

## **School Climate as a Determinant of Pupils' Academic Performance in Public Primary Schools in Marani Sub-County, Kenya**

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### **Abstract**

The purpose of this study was to investigate on school climate as a determinant of pupils' academic performance in public primary schools in Marani Sub-County, Kenya. The objectives for this study were to find out the status of school climate and determine influence of school climate on pupils' academic performance in public primary schools in the Sub-County. The study utilized descriptive survey design. The target population was 317 Standard Eight teachers, 64 head teachers and 64 Boards of Management chairpersons in 64 public primary schools. Stratified random sampling technique was used to select schools and categories of respondents. The sample size was 95 Standard Eight teachers, 19 head teachers, and 19 BoM chairpersons which represented 30% of the target population. Questionnaire and interview schedule were used to collect data from the teachers, head teachers and BoM chairpersons. Document analysis was carried out at the County Director of Education Office, Kisii County to assist in extracting KCPE examination mean scores of pupils. Quantitative data was analyzed using descriptive statistics (frequencies, percentages and means) while qualitative data was arranged into categories and interpreted based on themes derived from research objectives. The study revealed that there were inadequate teaching and sanitary facilities in schools; negative pupil-teacher relationship; inadequate facilitation of teachers to attend capacity building programmes; and minimal involvement of teachers and pupils in decision making in schools. The study further established that schools' climate was not conducive and it negatively influenced pupils' academic performance. Based on the results, it was recommended that schools should be facilitated to construct enough physical facilities, strive to create a healthy and child-friendly learning environment through cultivation of warm pupil-teacher relationship and embracing participatory decision making, and ensure teachers' professional development is enhanced.

**Keywords:** School Climate, Determinant, Pupils' Academic Performance, and Public Primary School

### **1.0 Introduction**

School climate is one of the critical elements which contribute to holistic success of any school. A climate of a school involves collaboration between human, physical and material resources. Adeogun and Olisaemeka (2011) defines school climate as an aggregate measure of school characteristics, such as relationships between parents, teachers, administrators as well as physical facilities on the ground. Freiberg and Stein (1999) refers school climate as the heart and soul of the school that draws teachers and students to love the school and to want to be a part of it. According

to National School Climate Council (2007) quality of school in regard to school climate is based on patterns of school life experiences, norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structure. Osher, Spier, Kendziora and Cai (2009) further describes school climate as factors that contribute to the tone in school. The factors include well-managed classrooms and common facilities, clearly stated expectations concerning individual responsibility, feeling safe at school, and teachers and staff that consistently acknowledge all students welfare. It is therefore worth to underscore the fact that mood of school is determined by the prevailing climate.

Macneil, Prater, and Busch (2009) postulate that majority of studies on school climate have focused on teachers, leader-teacher relations and job satisfaction. This is because climate is the preferred paradigm when measuring the organizational health of a school. Adeogun and Olisaemeka (2011) nevertheless portends that climate reflects how staff, student and community feels about a school and might also be described as a personality of a school. Scholars such as Bergren (2014), Mariita (2012) and Nyamosi (2013) have as well asserted that school climate factors such as social economic status, parent involvement, attendance, school size, teaching-learning resources and interpersonal relationships affect teachers' job satisfaction. Abagi and Odipo (1997) also opine that teachers' behavior towards teaching work, classroom management and interaction with pupils have an impact on their job performance. The reviewed studies have pointed out the significance of school climate on teachers work performance and not the school climate as a determinant of pupils' academic performance.

According to Lou (2007) a list of determinants which influence pupils' academic performance is inexhaustible. For instance, in the USA, pupils' achievement is declining due to factors such as stress stemming from federal, state, and local demands, low pay of teachers, lack of administrative support, and heightened pupils' discipline problems (Covington, 2011). In South Africa, Ravhudzulo (2012) argues that there is low learners' performance due to lack of management skills and capacities, non-upgrading of teachers' based on qualifications and skills as well as a lack of teacher commitment. In East Africa particularly Uganda, Tanzania and Kenya, Uwezo (2012) Report also shows that in actual literacy and numeracy outcomes remain significantly low. The Report further reveals that some schools are faced with a challenge of inadequate basic facilities such as toilets, clean drinking water and sanitary towels. The shortage of such facilities affected schools' daily operations. Education International Survey Report (2007) also established that in East African countries, teachers had low morale due to low salaries, heavy teaching loads and poor conditions of service.

