

**INVESTIGATING THE QUALITY OF SCHOOL CLIMATE IN
CONVENTIONAL AND COMMUNITY DAY SECONDARY SCHOOLS IN
MALAWI: A COMPARATIVE STUDY**

M.Ed. (EDUCATIONAL PSYCHOLOGY) THESIS

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**UNIVERSITY OF MALAWI
CHANCELLOR COLLEGE**

JUNE, 2017

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By

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Submitted to the Department of Education Foundations, School of Education, in
partial fulfillment of the requirements for the degree of Master of Education
(Educational Psychology)

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JUNE, 2017

DECLARATION

I, the undersigned, hereby declare that this thesis/dissertation is my own original work which has not been submitted to any other institution for similar purposes. Where other people's work has been used, acknowledgements have been made.

Full Legal Name

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CERTIFICATE OF APPROVAL

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DEDICATION

To my late wife Violet Kaunda and my daughter Thokozani for their love, endless support and encouragement.

ACKNOWLEDGEMENTS

The work had been tasking but the Almighty God has been with me the entire period of my work. The realisation of this work was only possible due to the several people's collaboration, to which I desire to express my gratefulness.

I would like to extend my profound gratitude and thanks to everyone who made this study a success. I am highly indebted to headteachers, teachers, students and parents from 6 secondary schools in the South East Education Division who willingly agreed to be interviewed. Without their cooperation the objectives of the study would not have been realised. I would also like to thank my supervisor Dr. Symon Chiziwa for guidance, encouragement, support and criticism he rendered to me enriching working environment which made my study approachable and achievable. His comments and questions were beneficial to me. Thanks to the headteachers and teachers of the 6 secondary schools who provided much-needed information about their schools. Thanks also to the South East Education Division Manager, District Education Managers of Machinga, Zomba Rural and Urban for allowing me to conduct the study in areas of their jurisdiction. I am also grateful to my colleagues Patrick Seven Mkumba for his scholarly advice and Phillip Mphakwa Simkonda for helping me in analysing the research data interpretation of some results presented in this thesis. A special thanks to my late wife who supported me throughout the writing of this thesis – patiently assisting with words of assurance.

ABSTRACT

In Malawi, there is a marked variation of performance of students in Conventional and Community Day Secondary schools in national examinations. The purpose of this study was to investigate the quality of school climate in Conventional and Community Day secondary schools in South East Education Division in Malawi to check if school climate can have an effect. The study was carried in three Conventional Secondary and three Community Day Secondary Schools. A total number of 205 students, 55 teachers, 155 parents and 6 head-teachers were involved in the study. The study used survey quantitative research method. To generate data Statistical Package for Social Scientists (SPSS) version 20 was used. Descriptive statistical techniques were used to analyse items of questionnaire. The study found that the quality of school climate varies from one school to another in terms of physical, learning resources, social and academic dimensions. The study also found that there was variation in quality of school climate in Conventional and Community Day Secondary Schools and that there is more positive school climate in Conventional Secondary Schools than in Community Day Secondary Schools and this leads to improved academic success in Conventional Secondary Schools. However, the study found that there are some areas that Conventional Secondary Schools performed negatively. The study concludes that there is need to improve quality of school climate in Community Day Secondary Schools and some areas in Conventional Secondary Schools to improve students' academic performance. The implication is that the quality of education in Community Day Secondary Schools would be compromised and in Conventional Secondary Schools would be affected.

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LIST OF ABBREVIATIONS AND ACRONYMS

CDSS	Community Day Secondary School
CSS	Conventional Secondary School
CSEE	Center for Social and Emotional Education
DCE	Distance Education Centre
JCE	Junior Certificate Education
MSCE	Malawi School Certificate Examination
MANEB	Malawi National Examinations Board
OCDQ	Organization Climate Description Questionnaire
OECD	Organisation for Economic Corporation Development
SEED	South East Education Division
UNESCO	United Nations Educational, Scientific and Cultural Organization

CHAPTER 1

INTRODUCTION

1.1 Chapter overview

This chapter presents the background to the study including the statement of the problem, purpose of the study, research questions and significance of the study. Definitions of terms are defined based on research study concept as it was applied in the study are followed by the significance of the study.

1.2 Introduction to the study

This study investigated the quality of school climate in Conventional and Community Day secondary schools in Malawi. Shindler, Jones, Williams, Taylor and Cadenes (2012, p.1) argue that “the quality of the school climate appears to be the single most predictive factor in any school’s capacity to promote student achievement”. Understanding the relationship that school climate has with achievement helps schools identify variables and processes that should be addressed in school improvement efforts.

