



**RELATIONSHIP BETWEEN SUPPORTIVE LEARNING ENVIRONMENT AND PERFORMANCE OF CITY PUBLIC  
PRIMARY SCHOOLS IN KENYA**

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**ABSTRACT**

*In recent years, performance in Kenya Certificate of Primary Education (KCPE) examinations particularly by public primary schools has been on a steady decline. Studies have revealed that school leaders, especially head teachers, have a key role to play in setting high expectations, monitoring and evaluating the effectiveness of learning outcomes which ultimately translates to improved school performance. This study therefore sought to examine the relationship between supportive learning environment and performance of city public primary schools in Kenya. The study adopted a concurrent embedded mixed method design. Questionnaires and interviews were utilized to collect the primary data whereas secondary data was collected through document analysis. Descriptive and inferential statistics were generated and regression analysis was conducted to test the null hypothesis using F test at 5% level of confidence. The qualitative data was analysed through thematic analysis. The study findings revealed a strong positive correlation between supportive learning environment and school performance. The study therefore concluded that there is a positive relationship between supportive learning environment and performance of city public primary schools in Kenya.*

**Keywords:** *Supportive Learning Environment, Head Teacher, Public Primary, School Performance*

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## INTRODUCTION

The debate on the extent to which school leaders make a difference in school outcomes and pupils' academic achievements has been on for decades (Leithwood, Harris & Strauss, 2010). Despite the fact that school leaders are to a large extent not directly involved in actual teaching, practitioners as well as parents believe that the head teacher as the leader in a school plays a critical role in influencing school performance. Research has revealed that, head teachers in successful schools employ a core of leadership practices that influence the teaching and learning process. One of these leadership practices is promotion of supportive learning environments (Leithwood, 2012, Hallinger, 2011).

According to Zais (2011), a school with a supportive learning environment is; one that has adequate teaching and learning facilities that are well maintained, available school based health facilities and a firm but fair disciplinary policy. Loukas (2007) argues that, school environments greatly differ; whereas some schools may be warm and welcoming, others may be extremely unfriendly and hostile. According to this author the emotions and attitudes prompted by a school environment are referred to as the school climate.

Thapa *et al.* (2013) state that, it is difficult to provide a concise definition of school climate, considering that it is a multi-dimensional construct that entails three aspects, namely; physical, social and academic dimensions. Cohen (2014) in an attempt to describe school climate, states that the concept refers to a learning environment in which pupils have varying experiences, based upon the culture and systems established by the teachers and school leadership as a whole. Thapa *et al.* (2013) identified five key aspects of school climate. They include: Safety, relationships, the teaching and learning process, the institutional environment and school improvement process respectively. Darling-Hammond *et al.* (2019) assert that, for effective learning to take place, pupils need to feel physically and psychologically safe, this is due to the fact that, fear and anxiety generally weakens a pupil's

cognitive capacity and affects the overall learning process. Osher *et al.* (2018), observed that warm, caring and supportive pupil-teacher relationships enhanced pupils' participation, and academic achievement. Steel and Cohn-Vargas (2013) affirm that, pupils learn better when their teachers are responsive to their needs and when they feel a deep sense of belonging. Cheryan *et al.* (2014) established that structural facilities in buildings greatly influence pupil learning. These authors assert that, noise, high temperatures and lighting in classrooms were associated with poor pupil achievement.

In Kenya, the success of a school is measured in terms of good performance in national examinations. Poor performance is generally perceived as the head teacher's responsibility, and there is increasing evidence that, the quality of leadership makes a difference to the success or failure of a school (Gakure *et al.*, 2013). This study intends to assist head teachers and other education stakeholders to understand the significant role supportive learning environment plays in enhancing school performance.

Majority of scholars that have examined the association between school environment and pupil academic achievement in public schools in Kenya such as; Simba *et al.* (2016), Korir and Kipkemboi (2014), Juma and Luchivya (2018), have considered the influence of school environment in relation to either pupils or teachers. However, there is limited literature on the role of the head teacher in promoting supportive learning environment for enhanced performance in public primary schools within the country. This study sought to address this gap by examining the relationship between supportive learning environment and performance of city public primary schools in Kenya.

### Objective of the Study

The objective of the study was to establish the relationship between supportive learning environment and performance of city public primary schools in Kenya. The study was guided by the following research hypothesis;

- $H_0$ : There is no significant relationship between supportive learning environment and performance of city public primary schools in Kenya.