In Kenya, there is growing concern by various stakeholders about the declining pupils' and teacher performance (Odhiambo, 2008). Teachers' absenteeism from classroom has been identified as a factor affecting pupils' achievement. For instance, A Service Delivery Indicators (SDIs) survey conducted in Kenya revealed that for every 100 public school teachers, only 55 teachers were in class teaching and 27 were at school but not in class teaching as indicated on the time table (World Bank Report, 2013). In a year, more than 2,100 and 648 teaching hours were lost in public and private primary schools respectively (Ngware, Abuya, Admassu, Mutisya, Musyoka & Oketch, 2013). This significantly reduced the amount of teaching the pupils received and undermined their academic performance (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2014). In Marani Sub-County average mean score for pupils' academic performance in Kenya Certificate of Primary Education (KCPE) examination for the last five years (2011-2015) was 225.76 out of 500 marks (County Director of Education Office, Kisii County, 2016). These

results indicated that the Sub-County performance was below average thus concluding that there was dismal performance of pupils in KCPE examination. Studies reviewed concerning low pupils' academic performance in Marani Sub-County had found out that teachers' heavy work load, economic factors and motivation affected their job performance and pupils' academic achievement (Ogamba, 2011; Getange & Onsombi 2016; and Momanyi, 2015). However, school climate as a determinant of pupils' academic performance could not be established without conducting a research study given that no similar study had been carried out in the Sub-County. The objectives of the study were;

- (i) To establish the status of school climate in public primary schools in Marani Sub-County.
- (ii) To determine influence of school climate on pupils' academic performance in public primary schools in Marani Sub-County.

## **2.0 School Climate and Pupils' Academic Performance**

Loukas (2007) expounds school characteristics in respect to school climate to include physical, social and academic dimensions: The physical dimension entails: appearance of the school buildings and its classrooms; school size and ratio of students to teachers in the classroom; order and organization of classrooms in the school; availability of resources; and safety and comfort. The social dimension includes: quality of interpersonal relationships between and among students, teachers and staff; equitable and fair treatment of students by teachers and staff; degree of competition and social comparison between students; and degree to which students, teachers and staff contribute to decision-making at school. The academic dimension comprises of quality of instruction; teachers' expectations for student performance by monitoring progress and promptly reporting results to students and parents. Hoy and Miskel (2001) as well defines school climate as a blend of beliefs, values and attitudes shared by stakeholders, level of independence, styles of leadership and job satisfaction in a school. This implies that school climate is the product of interaction between physical, social and academic dimensions in teaching and learning process.

Bergren (2014) conducted a study on the impact of school climate on student achievement in the middle schools of the commonwealth of Virginia. The findings of the study revealed that selected school climate factors such as social economic status (SES), attendance and school size collectively had an influence on students' achievement and teachers' job satisfaction. Though, when the factors were examined individually, school size had the least influence on students' achievement whereas SES had the most influence. The study focused on the impact of selected school climate factors on students' achievement. However, the current study explored the status and influence of school climate on pupils' academic performance. Adeogun and Olisaemeka (2011) undertook a study to determine influence of school climate on students' achievement and teacher productivity for sustainable development in secondary schools in Lagos of Nigeria. The results revealed that selected school climate factors such as; working conditions, learning environment, home-school relationship, socio-physical environment, safety and security, discipline, and teacher care and support had a significant relationship with performance and productivity. The present study was conducted in primary schools and the variables were the school climate and pupils' academic performance.

Dagnaw (2014) examined impact of school climate on students' academic achievement in Bahir Dar secondary schools in Ethiopia. The study focused on teacher-student relationship, student-peer

relationship, administration, security and maintenance of the school and academic orientation of school climate aspects. The result revealed that a part from security and maintenance of the school aspect, the rest of the aspects had an impact on students' academic achievement. The focus of this study was on selected school climate aspects and their influence on students' academic achievement in a secondary school set up, however, the current study focused on school climate as a determinant of pupils' academic performance in primary schools set up. Nyamosi (2013) also investigated on the influence of school climate on pupils' performance at the Kenya Certificate of Primary Education (KCPE) in Central division of Machakos district, Kenya. The results of this study revealed that adequacy of teaching-learning resources and interpersonal relationships influenced teachers and pupils' performance. The study focused on influence of two school climate factors on pupils' performance at KCPE whereas the current study investigated school climate as a determinant of pupils' academic performance in KCPE examination in Marani Sub-County.

