyal to the school. Likewise, loyalty on the side of students makes them part of the school rather than mere customers.

Thirdly organizational culture helps to retain employees in the organization. According to Mburugu (2017), it is neither appraisal nor compensation that retains employees in the organization. Employees are likely to stay at work if there is positive culture which allows them to interrelate among themselves and seniors. This implies that, teachers and student retention is likely to be high if the school adopts positive organizational culture. Fourthly, organizational culture helps to attract new talents (Dvorak & Pendel, 2018). People seeking for job normally are interested in other factors beyond salary. One of the factors is organizational culture which can fit their personality and life style. For example, organizational dress code may hinder some skilled individuals to apply for job because the dress code is not their favorite. This means, schools with appropriate organizational culture can attract a good number of personnel and student (Ibid, 2018). This article employs Cameroon and Quinn model of organizational culture to study how clan culture is related to performance of secondary schools in Turbo Sub County, Kenya.

Clan Culture

According to Cameroon and Quinn(2006) Clan culture is the type of organizational culture in which shared values, common goals, collectivity and mutual help are emphasized. This type of culture is internally focused and characterized with high degree of flexibility. It seeks to reinforce the internal relationship among employees, creating sense of commonness and friendly working environment (Tianyuan&Nengiquan, 2009). Administrators in this kind of culture act like mentors or facilitators who can be consulted easily by their employees (Cameroon & Quinn, 2006). This being the case, relationships, loyalty and morality are very common in this type of culture. Teamwork, collaboration, participation, flexibility, togetherness and consensus are the great values of this cultural orientation (Ibid, 2006).

Statement of Problem

Performance as strategic concept is a concern that holds central position in management of public and private organizations (Morin & Audebrand, 2019). Best performing organizations enjoy superior competitive advantage over their competitors. In schools, performance helps to achieve the goals of education including promoting necessary skills and attitude for industrial development (Mwaka, Kafwa, Musamas & Wambua, 2013). This goal is measured by academic performance considered as a factor for education quality assessment (Ministry of Education, 2018., Musyoka, 2018). However, academic performance of some schools in Turbo Sub County has been depressing whereby most of schools for the last five years have recorded a mean score of less than 4. This implies that the goals of education have not been well realized in the schools.

Reviewed literatures (Zafer & Pinar,2014., Dlamini, 2015., Atuahene, 2016., Kamaamia, 2017., Al-Amin 2018., Karanja & Simba, 2018., and Taye, et. al., 2019) have addressed the relationship between clan culture and performance. However, inconsistencies in their findings indicate lack of clear evidence of association. Additionally, the reviewed literatures indicate that only few studies on relationship between clan culture and performance were conducted in the context of secondary schools in Turbo sub county, Kenya (Ng'etich, 2020). This study therefore seeks to establish the relationship between clan culture and performance of public secondary schools in Turbo Sub-County, Kenya.

Research Question

What is the relationship between clan culture and performance of public secondary schools in Turbo Sub-County?

Research Hypothesis

H₁: Clan culture is associated with performance of public secondary schools in Turbo Sub-County.

Theoretical Review

This study was hinged on goal setting theory. This theory explains how organizational goals can enhance achievement of future performance. It was proposed by Edwin Locke in 1968 stating that; when individuals or organizations set more difficult goals they are likely to perform better. On the other hand if the set goals are easy, the performance of organizations decreases (Locke & Latham 2006). These scholars defined goal as a future valued outcomes. According to them, goal setting helps to craft an action plan which can guide an organization to achieve its goals. This action plan is implemented through daily individual actions and organizational operations realized within the framework of organizational culture including clan culture (Cameron & Quinn, 2006). Therefore there is a close link between goal setting theory and clan culture theories.

The basic assumption of this theory is that goals are immediate regulators of human actions or organizational operations. However there is no one to one correspondence between operations with the goals because errors may happen in the course of operation

hence leading to inability to achieve the goals (Locke, Saari, Shaw & Latham, 1981). Shaiza and Giri (2016) explained the five properties of this theory which include clarity, challenge, commitment, feedback and task complexity.