To investigate the quality of school climate in secondary school, this study involved participants from Conventional and Community Day Secondary Schools. Conventional Secondary Schools (CSS) are operated and funded directly by the government via Education Division Offices while Community Day Secondary Schools (CDSS) are mostly initiated and financed by the school committees but

receive some government funding to cater for day-to-day running costs and teacher and support staff salaries UNESCO (2010). Hoop (2011) explains that Conventional schools could be subdivided into 24 national boarding schools, 41 district boarding schools, and 52 district day schools. Hoop (2011) expounds that national boarding schools are considered to be the best conventional schools and serve learners from the entire country. District boarding schools are considered to be the next best and serve only learners attending primary schools in the same district. District day schools serve only pupils who live within commutable distance from the school.

Kayuni (2010, p.6) explains that “Community Day Secondary Schools started in December, 1998, the Government announced that all Distance Education Centres (DECs) should be converted into CDSSs”. Saiti (2010, p.2-3) describes Community Day Secondary schools as “those schools that were originally Distance Education Centres (DECs)”. They used to be independent learning facilities without resources. They were built and run by communities or communities just identified primary schools to be used in the afternoons. In those days, learners followed correspondence materials.

Kayuni (2010, p.6) explains that “Community Day Secondary Schools (CDSS) were established in 1998”. Nakoma and Ndalama (2008) envisage that in December 1999 the Ministry of Education Science and Technology surprised the nation with an announcement of a "revolutionary" policy, which converted overnight scores of Distance Education Centres into Community Day Secondary Schools (CDSS). Nakoma and Ndalama (2008) argue that the policy announcement was influenced in earnest by results of a desktop research done by the Danish Secondary School Support

Programme (DSSP). And that the policy intended to minimize what was considered to be "open apartheid" in the way government provided secondary education to its own children.

International Monetary Fund (2007, p.50) clearly explains that “the policy of the converting the former Distance Education Centres (DECs) to Community Day Secondary Schools (CDSS) and the use of untrained and under qualified teachers in the system due to inadequate number of professionally qualified teachers negatively affected the quality and relevance of education being provided at secondary level”. Kayuni (2010, p.6) laments that “the move led to a “crisis” in the secondary school education especially in the areas of quality and relevance of the education being provided”.

To improve the poor situations the government tried put in place some strategies to improve the quality of education in Community Day Secondary Schools. The government in Malawi Growth and Development Strategy, implemented a number of reforms in order to improve the bad situation especially to increase access and retention at all levels; improve the quality and the relevance of education being provided; improve equity, management and supervision; and the training of more teachers for both primary and secondary levels (International Monetary Fund, 2007).

The results of poor quality of education in Community Day Secondary Schools was revealed through the research project done by Kadzamira (2003) that explored the types of employment activities secondary school leavers and university graduates are engaged. The study revealed that performance in the Malawi School Certificate of

Education (MSCE) examination was worse among school leavers from Community Day Secondary Schools (CDSS) than leavers of private or conventional government schools.

1.3 Statement of the Problem

The quality of the school climate is the single most predictive factor in any school's capacity to promote student achievement. "Understanding the relationship that school climate has with achievement, helps schools identify variables and processes that should be addressed in school improvement efforts" (Jones, Williams, Taylor & Cadenes, 2012 p.1). In Malawi, there is a marked variation of performance of students in Conventional and Community Day Secondary schools in national examinations (Chakwera, Khembo & Sireci, 2004, African Development Fund, 2001, and MANEB 2014 MSCE Chief Examiners' Reports). This study was therefore conducted to investigate the quality of school climate in secondary schools in order to improve students' performance that would be depicted through national examinations.

1.4 Purpose of Study

The purpose of this study was to investigate the quality of school climate in Conventional and Community Day Secondary Schools in Malawi in South East Education Division.

1.5 Research Questions

The following main research question and subsidiary questions guided this study

1.5.1 Main Question

What is the quality of school climate in Conventional and Community Day Secondary Schools?

1.5.2 Sub-questions

- In what ways does the quality of school climate affect attainment of education outcomes?
- What role do parents play in enhancing school climate?
- What role do headteachers play in enhancing school climate?