Jagero (2011) evaluated school environmental factors affecting performance of boarding secondary students in Kenya. Specifically the study attempted to investigate school environmental factors affecting both girls and boys as they strive to achieve academic excellence. The findings of the study revealed that insufficient lighting system, inadequate teaching-learning materials and facilities, students' indiscipline, lack of proper diet, inadequate dormitories accommodation and sanitary facilities as factors affecting boarding secondary students in the country. However, the present study focused on influence of school climate and on pupils' academic performance in public primary schools. A study conducted by Usaini and Bakar (2015) on influence of school environment on academic performance of secondary school students in Kuala Terengganu, Malaysia had revealed that schools with adequate facilities, adequate teachers and favourable environment influenced students' academic performance. Similarly, Odeh, Oguche and Ivagher (2015) in their study on influence of school environment on academic achievement of students in secondary schools in zone 'A' senatorial district of Benue State, Nigeria found out that physical facilities and discipline influenced academic achievement of secondary school students. The present study tackled school climate and pupils' academic performance in KCPE as study variables.

Kozina, Rozman, Perse and Leban (2008) conducted a study on the school climate as a predictor of the achievement in Slovenia: A students', teachers' and principals' perspective. The study found out that teachers and principals perceived that school climate factors interpersonal relationship and formal organization influenced students' academic achievement in Mathematics and Physics subjects. However, students perceived that the four school climate factors did not influence their academic achievement in Mathematics and Physics subjects. Similarly, Osher, Spier, Kendziora and Cai (2009) carried out a study on improving academic achievement through improving school climate and student connectedness. The study established that school climate was positively associated with changes in student achievement in reading, writing and mathematics. However, this study focused on influence of school climate on reading, writing and mathematics as indicators of academic achievement thus created a gap to establish influence, school climate on pupils' academic performance.

### **3.0 Methodology**

The study was conducted through descriptive survey research design. The design was used because it enabled the researcher to collect information from sampled population about their perceptions, attitudes, opinions, behaviours and values towards the variables under study (Orodho, 2009). The target population was 317 Standard Eight teachers, 64 Head teachers and 64 BoM Chairpersons in 64 public primary schools. Stratified random sampling technique was employed to select the

schools and categories of respondents. This technique ensured that sub-groups in the population were proportionately represented in relation to their numbers in the population itself (Orodho, 2009). The strata for the study consisted Kegogi and Marani Divisions of the Sub-County with a total number of 29 and 35 schools respectively. Kegogi Division had 144 teachers, 29 head teachers and 29 BoM chairpersons whereas Marani Division had 173 teachers, 35 head teachers and 35 BoM chairpersons. A list of names of schools was serialized and a table of random numbers was used to select the units for analysis. The sample size for this study consisted of 95 teachers out of 317 teachers, 19 head teachers out of 64 head teachers, and 19 BoM chairpersons out of 64 BoM chairpersons drawn from the total population. The sample size of 30% of target population was drawn for the study. According to Babbie (2005) as cited in Kimondo (2008), a sample size of 30% in Social Science is acceptable. Questionnaires, interview schedule and document analysis for KCPE examination results were utilized as the data collecting instruments. A pilot study was carried out on 10 standard eight teachers, two head teachers and two BoM chairpersons in two public primary schools in the Sub-County who were not included in the actual study. Content validity was used to ensure that a representative sample of content to be covered in the study was realized as per the study objectives (Orodho, 2009). Internal consistency technique was used to establish reliability of teachers and head teachers' questionnaires whereas reliability of interview schedule was evaluated by restating interview questions in slightly different form at a later time in the interview sessions (Best & Kahn, 1989). Quantitative data were analyzed using descriptive statistics (frequencies, percentages, and means) whereas qualitative data was analyzed by organizing data into themes and sub-themes in an on-going process, after which meanings were generated according to the objectives of the study thus, results were presented in narratives and direct quotation.

#### **4.0 Results and Discussion**

The purpose of this study was to find out the status of school climate in public primary schools and determine influence of school climate on pupils' academic performance in public primary schools Marani Sub-County. To achieve these objectives, the study examined first the status of school climate and then established the influence of existing school climate on pupils' academic performance in the Sub-County.