According to Shaiza and Giri (2016) clarity means that the goals to be set must be clear and achievable within specific timeline. Challenge as another characteristic of the theory refers to the difficulties encountered in course of processes to achieve the goal. Commitment implies deliberate effort by organization to achieve the goal through overcoming difficulties associated with the goal. Feedback refers to regular information about the progress towards achieving the goal; in this case the organization is expected to make some necessary adjustments based on the feedback. Task complexity is associated with a set of processes and steps necessary to achieve the goal (Shaiza & Giri, 2016).

This study employed goal setting theory to address positive academic performance as an indicator of achievement of educational goal among secondary schools in Turbo Sub County, Kenya. Goal setting theory is relevant for this study because of its fourfold importance. Firstly, it gives direction to the organization. This means goals are important factors which can guide attention and operations of secondary schools in Turbo Sub-County. Secondly, the theory promotes effort to achieve the organizational goal; this effort is proportional to the perceived requirement of the goal. Thirdly, the theory provides room for persistence. According to Locke et. al. (1969) persistence is a prolonged effort, it is directed effort extended over time. Fourth, goal setting theory helps organizations to develop appropriate strategic plan in order to achieve organizational goal (Ibid, 1969).

Empirical Review
The relationship between clan culture and performance has been a discourse among management scholars. For example Cheng, (2012) examined school culture accumulated virtue and kind deeds using organizational commitment and teacher efficacy in China. The study made use of correlational research design and adopted stratified sampling procedure to obtain a sample of 1318 teachers. The study found that clan culture had the greatest effect and could better promote teachers commitment which in turn positively affect academic performance. The study recommended future studies to be conducted with international comparison (Cheng, 2012). However, the study exhibits some methodological gaps. It adopted correlational research design while the study problem is not on relationship of variables.

Chuang, Morgan and Robson (2012) studied on clan culture, strategic orientation and new product performance in Chinese marketing ventures. Using survey research design they targeted 11,283 high technology electronic information firms in Shanghai. They used systematic random procedure to sample 750 companies by selecting every 15th firm from the list and interviewed 203 respondents. The study found that clan culture influenced analytical skills and defensive behavior which, in turn, positively impacted

business performance. The study recommended management to focus on consensus building and collective ideals within marketing ventures and further studies to be conducted in other recently emerging economies (Chuang et. al., 2012). However, the study exhibits some gaps based on sampling procedure. With such a big target population across Shanghai, it is hard for a researcher to get a complete list of firms in entire Shanghai but a list of clusters. Therefore the recommended sampling procedure for such population was to be clustering sampling procedure (Singh & Masuku, 2014). Furthermore, the study adopted survey research design while the current study adopts correlational research design.

Liu and Liao (2017) investigated on well performing Chinese enterprises' features of human resources management in China. Their study adopted descriptive research design and made use of ANOVA to test the differences in clan culture for various groups of employees namely administrative, experts and strategic partners. The study targeted 1000 manufacturing enterprises in Taiwan. Stratified sampling procedure was used to sample 213 employees and Questionnaires were utilized for data collection. The study found that high performing Chinese enterprises exhibited stronger organizational clan culture. The study recommends more emphasis to be put on personal development and requirements of employees while maintaining strong clan cultural elements in order to provide a stable source of human capital that helps to maintain corporate competitiveness (Liu & Liao, 2017). However, unlike the current study, the study did not adopt document analysis for data collection and never employed correlational research design.

Karadag (2015) researched on communication skills and attitudes of university rectors and deans as they relate to leadership performance in Turkey. The study focused on the comparison between elected leaders (rectors) and assigned leaders (deans). It was a descriptive study targeting 53 public Turkish universities. It adopted purposive sampling procedure to select a sample of 102 respondents involving both elected rectors and assigned deans. Self-administered questionnaires were used as a research instrument for data collection. The findings revealed that unlike assigned deans, elected rectors were relationship oriented, supportive and collaborative. These clan cultural traits according to the findings counted for better leadership performance of elected rectors and in turn student academic performance. The study recommended further researches to be conducted so as to contribute more insights to the Turkish universities leadership (Karadag, 2015). However, the study has a gap on methodological part. It was comparing between elected leaders and appointed leaders but it adopted descriptive research design which is not appropriate for a comparative study. According to Creswell (2014), when a study compares two or more groups has to adopt causal-comparative research design. Again, the study adopted purposive sampling procedure which is biased, while the current study adopts stratified random sampling procedure.