### Statement of the Problem

Since the introduction of Free Primary Education (FPE) in 2003, the government of Kenya has continued to provide substantial financial support to public primary schools within the country. Despite the government's intervention, performance in Kenya Certificate of Primary Education (KCPE) examination by majority of the aforementioned schools has been rather unsatisfactory (Gakure, 2013). This decline in performance has been a source of concern among parents, education stakeholders and the general public. This is due to the fact that, substandard achievement in national examinations does not only undermine the pupils' chances of proceeding on with higher learning, but it also minimizes opportunities for job placements, consequently limiting their participation in national development (Republic of Kenya, 2012).

According to Astuti and Retnawati (2017), good performance in national examinations is a key element in a student's life as it verifies his/her proficiency to both institutions of higher learning and career prospects. Thus, Yakaboski and Nolan (2011) argue that, a significant number of pupils who fail in national examinations end up feeling bitter and frustrated and are likely to become a security risk to society. Considering that, most of the studies on the relationship between of supportive learning environment and school performance have been carried out in the western world, there is need to conduct a local study to examine the correlation between supportive learning environment as promoted by head teachers and performance of city public primary schools in Kenya.

## LITERATURE REVIEW

### Theoretical Review

This study was based on the humanistic theory of

learning. Jingna (2012) states that, Abraham Maslow developed the theory of human needs and motivation which primarily assumes that people are motivated by five levels of needs which include; physiological needs, safety needs, love and belonging needs, self-esteem and self-actualization needs. This author asserts that, it is critical that these needs are fulfilled for human survival. The author further argues that, physiological needs are the most essential needs given that, all the other needs are subordinate to them.

According to Jingna (2012), schools that ascribe to the humanistic theory have learning environments that provide these basic needs for pupils. The author argues that this mainly due to the fact that, the humanism learning theory emphasizes aspects of cognition, sentiment, interests, inspiration and potential of the pupils during the learning process. Thus, head teachers in such schools would ensure that, the school has large classrooms that allow quality air circulation, clean drinking water, adequate lighting in classrooms as well as comfortable temperatures. Similarly, Cheryan *et al.* (2014) assert that, school buildings and classrooms conditions greatly impacted pupils' academic achievement. Garran and Rasmussen (2014) also argue that a safe and orderly classroom environment promotes the teaching and learning process thereby enhancing school performance.

The humanistic learning theory also emphasizes on the importance of positive relationships which in turn enhances pupils' self-esteem and promote their learning. Osher *et al.* (2018) observed that, warm caring and supportive pupil-teacher relationships were associated with improved school performance, greater emotional control and social development. Furthermore, Jingna (2012) argues that, the theory encourages group work among pupils through which they can observe, learn from each other and develop interpersonal relationships. In addition, the author asserts that, the theory emphasizes the significance of schools to have personalized spaces that enable pupils to develop and nurture individual talents, leading to self-

actualization. Lastly, Rostami and Khadjooi (2010) state that, humanistic learning theory highlights the need for school environments to cater for all pupils equally, including those with special needs in order ensure that their self-esteem is not affected. Causton *et al.* (2015) observed that, pupils with special needs gain from positive school environments, due to the fact that, they feel included and appreciated by teachers as well as other pupils, which promotes their well-being, and enhances their academic engagement.

### **Empirical Review**

Kamaruddin *et al.* (2009) conducted a study that investigated the quality of learning environment on academic achievement from pupils' perception. The study which employed descriptive statistics and product moment correlation analysis revealed a positive relationship between the quality of learning environment and pupils' academic performance. Similarly, Kraft, Marinell and Shen-Wei Yee (2016) carried out a study that investigated the correlation between school organizational settings, teacher turnover and student performance. Using a factor analysis, the researcher constructed four divergent measurements of school climate as captured on the annual New York City (NYC) school survey. The study established that, enhancement in school safety significantly improved student achievement. Correspondingly, Gietz and McIntosh (2014) conducted a study on the correlation between students' opinion of their school environment in terms of security, inclusion, disciplinary measures and their academic performance. The study which employed hierarchical multiple regression analysis using a sample size of 1042 students observed that, students' perceptions of school environment were significantly associated with academic success. Likewise, in another study that sought to determine the impact of school climate on academic achievement, Maxwell *et al.* (2017) established that, students' perception of the school environment significantly influenced their achievement in writing and numeracy.