##### **4.1 Status of School Climate in Public Primary Schools in Marani Sub-County.**

The study focused on finding out the status of teaching facilities, sanitary facilities, pupil-teacher relationship, teacher's facilitation to attend capacity building programmes, teaching and learning materials, and teacher and pupil involvement in decision making. To realize the objective, the research tool had school climate items which were designed in statements form. Teachers were then required to select by ticking against statements which best defined their schools' climate in the spaces provided in the items continuum. Frequencies and percentages were calculated according to the responses from the teachers and the head teachers. The results have been presented in Table 1.

Table 1

*Teachers and Head Teachers' Responses on School Climate*

School Climate	Responses							
	n=95				n= 19			
	Teachers		Disagree		Head teachers		Disagree	
	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree
	f	%	f	%	f	%	f	%
Teaching facilities are adequate	38	40.0	57	60.0	5	26.4	14	73.6
Sanitary facilities are adequate	33	34.8	62	65.2	8	42.1	11	57.9
There is positive pupil-teacher relationship	31	32.6	64	67.4	7	36.8	12	63.2
Teachers are facilitated to attend capacity building programmes	34	35.8	61	64.2	9	47.4	10	52.6
Teaching and learning materials are adequate	63	66.3	32	33.7	13	68.4	6	31.6
Teachers and pupils are involved in decision making	30	31.5	65	68.5	4	21.1	15	78.9

**4.1.1 Teaching Facilities are Adequate**

Results in Table 1 revealed that majority of primary schools involved in the study had inadequate teaching facilities as indicated by 60.0% of the Teachers and 73.6% of the Head teachers. Results from Chairpersons' interviews also showed that teaching facilities were inadequate. One of the respondents remarked that: "Currently, we lack enough classrooms to enable us solve the problem of overcrowding of pupils in classes. This resource is critical for children because it provides required favourable learning environment for the teachers and pupils to complete the syllabus in good time. However, we have forwarded a proposal on financial support to erect more classrooms to the Constituency Development Fund committee for consideration". Another Chairperson stated that: "The BoM is working on strategies on how our children can improve on their academics. However, this board is challenged with shortage of physical facilities. We need to construct the library, teachers' staffroom and add one block of classrooms". While another Chairperson had this to say: "As a governing body, we need support from the Government to enable us have adequate teaching facilities particularly classes and resource room. Though at school level, we have made it clear that the teachers have to prepare teaching and learning materials appropriately". This implied that absence of teaching facilities affected syllabus coverage, teacher-learner contact hours and private studies by pupils as well as pupils doing assignments given by teachers. This would have a negative influence on academic performance since examinations were set from the course books and supplementary materials that were inadequate in most schools. The present study findings are consistent with those reported by Usaini and Bakar (2015) in their study on influence of school environment on academic performance of secondary school students in Kuala Terengganu, Malaysia. The findings of the study had revealed that schools did not have adequate facilities and this influenced students' academic performance. Similarly, the current study findings correspond with those of a study conducted in Nigeria, by Odeh, Oguche and Ivagher (2015) on influence of school environment on academic achievement of students in secondary schools in Nigeria. The

results had revealed that inadequate physical facilities in schools influenced academic achievement of secondary school students.

#### **4.1.2 Sanitary Facilities are Adequate**

Results in Table 1 indicates that 62 (65.2%) of Teachers and 11 (57.9%) of Head teachers were in the opinion that there were inadequate sanitary facilities in schools. During interviews, one of the Chairpersons said: “At the moment, the school can only afford the basic teaching and learning materials. We lack enough facilities such as toilets for pupils since the sharing ratio is high especially for the girls. However we have written to stakeholders to assist the school put up enough toilets”. While another Chairperson retorted: “There is need for an ablution block to cater for all pupils in the school. The number of toilets does not commensurate with the high pupils’ enrolment in this school. The toilets are not also in good condition thus pupils might contract diseases. However, we have started the process of constructing these sanitary facilities because they are important for the pupils’ academic excellence”. This implies that sanitary facilities were inadequate in schools and might have affected pupils’ learning. Adequate, clean, and good condition toilets are essential in schools as they improve pupils’ self-esteem, guard them against contacting diseases which might be occasioned by poor state of toilets. This therefore required schools to construct enough toilets in order to serve pupils optimally. The finding is similar to that of Mobegi (2011) who established that sanitation facilities especially for district level schools were not adequate for students forcing them to queue which consequently led to wastage of learning time and contributed to poor academic performance. Similarly, Oluka and Opolot-Okurut (2008) indicated that limited or poor quality toilet facilities had an impact for girls in terms of enrolment, attendance and academic achievement due to their special needs during their menstrual periods. Jagero (2011) as well reported that inadequate sanitary facilities affected boarding secondary students’ academic performance in Kenya.

