

EFFECTS OF INTERNAL SCHOOL ENVIRONMENT ON LEARNERS' ACADEMIC  
PERFORMANCE: A CASE OF PUBLIC PRIMARY SCHOOLS IN KAPSERET DIVISION,  
WARENG DISTRICT, KENYA

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## ABSTRACT

The purpose of this study was to investigate into the effects of internal school environment on learners' academic performance in public primary schools. The study sought to achieve the following objectives: To assess the effect of teacher-factors, learner-factors, availability of physical facilities and headteachers' supervisory support on public primary school learners' academic achievement in Kapseret Division of Wareng district. This study utilized descriptive survey research design and was guided by General System's theory of Bertalanffy. It also adapted a conceptual framework which showed independent, dependant and intervening variables. The head teachers, teachers and pupils constituted the target population. Kapseret Division has a total of 21 public primary schools of which only 18 schools have presented their candidates to K.C.P.E. To obtain a study sample, the researcher used stratified sampling method to categorize schools into three, according to the number of streams in class seven. Proportionate random sampling was used to select 9 schools (5 single streamed, 3 double streamed and 1 triple streamed) from the 18 schools that had sat for KCPE. All the head teachers of the selected schools participated in the study. Simple random sampling was used to select 64 teachers and 225 class seven pupils from the selected schools. Questionnaires, document analysis, observation schedule and interview schedules were used to collect data. The data was analyzed using descriptive statistical techniques such as percentages, frequency and means. The study found that teaching methods, teacher attitude, mastery of content and experience of the teacher were the major determinants of learner's achievement in academics. Further, socio-economic background and attitude of the learner were the major learner factors that influence academic achievement of learners. It was also established that learning materials and other physical facilities like sanitary facilities, desks, games facilities and libraries influenced the learners' academic performance in

the area of study. Headteacher-factors such as provision of learning/teaching resources, supervision of curriculum implementation, guidance and counseling and co-ordination with the ministry to a larger extent affects learners' academic achievement. The findings are expected to provide a guide to educational stake-holders on how to improve the internal school environment for better academic performance of public primary school learners.