Duszka (2015) conducted a study on the effects of safety on school performance, in which 359 public schools were analysed for over three years. Using a panel random effects model, the study established that, a 1% increase in the schools' mean safety score led to 18% increase in a school's Florida Comprehensive Assessment Test (FCAT) score. Gregory *et al.* (2010) carried out a study to determine the gap between achievement and discipline. Using hierarchical linear modelling and a sample of over 7,300 students and 2,900 teachers randomly selected, the study revealed that, consistent enforcement of school discipline as well as accessibility of supportive teachers were connected with students' high academic performance. Causton *et al.* (2015) in their study demonstrated that, pupils with special needs, greatly benefitted from a positive school environment if they felt included and respected by other pupils, indicating the critical role of peer relationships in the well-being of pupils with special needs.

In a study that investigated the relationship between classroom environment and students' academic achievement, Esike (2018), established a significant a relationship between classroom environment and students' academic achievement in chemistry among senior secondary school students. In another study that examined environmental variables that affect students' academic achievement, in agricultural science, Nsa *et al.* (2014) observed a significant correlation between availability of laboratory facilities and performance of students in agricultural science. Similarly, Shamaki (2015) in a study on the influence of learning environment on students' academic achievement in mathematics, observed a significance difference between the mean performance of students taught in a classic learning environment and that of students taught in unexciting learning environment.

Harinarayanan and Pazhanivelu (2018) in a study on school environment and academic performance in high and low achieving schools, observed that

school environment had a significant influence on academic performance of students. The study concluded that, supportive learning environments were paramount for improved school performance. Mwangi *et al.* (2017) in a study investigating the effect of school climate on pupils' academic performance in public primary schools in Kenya established that, physical environment significantly contributes to students' academic achievement. Similarly, Okongo *et al.* (2015) in a study on the effect of availability of teaching and learning resources and its impact on the implementation of inclusive education in Kenya, found that, lack of teaching and learning materials and inadequate physical facilities had a negative influence on pupils' academic performance.

This study conceptualized that school performance was influenced by the head teacher's ability to create a supportive school learning environment. Poor performance in public primary schools in Kenya has raised a lot of concern amongst education stakeholders, majority of whom believe that head teachers play a significant role in enhancing pupils' academic achievement. This therefore sought to determine the relationship between supportive learning environment and performance of city public primary schools in Kenya.

## METHODOLOGY

The study adopted a concurrent embedded mixed method design. The study employed a combination of proportionate, stratified and simple random sampling techniques. There were a total of 147 city public primary schools of which 30 were selected. To determine reliability and validity of the research instruments, a pilot study was carried out in 3 schools in Nairobi city. The primary data for the

study was collected through questionnaires for teachers and semi-structured interviews that were administered to head teachers, District Quality Assurance and Standards Officers (DQASOs) and District Education Officers (DEOs) respectively. The secondary data on the other hand was collected by analyzing school documents that were relevant to the study objective such as: Schools' strategic plans, Teacher Performance Appraisal and Development (TPAD) tools and pupils' academic achievement in national examinations as exhibited through school mean scores.

The quantitative data for this study was analyzed using the statistical Package for Social Sciences (SPSS) version 21. The study adopted descriptive and inferential statistics to analyze data. The qualitative data from the interviews was collected by audio recording on a digital voice recorder and writing of notes by the researcher which served as backup. The study used Braun and Clarke's (2006) six-step thematic framework to analyze the qualitative data. The six steps include: data familiarization, generation of codes, searching for themes, determination of themes and lastly producing the report. According to Neuman (2014) qualitative data analysis entails the deconstruction of the qualitative data into manageable themes, categories and associations in relation to the objectives of the study.

## FINDINGS

A total of 330 questionnaires were issued to respondents out of which 294 questionnaires were filled and returned translating to a response rate of 89.09%. Mugenda and Mugenda (2012) assert that a response rate of 50% is sufficient, 60% is good and above 70% is excellent. The questionnaires' response rate was presented in Table 1.

**Table 1: Response Rate**

Sample size	Frequency	Percent (%)
Response	294	89.09
No response	36	10.91
Total	330	100

### Supportive Learning Environment and School Performance

To measure supportive learning environment respondents were asked to indicate whether head teachers had created safe working environments

that enhanced school performance. A Likert Scale of 1 to 5 was used with 1 representing strongly disagree, 2= disagree, 3=Neutral, 4= Agree and 5=strongly agree. The results are summarized in table 2 below.