1.6 Significance of the study

The study will contribute to the theory by guiding future research in this domain and help specify levels of research or analysis, thereby providing utility as a theoretical framework for future causal models. This would provide a roadmap for research by demarcating school climate from related constructs, suggesting related contextual and structural constructs, and delineating proximal and distal systems which may shape the nature of school climate. The education policy makers would influence in guiding school reforms efforts. They would initiate how school climate would be used general school accountability system. School climate policies are likely transform practice effectively (Cohen, McCabe, Michelli & Pickeral, 2009). In that case, the study would assist policy makers to assess the contents of the courses that would include school climate necessary for prospective and incumbent headteachers and teachers and at colleges and Malawi Institute of Education. This would ensure that they are equipped with relevant skills required to run schools in a way that would enhance the learners' performance. This would also assist the practitioners because they are the ones that interpret policies. The findings of this study would be useful to headteachers and teachers because they would have knowledge of school climate which could improve their schools academically socially and morally. This would be necessary for learners, parents and teachers to work together to improve learners conditions at school.

1.7 Definition Terms

Here-under is an explanation of terms that have been used in this study:

School climate: It is the learning environment created through the interaction of human relationships, physical setting, and psychological atmosphere(Perkins, 2006 p.10).

Quality: The degree of excellence of a product or service (Crosby, 1979 p3).

Quality of school climate: Refers to the following subscales: respect, trust, high morale, opportunity for input, continuous academic and social growth, cohesiveness, school renewal and caring (Marshall, (2004 p.2).

Conventional Secondary School: It refers to a secondary school that is operated and funded directly by the government via Education Division Offices (Sandikonda, 2013 p.15).

Community Day Secondary School: It refers to a secondary school that is initiated and financed by the school committees but receive some government funding to carter for day-to-day running costs and teacher and support staff salaries (African Development Fund, 2001 p.6).

School Community: This refers to a group of individuals who share common emotions, values or beliefs, and are actively engaged in learning together from each other for the advancement of the organisational structure (Redding, 1991 p.9).

Parental involvement: It is the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities (Kasas State Department of Education, 2016 p.1).

Headteacher's leadership: This refers to the leadership of the headteacher reflected by the level of supervision to the teachers, motivation of staff in the school and cooperation by other stakeholders (Ramaiah, 2003 p.10).

Leadership is a process whereby an individual influences a group of individuals to achieve a common goal (Ricketts, 2009 p.1).

Safety: This refers to the physical and emotional safety of students and the rules and procedures in place to ensure student safety (Thapa, Cohen, Higgins-D'Alessandro & Guffey, 2012 p.4).

Relationships: This refers to learners' social support from learners and parents, the level of respect learners have for others, school and community engagement, and learners and parental leadership (Thapa, 2012 et al. p.6).

Teaching and Learning: It is a positive and professional student-teacher-school relationship, social and emotional skills training, civic education, and positive support for learning (Thapa, 2012 et al. p.7).

Institutional Environment: This refers to the physical environment of the school, resources and supplies (Thapa, 2012 et al. p.9).

Learner outcomes: This refers to academic results and behavioral characteristics of students from the intentional activities of schooling (Zullig, Koopman, Patton & Ubbes, 2010 p.139).

Academic Performance: This is how well students deal with their studies; how they cope with or accomplish different tasks given to them by their teacher, and the extent to which a student, teacher, or institution has achieved their educational goals (Ankomah, 2002 p.1).

Safety: Refers to the physical and emotional safety of students and the rules and procedures in place to ensure student safety (Thapa, 2012 et al. p.11).

Restorative practices: It refers to inclusive practices that build fair process into decision-making practices, and facilitates students learning to address the impact of their actions through an approach that allows for true accountability, skill building, cooperation, and mutual understanding (Schiff, 2013 p.2).

1.8 Thesis Structure

The thesis is composed of five chapters, each of them dealing with different aspects of the content presented. Chapter 1 explains background information on school climate. It also states the statement of research problem, purpose of study, research questions and significance of the study. Definition terms are also included in this chapter.

Chapter 2 presents the review of literature relating to the school climate. Specifically, it highlights review of literature on school climate background, some empirical research studies in school climate, the importance of school climate, key characteristics of school climate, school climate as an intervention in the improvement of students' outcome, relationship between school climate and students' achievement, role of parents in promoting positive school climate, school climate and leadership and theoretical framework that guided the research study.

Chapter 3 presents the methodology that was used in the research study. It explains the research design, selection of participants and study sites, data instruments, questionnaires, data analysis, ethical considerations and delimitations of the study.