Yesil and Kaya (2013) investigated on the effect of clan culture on firm financial performance in Turkey. They adopted descriptive research design targeting the

population of 1000 Turkish firms. Using purposive sampling procedure they sampled 54 employees, all of them are managers from 300 accessible firms. They also utilized questionnaires as research instrument. According to their study, there is no any relationship between clan culture and firm's financial performance. They recommended further research on the same with different performance measurement and larger companies should be conducted in order to achieve more generalized conclusions (Ibid, 2013). This study exhibits a gap associated with sampling procedure. Purposive sampling procedure cannot give proper representation of 1000 firms distributed all over the country of Turkey. Clustering sampling procedure was to be adopted for this population (Singh & Masuku, 2014). On the other hand, the study adopted descriptive research design while the current study adopts correlational research design.
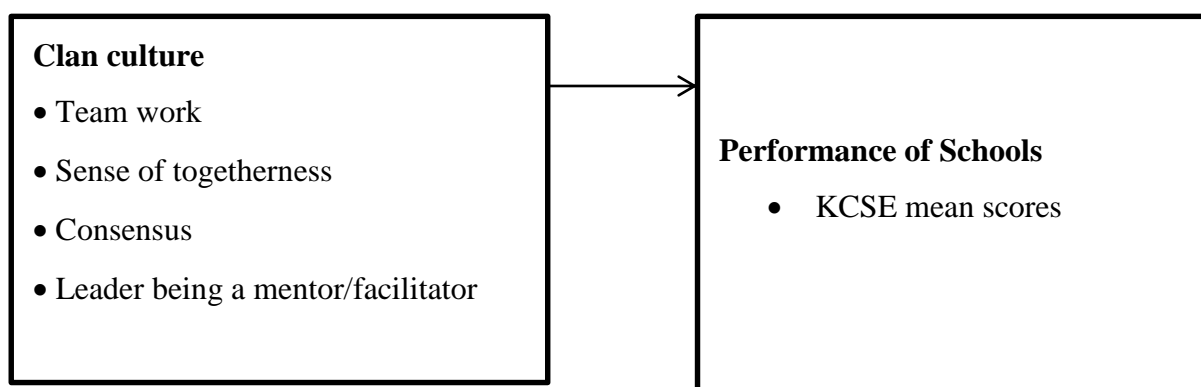
Zafer and Pinar (2014) studied on clan culture types and their Effect on organizational performance in Turkish hospitals. They used qualitative research design targeting 1439 public and private hospitals. Random sampling procedure was used to sample 480 employees from 99 hospitals and data was collected using questionnaires. The study sought to find the relationship between each type of culture according to Cameroon and Quinn and financial performance of the Turkish hospitals. According to the findings of the study, it is difficult to achieve superior performance in service and financial aspects with clan culture. The study recommends more researches to be conducted to reveal the impact of clan culture on performance of Turkish hospitals (Zafer & Pinar, 2014). The knowledge gap from this study can be traced from the research design. The study employed qualitative research design to look for the relationship between each type of culture and performance. According to Creswell (2014), correlational research design was appropriate for the study. Furthermore, study made use of random sampling procedure unlike the current study which adopts stratified random sampling procedure. Ohlson, Swanson, Adams-Manning & Byrd (2016) examined school culture and students outcome via performance outcomes in Florida, USA. The study adopted quantitative research design targeting all public schools in Florida. 66% of 1657 teachers who participated in the survey responded. A sample size of 1093 teachers was selected using random sampling procedure and data collection was conducted using survey. The study findings disclosed collaboration as the key school culture related to students' performance. According to the findings, teachers' collaboration enhances teaching and learning as a result leading to desired school performance. Based on these findings the study recommends the school to be a place where collaboration between teachers and administrators is highly encouraged (Ohlson, et. al., 2016). The study targeted all public schools in Florida which suggest that the population is not homogenous. Adopting random sampling procedure without stratification creates a gap in the study since the representation might have not considered the diversity and heterogeneity of the target population. Again, the study adopted random sampling procedure while the current study adopts stratified random sampling procedure.