**Table 2: Teachers' level of agreement with statements on Supportive Learning Environment**

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Dev.
The head teacher has created a safe working environment	1.7%	4.1%	11.2%	39.8%	43.2%	4.19	.910
The head teacher promotes healthy working relationships amongst pupils, teachers, parents and school administration	2.4%	7.1%	12.6%	41.8%	36.1%	4.02	.995
The head teacher has established rules and norms that govern pupils' and teachers' behavior	1.4%	5.1%	13.6%	45.9%	34.0%	4.06	.895
The head ensures provision of adequate teaching and learning resources	1.3%	5.8%	17.7%	46.6%	28.6%	3.95	.904
The head teacher maintains school buildings.	3.1%	7.1%	16.0%	39.8%	34.0%	3.95	.904

As shown in table 2, teachers were asked to indicate whether head teachers had created safe working environments in the school; 1.7% of the respondents strongly disagreed, 4.1% disagreed, 11.2% were neutral, 39.8% agreed and 43.2% strongly agreed. The average score for this indicator was found to be 4.19 with standard deviation of 0.910. This implies that on average there was agreement that head teachers had created safe working environments in schools which enhanced the teaching and learning process. This finding is in agreement with Peckham *et al.* (2017) who assert that school safety is vital for the protection of both pupils and staff from abuse or any other kind of violence.

Respondents were also asked to indicate whether head teachers promoted healthy working relationships amongst pupils, teachers, parents and the school administration; 2.4% of the respondents strongly disagreed, 7.1% disagreed, 12.6% were neutral, 41.8% agreed and 36.1% strongly agreed. The average score for this indicator was found to be 4.02 with standard deviation of 0.995. This implies

that on average there was agreement that head teachers promoted healthy working relationships among the various stakeholders which positively impacted school performance. Roffey (2012) noted that, positive relationships in schools are essential to the wellbeing of both pupils and teachers and underpins an effective learning environment.

On whether head teachers had established school rules and norms that governed pupils' and teachers' conduct; 1.4% of the respondents strongly disagreed, 5.1% disagreed, 13.6% were neutral, 45.9% agreed and 34.0% strongly agreed. The average score for this indicator was found to be 4.06 with standard deviation of 0.895. This implies that on average there was agreement that head teachers had established school rules and norms that guided the behavior of both pupils and teachers leading to order and discipline within schools. Gregory *et al.* (2010) add that, the manner in which rules are enforced, meaning the extent to which they are consistently and fairly enforced, is a factor that determines how safe both pupils and staff feel within a school environment.

On whether head teachers ensured adequate supply of teaching and learning resources in schools; 1.3% of the respondents strongly disagreed, 5.8% disagreed, 17.7% were neutral, 46.6% agreed and 28.6% strongly agreed. The average score for this indicator was found to be 3.95 with standard deviation of 0.904. This implies that on average there was agreement that head teachers ensured that there was adequate teaching and learning resources in schools for enhanced school performance. Makori and Onderi (2014) found that, poor syllabus coverage was linked to lack of adequate teaching and learning resources. These authors assert that, lack of text books affects the rate and amount of assessments teachers can give to pupils which in turn slows down the teaching and learning process and in the end impacts negatively on syllabus coverage. Similarly, Okongo *et al.* (2015) established a positive and significant correlation between teaching and learning resources and the level of classroom management and content delivery.

On whether head teachers ensured that school facilities were well maintained to promote the learning process; 3.1% strongly disagreed, 7.1% disagreed, 16.0% were neutral, 39.8% agreed and 34.0% strongly agreed. The average score for this indicator was 3.95 with standard deviation of 0.904.

This implies that on average there was agreement that head teachers ensured that school facilities were well maintained to promote the teaching and learning process. Bowers and Urick (2011) found that facility maintenance is important to sustain pupils' and teachers' convenience and effective learning process because it provides clean and secure environments. The average mean response of 4.03 implied that supportive learning environment had a positive effect on performance of city public primary schools in Kenya. These findings are in line with similar studies such as; Peckham *et al.* (2017, ) Roffey (2012), Gregory *et al.* (2010), Makori and Onderi (2014), Okongo *et al.* (2015), Bowers and Urick (2011) that found a positive relationship between supportive learning environment and pupils' academic achievement.