#### **4.1.3 Positive Pupil-Teacher Relationship**

On the aspect of positive pupil-teacher relationship, results in Table 1 pointed out that 64 (67.4%) of Teachers and 12 (63.2%) of Head teachers were of the opinion that pupil-teacher relationship in schools was not positive. During interviews, one of the Chairpersons reported that: “There is lack of harmony among all partners that is, pupils, teachers, and parents. I think this is the origin of dismal pupils’ academic performance in this school. As a board we believe that team work is important for success of the school. Having good relationship is essential for good academic performance. However, we have started class meetings to build cordial relationships in our school”. While another Chairperson remarked: “There is frosty relationship between the teachers, pupils and administration. This is due to lack of respect among all the partners. In order to improve the pupils’ academic performance we are focusing on alleviating the issue of indiscipline which may be causing the deterioration of warm relationship”. This finding implied that the pupil-teacher relationship was not positive and consequently it might have affected pupils’ academic performance in schools. In other words, it means that positive pupil-teacher relationship creates a warm learning environment. Teachers are also able to deal with individual pupils in solving their academic problems. Pupils as well have confidence in contacting teachers hence improving their academic performance. This finding is consistent with Nyamosi (2013) whose study had investigated on the influence of school climate on pupils’ performance at KCPE in Central division of Machakos District, Kenya. The findings of the study had established that interpersonal relationship between teachers and pupils was not cordial and it contributed to poor pupils’ academic performance at KCPE examination. Similarly, Mbaabu and Orodho (2014) concurred with the finding through

reporting that lack of collegial interrelationship among teachers, pupils, parents and school management led to low pupils' academic performance in national examinations.

#### **4.1.4 Teachers' Facilitation to Attend Capacity Building Programmes**

In regard to teachers' facilitation to attend capacity building programmes, majority of the respondents 61 (64.2%) of Teachers and 10 (52.6%) of Head teachers were of the opinion that teachers were not facilitated to attend to capacity building programmes (Table 1). One of the Chairperson interviewed stated that: "In this school, we do not have the capacity to organize for the in-service training. For a fact, if there is a new teacher in school, he/she needs to be trained so that is inducted to the culture of this school. The training should entail, setting of examination and lesson preparation. But, because of insufficient funds, the School Board is unable to facilitate the teachers to attend the seminars/workshops in or out of school". Whereas another Chairperson commented: "As the BoM, we intend to sponsor more of the teachers to in-service training if and when funds will be available. We strongly believe teachers and pupils will gain immensely". This implied that majority of teachers were not facilitated to attend capacity building programmes due to inadequate funds. Capacity building programmes for the teachers are essential since enable teachers to improve on their knowledge, skills and realize quality students' outcomes. The programmes also build confidence on teachers particularly on issues of curriculum and instruction. This finding is consistent with Ogamba (2011) who reported that teachers rarely attended in-service training programmes on curriculum and instruction to keep abreast with current educational trend and thus academic performance in schools was affected. Briggs (2012) as well concurred with this finding by reporting that most teachers after employment had not attended any training either in form of seminar or workshops to boost their knowledge, skills and competencies. This immensely affected academic performance in schools. Similarly, Ayeni (2011) postulated that teachers' work was affected by limited financial resources in schools to enable them attend professional development programmes aimed at honing their skills and knowledge. Nevertheless, Wasanga, Ambia and Mwai (2010) as well reported that facilitation of refresher or in-service courses for teachers was a crucial strategy since it enhanced their knowledge growth and instructional skills that would boost learners' academic performance. Correspondingly, Jepketer, Kombo and Kyalo (2015) reported that teachers' capacity development influenced students' academic performance. Consequently, teachers needed refresher training courses in order to improve on teaching and students' performance in schools.