Ng'etich (2020) conducted a study on role of students' councils in management of discipline in public secondary schools in Turbo Sub-County, Uasin Gishu, Kenya. The

study adopted descriptive research design to investigate the target population of 5 public secondary schools in Turbo sub-county. Purposive sampling procedure was used to select the schools while random sampling procedure was used to select members of students' council. The study adopted questionnaire as data collection instrument. The study findings revealed that students' involvement (clan cultural trait) in discipline management is positively related to students discipline and academic performance. Nevertheless, sampling all the schools in Turbo sub-county to only 5 schools using purposive sampling entails biased sample (Sharma, 2017). Therefore, the study is exposed to a methodological gap based on the fact that the study sample is not an appropriate representation of the target population.

Conceptual Framework
The conceptual framework represented the relationship between independent variable and dependent variables.

Clan culture

- Team work

- Sense of togetherness

- Consensus

- Leader being a mentor/facilitator

Performance of Schools

- KCSE mean scores

RESEARCH METHODOLOGY

Research Design
This study is on the relationship between clan culture and performance of schools. Therefore, it adopted correlational survey research design. With this research design, the researcher does not control or manipulate the study variables (Creswel, 2012).

Target Population
The target population of this study included all public secondary schools in Turbo Sub-County. Turbo Sub-County consists of a total of 31 public secondary schools distributed across all the six Wards. The population is heterogeneous consisting of mixed secondary schools, boys' secondary schools and girls' secondary schools. The population is further distributed into day and boarding schools. Respondents were selected from among TSC registered teaching staff member.

The teaching staff included 31 principals because they are the one who control the internal school organization, management and discipline by supervising both teaching

and non-teaching staffs (CAP 211, 13). The teaching staff included also 447 other teachers because they are the one who provide guidance to learners and instill norms and values for harmonious co – existence (TSC, 2018).

Sampling Procedure
This study adopted stratified random sampling procedure which according to Singh and Musuku (2014) is appropriate for heterogeneous population. Stratified random sampling involves dividing the entire heterogeneous population into homogeneous subgroups called strata; and from each stratum the units are randomly sampled to represent the whole population (Ibid, 2014).

This study at the first stage divided heterogeneous population of secondary schools into four homogeneous strata. These strata include boys' boarding schools, girls' boarding schools, mixed boarding schools and day schools. At the second stage, in each stratum a sample of schools to be considered in the study was determined. Finally, the number of respondents from each sampled school was calculated and randomly selected. This sampling procedure ensured better coverage of the target population because each stratum was properly represented within the sample (Murphy, 2020)

Sample Size Determination
Sample size determination refers to the decision about how large the sample size should be so as to adequately address the research problem (Sekaran & Bougie, 2016). This study employed proportionate stratified sampling to determine the size of each stratum. This study therefore, proportionately determined the number of schools in each stratum to be considered. Proportionate stratified random sample was determined using the following formula (Hayes, 2020)

$$s = \frac{n}{N}P$$

Where by:
s – Proportionate sample size
P – Size of stratum
N – Population size (31 schools)
n – Sample size of the population (29 schools) Calculated using Yamane formula:

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

Where, e is margin error assumed to be 5%

Table 1: Secondary Schools Strata and Sample Size

Strata	%	Number of Schools	Prop.sample size (s)	T/Staff N	n
Boys Boarding	6	2	2	75	33
Girls Boarding	10	3	3	71	31
Mixed Boarding	45	14	13	198	87
Day	39	12	11	134	59
Total	100	31	29	478	210

Description of Research Instruments

This study employed questionnaires and documentary analysis guide to collect available data necessary to address the research problem.