### Correlation analysis of Supportive Learning Environment and School Performance

This study sought to establish the effect of supportive learning environment on performance of city public primary schools in Kenya. The Pearson correlation analysis was used to determine the relationship that existed between supportive learning environment and school performance. Table 3 showed the correlation between supportive learning environment and school performance.

**Table 3: Pearson Correlation Analysis**

		Supportive learning environment	School performance
Supportive learning environment	Pearson Correlation	1	<b>.574**</b>
	Sig. (2-tailed)		.000
	N	294	294
School performance	Pearson Correlation	<b>.574**</b>	1
	Sig. (2-tailed)	.000	
	N	294	294

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

Table 3 showed a positive correlation between supportive learning environment and school performance (0.574). The relationship between the variables is also significant as confirmed by the p-value  $0.000 < 0.05$ . This implies that supportive learning environment contributed to school performance given that, when pupils were provided

with a supportive learning environment their performance tended to improve. The effect of supportive learning environment was tested by model fit equation showing the R and R<sup>2</sup>. Table 4 showed the effect of supportive learning environment on school performance measured by R and R<sup>2</sup>.



**Table 4: Effect of supportive learning environment on school performance**

R	R Square	Std. Error of the Estimate	Durbin-Watson
.574 <sup>a</sup>	.330	.49356	1.895

The Durbin Waston statistics is 1.895 which is within the expected threshold of between 1.5 and 2.5. This implies that the data used to assess the indicators of supportive learning environment did not have autocorrelation features. The effect of supportive learning environment on school performance was positive and significant (0.574 > 0.500). Table 4 showed the value of R<sup>2</sup> is 0.330 (33 Percent). This implied that a unit increase in supportive learning environment indicators leads to

improvement of school performance by 33 percent while 67 % of the school performance is attributed to other factors outside the model. The null hypothesis H<sub>0</sub>: stated as "There is no significant relationship between supportive learning environment and school performance of city public primary schools in Kenya" was tested using a one-way analysis variance (ANOVA). Table 5 showed the test of the hypothesis.

**Table 5: ANOVA test on null hypothesis**

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	35.026	1	35.026	143.782	.000 <sup>b</sup>
Residual	71.132	292	.244		
Total	106.158	293			

a. Dependent Variable: School Performance

Table 5 showed that value of F<sub>cal</sub> is 143.782 is greater than F<sub>cr</sub> 2.37 and it is also significant (p-value of 0.000 < 0.05). This means that supportive learning environment influenced school performance significantly. The results from the analysis therefore mean that the null hypothesis H<sub>0</sub>: "There is no significant relationship between supportive learning environment and school performance" is rejected and the conclusion is that; "There is indeed a significant relationship between supportive learning environment and school performance".

The implication of the above results was that the dependent variable, school performance, had been

positively and significantly influenced by supportive learning environment and was bound to improve when programs to promote supportive environments were intensified in schools. The significant effect of supportive learning environment on school performance could also be explained by the observations of Korir and Kipkemboi (2014), Juma and Luchivya (2018), who observed that students who set performance goals improved in their academic performance. The relationship between supportive learning environment and school performance was analysed using a bivariate model. Table 6 showed a model assessing effect of supportive learning environment on school performance.

**Table 6: Effect of supportive learning environment on school performance**

Model	Unstandardized Coefficients		T	Sig.
	B	Std. Error		
(Constant)	1.858	.155	12.018	.000
Supportive learning environment	.452	.038	11.991	.000

Table 6 showed output of the variables used in the following model;  $Y = \beta_0 + \beta_3 X_3$  where Y is the School Performance and X<sub>3</sub> is Supportive learning

environment. Substituting the output of the analysis;  $Y = 1.858 + 0.452 X_3$

### Qualitative Data Analysis

To analyze qualitative data in this study, the researcher utilized Braun and Clarke's (2006) six-

step thematic framework. The steps are as summarized in Table 7.