#### **4.1.5 Teaching and Learning Materials are Adequate**

In finding out on adequacy of teaching and learning materials in schools, Table 1 indicated that majority of the respondents 63 (66.3%) of the Teachers and 13 (68.4%) of the Head teachers were of the opinion that teaching and learning materials were adequate although 33.7% of the teachers and 31.6% of the head teachers disagreed that teaching and learning materials were adequate. Responses from 33.7 % and 31.6 % of teachers and head teachers respectively signified that some schools were not facilitated with enough teaching and learning materials. This would have impacted negatively on pupils' academic performance since adequate teaching and learning materials are critical ingredients in teaching and learning process. When interviews were carried out, one of the Chairpersons remarked that: "Our main task is to make sure what was budgeted for is bought. In our school, the teachers are given note books and pens, pieces chalk, text books, and guide books. Pupils receive exercise books and share text books". Another Chairperson stated that: "Since we receive money for teaching and learning resource materials from the Government, we normally facilitate for the buying of text books, exercise books, pens and other relevant materials". While another Chairperson remarked: "The School Board of Management authorizes for the buying of text



books, guide books, revision pamphlets, stationery, and materials to prepare teaching and learning aids". This signified that the majority of the schools had basic teaching and learning materials such as text books, teachers' guide books, chalks, exercise books, manilla papers for making charts and pens. However a few schools went an extra mile to provide other resources for instance, revision books, note books, schemes of work/lesson preparation books as a way of enhancing pupils' academic performance. Provision of sufficient teaching and learning material in schools is important as it stimulates pupils learning through discovering new ideas and knowledge. It also boosts content delivery by the teacher. This finding agreed with Kimeu, Tanui and Ronoh (2015) who reported that good student academic performance depended on sufficient and relevant teachers' reference books and guides, students and teachers' textbooks, charts, chalk board and pieces of chalk as teaching and learning materials. This finding as well agreed with Loukas (2007) who reported that one of school characteristics is physical dimension which entails sufficient teaching and learning resource materials, school size and ratio of students to teachers in classroom, safety and comfort. Jaiyeoba (2011) also concurred with this finding by asserting that inadequate provision of teaching and learning materials was an impediment to effective academic performance of primary schools. Further, Ondieki and Orodho (2015) as well reported that inadequate teaching and learning resources, incomplete syllabus coverage due to inappropriate instructional approaches and poor attitude amongst pupils and teachers negatively influenced academic performance in schools.

#### **4.1.6 Teachers and Pupils are involved in Decision Making**

In respect to teachers and pupils' involvement in decision making in schools, results on Table 1 revealed that majority of the respondents 65 (68.5%) of the teachers and 15 (78.9%) of the head teachers were of the view that teachers and pupils were involved in decision making. In regard to this, one Chairperson quipped: "We rarely ensure that teachers and pupils participate in decisions making in school but for effective school climate, I think in my own opinion, they should be allowed to participate in school matters. However, we are emphasizing that teachers must prepare thoroughly and teach the pupils as expected. This is a stepping stone for all other indicators of conducive learning environment". Another Chairperson had this to comment: "Foremost, we need to incorporate teachers and pupils' ideas as we develop the school. Each member in the school must own the vision of the school. Therefore, the school must embrace the element of involvement of all stakeholders in decision making as it will enable all actors in teaching-learning process discharge their duties satisfactorily". This finding implied that majority of teachers and pupils were not involved in decision making in school. This consequently suggested that the teachers and pupils were perhaps unable to own the school's vision in order to strive to achieve the goals and objectives of the schools. This finding is consistent with Wadesango (2012) who asserted that insignificant teachers and pupils participation in important school matters led to low academic performance and stressful school governance. However, this finding is inconsistent with Dagneu (2014) who reported that schools' administration listened to teachers and students' ideas, opinions and complaints and involved them in decision making thus resulting to high academic performance in schools. Similarly, Sabas and Mokaya (2013) reported that participatory decision making system promoted academic performance in schools. This is because teachers, students and other stakeholders were able to provide a number of inputs that contributed positively to academic success.

#### 4.2 Influence of School Climate on Pupils' Academic Performance in Public Primary Schools in Marani Sub-County

To understand the influence of school climate on pupils' academic performance, mean scores of teachers' responses about their schools' climate and Standard Eight pupils' academic performance in KCPE were compared by school. The results are shown in Table 2.