Questionnaires

This study adopted structured questionnaires because of their simplicity in terms of administration, analysis and time (Mugenda & Mugenda, 2013). The questionnaires were divided into three main sections. The first section included respondents' background such as age, gender, job position and number of years stayed in the school. The second and third sections included questions related to independent and dependent variables respectively. The variables were presented on a five point Likert scale with scores: 1-Strongly disagree; 2-Disagree; 3-Undecided; 4-Agree; 5-Strongly agree. Likert scale was used to measure variable items associated with attitudes or feelings (Subedi, 2016., Solmaz, 2020).

Document Analysis Guide

In this study, document analysis focused on the review of school performance at KCSE for the last five years.

Pilot Study Results

The study conducted pilot study to test reliability of the research instrument. The study variables had several items that measured the same concept.

Validity of the Instrument

This study utilized content validity to check whether the instrument contains all possible items relevant to measure a particular concept. According to Heale and Twycross (2015), content validity explains how the instrument adequately covers all the content that it has to cover with respect to the variables. The researcher was assisted by experts to determine all the items and content to be measured by the instrument.

Reliability of the Instrument

Cronbach's alpha model was used to determine reliability of the instrument. This is the most common measure of reliability and convenient when there is multiple Likert questions (Taherdoodt, 2016). According to Koonce and Kelly (2014), Cronbach alpha is a model of internal consistency based on average inter–item correlation of an instrument. The value of Cronbach alpha coefficient ranges between 0 and 1; alpha coefficient greater or equal to 0.7 ($\alpha \geq 0.7$) is accepted (Koonce & Kelly, 2014). Thus, this study tested for reliability of the questionnaires using the Cronbach's alpha. The reliability results are presented in Table 2.

Table 2: Reliability Test Results

Constructs	Test Items	Cronbach's Alpha
Clan culture	4	0.747
Performance of public secondary schools	5	0.883
Average		**0.789**

The study results on Table 2 indicated that on average Cronbach's alpha value was 0.789 which was above 0.7. This implies that all the items included in the questionnaire were indicative of the same underlying disposition. Clan culture had a Cronbach's alpha value of 0.747 and performance of public secondary schools had a Cronbach's alpha value of 0.883. This shows that all the variables had a Cronbach alpha greater than 0.7 and implying that the questionnaire used was reliable. Therefore, the reliability of the questionnaires was verified through internal consistency of the measures. The results were in agreement with the interpretation of Kinoti and Njeru (2013) that coefficients should be 0.7 and above.

Description of Data Analysis Procedures

The data collected was analyzed using both descriptive and inferential statistics. Descriptive statistics included frequencies, percentages, means, variance, and standard deviation. Inferential statistics used were Pearson's product moment correlation and regression model. Regression analysis was employed to test the relationship between dependent variable, performance, and independent variable, clan culture. In this model, the value of dependent variable can be predicted given that the value of independent variable is known.

$$Y = \alpha + \beta_1 X_1 \dots\dots\dots\dots \textbf{ Equation 1}$$

Where by:

α = Constant

X_1 = Clan Culture

Y = Performance of Schools

β_1, = Regression coefficient of clan culture.

PRESENTATION, DISCUSSION AND INTERPRETATION OF FINDINGS

This chapter focuses on presentation, discussion and interpretation of the study findings.

Descriptive Statistics
The purpose of descriptive statistics is to enable the researcher, to meaningfully describe a distribution of scores or measurements using indices or statistics. The type of statistics or indices used depends on the types of variables in the study and the scale of measurements. The study used mean average percentages and deviations to present the study findings.

Clan Culture
The objective of the study was to analyze the clan culture of the school in Turbo sub-county. The study findings in Table 3 revealed that 51 (28.2%) of respondents strongly agreed, 108(59.7%) agreed, 14(7.7%) undecided, 6(3.3%) disagreed and 2(1.1%) strongly disagreed with the statement that Team work is essential and highly practiced in this school. Highest was 59.7% agreed which means that the majority respondents agreed that Team work is essential and highly practiced in this school.