**Table 7: Braun and Clarke's (2006) Six Steps Thematic Analysis**

Stage	Description of the process
1: Data familiarization process	Listening repeatedly to recordings, transcribing, reading and re-reading the data
2: Generating Initial Codes	Coding fascinating features of the data in a orderly manner across the entire data set, organising data relevant to each code
3: Searching for Themes	Gathering codes into possible themes, collecting data appropriate to each possible theme
4: Review Themes	Checking in the themes in relation to the codes to the coded extracts (phase 1), and then for the overall data set (phase 2), generating a thematic 'map' for the analysis.
5: Defining and naming themes	Ongoing analysis to define the specifics of each theme, generating clear definition and names of each theme
6: Reporting	Final analysis of the selected extracts, connecting the analysis to the study objective and literature, producing an academic report of the analysis

### Emergent Themes

In line with Braun and Clarke's (2006) frame work, the researcher used theoretical thematic analysis in which one main theme and four sub-themes were

generated in relation to the study objective. The main theme and sub-themes are as shown in Table 8 and 9 respectively.

**Table 8: Emergent Theme and Sub-themes**

Main Theme	Sub-theme
Measures used by head teachers promote supportive learning environments	<ul style="list-style-type: none"><li>▪ Provision of adequate T/L resources</li><li>▪ Motivation</li><li>▪ Team work</li><li>▪ Discipline</li><li>▪ Pupils in governance</li></ul>

**Table 9: Main Theme: Mechanisms used to Promote Supportive Learning Environments**

Sub-Theme	Head teachers	Percentage
Adequate Teaching/L resources	9	30%
Motivation	7	23%
Team work	6	20%
Discipline	5	17%
Pupil involvement in governance	3	10%
Total	30	100%

Findings from interviewee responses in Table 9 indicated that, majority of participants 30% reported that they promoted supportive learning environments in their schools by ensuring adequate provision of teaching and learning resources. In regard to the sub-theme motivation, 23% of head

teachers indicated that, they motivated teachers and pupils through rewards, recognition and provision of meals. In relation to the sub-theme of team work, 20% of head teachers reported that they encouraged team work among the staff and good relationships between teachers and pupils. As

for the sub theme of discipline, 17% of head teachers indicated that they ensured that their schools had firm but fair disciplinary policy in place to guide the conduct of both pupils and teachers. Lastly, in regard to the pupil involvement theme, 10% of head teachers reported that they promoted supportive learning environments in their schools by involving pupils in school governance through pupil councils. These findings imply that head teachers in city public schools had developed various measures in their schools to promote supportive learning environments as a pre-requisite to enhanced school performance. These findings are in line with other similar studies such as; Kraft *et al.* (2016), Astor *et al.* (2010), Gietz and McIntosh (2014), Causton *et al.* (2015) and Nsa *et al.* (2014).

### Discussion

The objective of this study was to establish the relationship between supportive learning environment and performance of city public primary schools in Kenya. To achieve this objective, analysis of both quantitative and qualitative data was done. Results from quantitative data analysis confirmed that, supportive learning environment influences school performance. Correspondingly, the qualitative data analysis also confirmed that supportive learning environment affects school performance. Thus, both quantitative and qualitative analyses acknowledged promotion of supportive learning environment as an essential practice for enhancing school performance. The aspects of supportive learning environment that were analysed in the study comprised of: Head teacher's records on school safety measures, school rules and regulations, availability of teaching and learning resources and positive interpersonal relations.

The findings from the study show evidence that supportive learning environments enhanced performance of city public primary schools in

Kenya. Effective head teachers formulate policies that promote availability of adequate and appropriate teaching and learning resources, foster positive interpersonal relations, put in place safety measures and develop clear and practical school rules and regulations. Similar studies that have found a strong relationship between supportive learning environment and pupil achievement include: Devine and Cohen (2007), Astor *et al.*, (2010). These scholars established that, a positive environment promotes cooperative learning, group cohesion, respect, and mutual trust. All these aforementioned aspects have been shown to have a positive impact on school performance.

### CONCLUSIONS AND RECOMMENDATIONS

This study provides evidence on the relationship between supportive learning environment and performance of city public primary schools in Kenya. It is apparent that supportive learning environment has a positive and significant effect on school performance and therefore, efforts should be made to sensitize parents and other education stakeholders on the importance of providing supportive learning environments as a pre-requisite to enhanced school performance.

The study recommended that, education stakeholders, especially policy makers and the community as a whole should be sensitized on the importance of having supportive learning environments in schools. In addition, stakeholder ought to be encouraged to contribute resources for construction and/or maintenance of school infrastructure and facilities in an effort to enhance pupil learning and improve school performance.

Given that this study mainly focused on city public primary schools in Kenya, there is need for further investigations in order to determine whether supportive learning environment has the same influence in other public primary schools in other parts of the country.

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