Table 2

*Overall Mean Score of Teachers' Responses of School Climate and Pupils' Academic Performance by School*

School	Teachers Responses of School Climate Mean	Standard Deviation	Pupils Academic Performance Mean Score
School A	3.83	.240	336.09
School B	1.43	.481	233.65
School C	1.43	.505	203.47
School D	1.87	.704	207.37
School E	1.70	.571	210.22
School F	3.80	.183	333.41
School G	1.47	.273	184.18
School H	1.57	.605	208.76
School I	1.20	.284	210.02
School J	3.31	.464	234.53
School K	3.83	.240	257.83
School L	2.50	.745	224.74
School M	2.10	.166	209.40
School N	2.13	.711	197.03
School O	1.61	.514	225.06
School P	1.63	.456	201.54
School Q	1.50	.553	191.19
School R	3.57	.514	276.48
School S	3.83	.315	258.50
Total	2.33	.449	231.76

Table 2 indicates that the overall mean scores of teachers' responses of school climate and Standard Eight pupils academic performance were low with mean scores of 2.33 and 231.76 respectively. The results as well show that when the mean of teachers' responses of school climate was high, the mean score of pupils' academic performance was also high, and vice versa. This suggests that school climate was not conducive and this negatively influenced pupils' academic performance. During interviews, one of the BoM Chairpersons reported: "We have a challenge of availing sufficient teaching and learning materials to learners. This is due to overcrowding of pupils in classroom and the resource materials are not enough for distribution to pupils. Consequently, many pupils are forced by the situation to share teaching and learning resources. It is difficult for teachers to give adequate assignment to pupils. This has led to poor pupils' performance particularly in their examinations". This finding is similar to that of Ngware, Abuya, Admassu, Mutisya, Musyoka and Oketch (2013) who reported that there was low pupils' performance in literacy in Government and formal private schools in Kenya because of fewer textbooks in schools. The finding was also in agreement with findings of Adeogun and Olisaemeka (2011) who asserted that selected school climate factors such as working conditions, learning environment, home-school relationship, social-

physical environment, safety and security, discipline and teacher care and support influenced students' performance and teacher productivity. Herzberg et al. (1959) similarly indicated that physical working conditions were an important component in any institution as it determined the extent of productivity.

### **5.0 Conclusion**

The study revealed that there were inadequate teaching and sanitary facilities in schools; negative pupil-teacher relationship; inadequate facilitation of teachers to attend capacity building programmes; and minimal involvement of teachers and pupils in decision making in schools. However, the study also found out that even though majority of the schools had basic teaching and learning materials such as text books, teachers' guide books, chalks, exercise books, manilla papers for making charts and pens, their pupils' academic performance was dismal. The study concluded that adequate physical facilities and material resources, positive interpersonal relationships among stakeholders, sufficient regular teacher development programmes, and active involvement of teachers and pupils in decision making were essential for a favourable school environment that would help both the teachers and pupils to excel in teaching and learning processes. The study as well found out that the overall mean scores of teachers' responses of school climate and Standard Eight pupils' academic performance were low with mean scores of 2.33 and 231.76 respectively. The results as well indicated that when the mean of teachers' responses of school climate was high, the mean score of pupils' academic performance was also high, and vice versa. The study concluded that the schools' climate was not conducive and it negatively influenced pupils' academic performance.

### **6.0 Recommendations**

Guided by the findings of the study, researchers recommended the following:-

- (i) Schools' management should construct enough classrooms and sanitary facilities for pupils so as to solve the problem of overcrowding of pupils in classrooms and strive to create a healthy and child-friendly learning environment.
- (ii) Stakeholders in schools should cultivate warm pupil-teacher relationship and embrace participatory decision making as it will boost pupils' academic performance.
- (iii) The Ministry of Education, Science and Technology should allocate sufficient funds to schools so as to facilitate teachers attend capacity building programmes.

### **7.0 Suggestions for Further Research**

On further study, the researchers recommend the following:

- (i) Carrying out replication of a similar study in other Sub-Counties in Kenya in order to have a broader scope in terms of generalization of the study findings.
- (ii) A similar study be carried out in private primary schools to establish influence of schools proprietors' role, school climate and teacher's morale on pupils' academic performance with an aim of comparing best practices between public and private primary schools.
- (iii) Conducting a study to establish pupils' and parents' perceptions concerning school management, school climate and level of teachers' morale in schools.

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