Also, the study finding indicated that 43(23.8%) of respondents strongly agreed, 103(56.9%) agreed, 14(7.7%) undecided, 18(9.9%) disagreed and 3(1.7%) strongly disagreed with the statement that Employees exhibit sense of togetherness in realization of the goals and objectives of the school Highest 56.9% agreed meaning majority agreed that Employees exhibit sense of togetherness in realization of the goals and objectives of the school.
Further, the study finding indicated that 43(23.8%) of respondents strongly agreed, 75(41.4%) agreed, 26(14.4%) undecided, 26(14.4%) disagreed and 6(6.1%) strongly disagreed with the statement that in their school consensus is considered as an important criterion for decision making. Highest 41.4% agreed meaning majority agreed that in their school consensus is considered as an important criterion for decision making.

Finally, the study findings noted that 50(27.6%) of respondents strongly agreed, 87(48.1%) agreed, 15(8.3%) undecided, 17(9.4%) disagreed and 12(6.6%) strongly disagree with the statement that leaders present themselves as mentors and facilitators. Majority agreed with the statement that leaders present themselves as mentors and facilitators 48.1%.

Table 3: Clan Culture

Statements		SD	D	UD	A	SA	Mean	Std. dev
1. **Team work is essential and highly practiced in this school**	F	2	6	14	108	51	4.105	0.763
	%	1.1	3.3	7.7	59.7	28.2		
2. **Employees exhibit sense of togetherness in realization of the goals and objectives of the school**	F	3	18	14	103	43	3.912	0.926
	%	1.7	9.9	7.7	56.9	23.8		
3. **In this school consensus is considered as an important criterion for decision making**	F	11	26	26	75	43	3.624	1.170
	%	6.1	14.4	14.4	41.4	23.8		
4. **Leaders present themselves as mentors and facilitators**	F	12	17	15	87	50	3.807	1.141
	%	6.6	9.4	8.3	48.1	27.6		

Source: Field data (2021)

The study also sought to know the performance of public secondary schools and the study results presented in Table 4.

Table 4: Performance of Public Secondary Schools

Year	KSCE Results
2016	3.1
2017	3.48
2018	3.77
2019	4.05
2020	4.32

The study results revealed that the average KSCE results in Turbo Sub County was 3.1 in the year 2016. In 2017 the KSCE results was 3.48, in 2018 the study results revealed that the KSCE results was 3.77 while in 2019 the KSCE results 4.05. Lastly in 2020 the KSCE result was 4.32. This implied that the KSCE performance of secondary schools in Turbo Sub County have been improving from 3.1 in 2016 to 4.32 in 2020.

Correlation Analysis Results

Correlation analysis was done to achieve the strength of an association between independent and dependent variables of the study. The findings are presented in Table 5.

Table 5: Multiple Correlation Analysis Results

		Performance	Clan culture
Performance	Pearson Correlation	1	
	Sig. (2-tailed)		
Clan culture	Pearson Correlation	.564**	1
	Sig. (2-tailed)	.000	

**. Correlation is significant at the 0.01 level (2-tailed).

The study findings in Table 5 indicated that clan culture and performance had a positive moderate and statistically significant correlation (r= 0.564; p<0.01). According to Orodho (2003) a strong correlation means that two or more variables have a strong relationship with each other while a weak or low, correlation means that the variables are hardly related. Correlation coefficient can range from -1.00 to +1.00. The value of -1.00 represents a perfect negative correlation while a value of +1.00 represents a perfect positive correlation. A value of 0.00 means that there is no relationship between variables tested.

Regression Model Coefficients
The study sought to determine the coefficients of study variable. The study results are presented in Table 6.

Table6: Regression Model Coefficients

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	.664	.266		2.500	.013
Clan culture	.158	.079	.162	1.995	.048

The study results in Table 6 revealed that there was positive linear relationship between clan culture and performance of public secondary schools in Turbo Sub-County (β_1=.158, p=0.048). This reveals that an increase in clan culture leads to increase in performance of public secondary schools in Turbo Sub-County by 0.158 units.

Y =0.664+0.158X$_1$…………………. Equation 2
Whereby
Y = Dependent variable (Performance)
X$_1$ = Clan Culture.

Hypotheses Testing

From the regression model computed above, the research hypotheses were tested using the significance level of the coefficients. The research aimed to test the hypothesis with an aim of failing to reject or rejecting the relationship between independent and the dependent variables.