Chapter 4 discusses the findings of the study on quality of school climate school climate in Conventional and Community Day Secondary Schools, the role parents play in enhancing school climate and the role headteachers play in enhancing school climate.

Chapter 5 makes conclusions and implications based on the research findings. It also delineates areas for further research.

1.9 Chapter Summary

In this chapter the study was introduced that it was to investigate the quality of school climate in Conventional and Community Day Secondary Schools. A distinction between Conventional and Community Day Secondary School was outlined. Furthermore, government's efforts in improving the quality of education in Community Day Secondary Schools were highlighted. Statement of the problem was pointed out that there is a marked variation of performance of students in Conventional and Community Day Secondary schools in national examinations. Research questions were presented that would assist in the investigating the quality of school climate. The significance of study outlined how the findings would be useful. Lastly, definition terms that give meaning to vocabulary used in the study were presented. The next Chapter presents the review of literature relating to the study.

CHAPTER 2

LITERATURE REVIEW

2.1 Chapter overview

This chapter focuses on the literature which is available on school climate related to the study. The literature review will be on the following: background and concepts of school climate; school climate historical perspective; empirical research studies; importance of school climate; characteristics of school climate; Conventional Secondary and Community Day Secondary Schools and quality of school climate and effect on learners' attainment; parents' involvement in school and school climate and school leadership. This will be followed by theoretical framework which guided the study.

2.2 Background to the study

Voight, Austin, and Hanson (2013, p.2) argue that "school climate has become increasingly popular in discussions of school success". Austin, O'Mally & Izu (2011, p.4) point out that "school climate researchers emphasise the capacity of schools to make a difference in helping even the most at-risk students become successful learners and community members. According to Cohen et al. (2009); Zullig, Koopman, Patton & Ubbes (2010) (as cited in Voight, 2013 p.6) expound that "the term has become something of a catchall for targets of school improvement, though several reviews have distilled its dimensions into a manageable framework that includes; (a) order, safety, and discipline; (b) academic outcomes; (c) personal and

social relationships; (d) school facilities; and (e) school.” It is being discussed and evaluated in these days because it has significant importance on learners’ achievement. School safety, good relationship, teaching and learning and environment are key school climate factors. A detailed literature review of the background for these factors is important to rationalise this study. Therefore, a discussion of the concept, history, empirical research study and importance of school climate is important and will be discussed in the literature review. However, even though the focus was on Conventional and Community Day Secondary Schools, most of the literature and studies that were found focused on Conventional Secondary Schools because literature and studies on Community Day Secondary Schools are scarce. You might also come across some old literature that have been used because of their historical and relevant background content of the study.

2.3 Some Empirical Research Studies in school climate

Empirically grounded school climate research is said to begin in the 1950's when Hapin and Croft (1963) initiated a tradition of systemically studying the impact of school climate on student learning and development. Thapa, Cohen, Guffey, & Higgins-D'Alessandro (2013, p.2) argue that “ever since, the research in school climate has been growing systematically, and in recent years many countries are showing a keen interest in this area.”

Miller and Khoza (2008, p.159) posit that “previous research on school climate has clearly identified it as a factor impacting on school performance”. For example, a study on schools in Michigan (McEvoy, 2000) revealed that school climate factors accounted for 63% of variation in mean school achievement between low and high

achieving schools. According to Kelly, Thornton and Daughterty (2005) (as cited in Miller and Khoza, 2008, p.159) postulate that “a number of studies have also found relationships between various aspects of school climate and school or student achievement”.

Although early educational reformers such as Perry (1908), Dewey (1916), and Durkheim (1961) recognised that the distinctive culture of a school affects the life and learning of its students. The rise of systematic, empirical study of school climate grew out of industrial/organisational research coupled with the observation that school-specific processes accounted for a great deal of variation in student achievement. “Ever since, the research on school climate has been growing systematically, and in recent years many countries are showing a keen interest in this area” (Thapa et al. 2013, p.2).