H_{01}: Clan culture has no significant relationship with performance of public secondary schools in Turbo Sub-County. The regression results in Table 6 indicate that there is significant relationship between Clan culture and performance of public secondary schools in Turbo Sub-County with a beta coefficient of 0.158 and significance of (p= 0.000). The study therefore rejected the null hypothesis

Table 7: Summary of Hypotheses Test Results

	Hypothesis	Coeff	p-value	Decision
H_{01}	Clan culture is not associated with performance of public secondary schools in Turbo Sub-County.	.158	.048	Rejected the null hypothesis

DISCUSSION OF THE FINDINGS

The study findings in Table 3 revealed that majority 108(59.7%) of respondents agreed with the statement that team work is essential and highly practiced in this school. Also, the study finding indicated that majority 103(56.9%) of the respondents agreed with the statement that employees exhibit sense of togetherness in realization of the goals and objectives of the school.

Further, the study finding indicated that majority 75(41.4%) of the respondents agreed with the statement that in their school consensus is considered as an important criterion for decision making. Finally, the study findings noted that majority of the respondents 87(48.1%) agreed with the statement that leaders present themselves as mentors and facilitators.

The study results in table 5 revealed that clan culture and performance had a positive strong and statistically significant correlation (r= 0.564; p<0.01) among schools in Turbo sub-county. This implies that Team work is essential and highly practiced in schools. Also, employees exhibit sense of togetherness in realization of the goals and objectives of the school. Further, school consensus is considered as an important criterion for decision making and that leaders should present themselves as mentors and facilitators.

The study results concur with Cheng, (2012) who found out that clan culture had the greatest effect and could better promote teachers commitment which in turn positively

affect academic performance. Again, the study results concurs with Karadag (2015) who found that clan cultural traits counted for better leadership performance which in turn positively impacted student performance. Ohlson, Swanson, Adams-Manning & Byrd (2016) also noted that clan culture enhances teaching and learning as a result leading to desired school performance.

The current study findings agrees also with Cerda, Perez, Elipe, and Del Rey (2018) who in their study found positive and moderately impact of clan cultural dimensions on academic performance among primary schools in Chile. Furthermore, the study findings agree with Al –Amin (2018) who revealed that clan cultural traits such as caring and collaboration were highly practiced in the public schools contributing positively to their performance at KCSE.

On the other hand, the findings of the current study contradict Ohiorenoya and Eboreime (2014) who found no relationship between clan culture and overall performance in Nigerian Universities. Again, the study findings is contrary to Zakari, Poku and Owusu (2013) who in their study established that involvement which exhibits similar cultural traits as clan culture, negatively affects performance.

Interpretation of the Findings
The study findings revealed that clan culture has a positive influence on school performance among schools in Turbo sub-county based on Pearson correlation, r= 0.564. This affirms the first study hypothesis (H_1) stating that Clan culture is associated with performance of public secondary schools in Turbo Sub-County.

The beta value from regression model was (β_1=0.158) which means therefore, a unit increase of clan culture results into 15.8% increase of school performance in Turbo sub county. Hence in order to achieve positive performance schools need to promote clan cultural traits. Team work as one of clan cultural traits should be practiced to the maximum. Also, sense of togetherness in realization of the goals and objectives of the school should be always in the mind of the staff members. Further, management should promote consensus as an important criterion for decision making and that leaders should present themselves as mentors and facilitators

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary of the Findings
This section describes the summary of the study results.
The hypothesis of the study was to test whether clan culture is associated with performance of public secondary schools in Turbo Sub-county. The study findings disclosed that there is moderate positive and significant relationship between clan culture and performance of public secondary schools in Turbo sub county based on Pearson correlation, (r= 0.564) and regression coefficient (β = 0.158).

Conclusion

The study concluded that performance be realized among public secondary schools in Turbo Sub County, clan culture which exhibits moderate, positive and statistically significant correlation with performance should be adopted by the schools.

Recommendation

The schools are recommended to adopt a new leadership model like shared governance, openness and transparency for the schools to remain competitive. Teachers need to embrace team work, sense of togetherness and consensus in decision making. In in order to achieve all these clan cultural traits, school administrators and principals need to be mentors and facilitators.

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