While Perry was the first educational leader to explicitly address how school climate affects learners and the learning process (Perry, 1908), however, in recent years, there has been a growing number of independent reviews of school climate measures generated and used in the United States (Gangi, 2010). Virtually all researchers suggest that there are four essential areas of focus: *Safety* (e.g. rules and norms; physical safety; social-emotional safety); *Relationships* (e.g. respect for diversity; school connectedness/engagement; social support – adults; social support – students; leadership); *Teaching and Learning* (e.g. social, emotional, ethical and civic learning; support for learning; professional relationships); and the *Institutional Environment* (e.g. physical surrounding). However, there is not yet a consensus about which dimensions are essential to measuring school climate validly. Over time, research will

help to refine and develop our understanding of what aspects of school climate can and need to be assessed. As detailed below, the systematic study of school climate has led to a growing body of research that attests to its importance in a variety of overlapping ways, including social, emotional, intellectual and physical safety; positive youth development, mental health, and healthy relationships; higher graduation rates; school connectedness and engagement; academic achievement; social, emotional and civic learning; teacher retention; and effective school reform. For the purposes of this study, research findings will be divided into the following five dimensions: safety, relationships, teaching and learning, the institutional environment and school reform. These dimensions are interconnected. Thus, information in one section may relate to another dimension as well (CSEE, 2010, p.1).

In the research conducted by Preble and Newman (2006) in thirty-six schools in Sullivan County, Tennessee, they found that there was nearly a 10% increase in academic performance in those schools that made a significant improvement in school climate over a three year period. Therefore, to plan for and monitor school improvement, the district had adopted a process of collecting school climate data each year along with its academic testing data. They obviously feel that school climate matters (Preble & Taylor, 2008).

Research done by Bulach and Malone (1994, p.6) supports the premise that “change or reform occurs more effectively when a good school climate is present”. The involvement of the whole school staff is important in order for reforms to be effective and it can best occur where there is a climate of openness and trust that allows people to work together in a collegial manner. Micholas (1990, p.619) supports this fact by

arguing that “any measure of school climate should include trust and openness, because they are necessary for organisations and the people within them to operate effectively”.

According to Sergiovanni and Starratt (2002, p.316) “many studies of highly effective schools confirmed the importance of climate”. It can therefore be concluded that the application of school climate in schools, has been investigated in the past quite often by a variety of researchers and by means of different perspectives. As such, school climate proves to provide conducive learning atmosphere that brings positive learning outcomes to learners.

2.4 The importance of school climate

Freiberg and Stein (1999, p.11) assert that “school climate is the ‘heart and soul’ of a school; the feature of a school that motivates pupils, teachers and the headteacher to love the school and desire to be there each school day”. Cohen and Geier (2010) argue that Freiberg and Stein (1999) used the ‘heart and soul’ metaphorically to underscore the importance of school climate; it motivates and gratifies school members that they feel comfortable while in school, making them to be attracted to the school. In view of this, climate is the aspect of the school that gives it life and reveals values that the school cherishes.

For almost one hundred years, educators have appreciated the importance of school climate (Voight, 2013, et al. p.1). Thapa, Cohen, Higgins-D’Alessandro, & Guffey, (2012) cited in Milner and Khoza (2008) argue “that a positive school climate is recognized as an important target for school reform and improving behavioral,

academic, and mental health outcomes for students”. Cohen and Geier (2010) argue for this fact that, specifically schools with positive climates tend to have less student discipline problems and Gregory, Cornell, Fan, Sheras, Shih and Huang (2010) envisage that aggressive, violent behaviour and school suspensions are few. Milner and Khoza (2008) state that in addition to reducing students’ exposure to risk factors, school climate can promote positive youth development.

Waasdorp, Pas, O’Brennan & Bradshaw (2011) argue that a positive school climate also has benefits for teachers and educational staff in addition to students’ achievements. Schools where educators openly communicate with one another, feel supported by their peers and administration, and establish strong student-educator relationships tend to have better student academic and behavioral outcomes (Brown & Medway, 2007). School climate efforts also have the potential of increasing job satisfaction and teacher retention, which is a major concern given the high rate of turnover in the field of education (Boe, Cook & Sunderland, 2008; Kaiser, 2011). The satisfaction and retention of teachers motivates and improves teachers’ hardworking spirit. In the same vein, students receive quality education that leads to healthy education outcomes.

De Villiers (2006, p.23) outlines the importance of positive climate prescribed by Schreuder and Landey (2001) as follows: “It is essential for the effective functioning of the school, it motivates the principal, the teachers, the learners and the parents to become involved in the activities of the school, it increases productivity, it benefits effective communication and it develops pride in the school”.

School climate also contributes to risk prevention and to positive youth development. In schools where students experience a positive school climate, students are generally less at risk for antisocial behavior and drug use, and tend to have more positive life outcomes (Cohen, Fegge & Pickeral, 2009).

Fopiano & Norris (2001, p.49) and Pasi (2001, p.18) argue that “a supportive and responsive school climate fosters a sense of belonging, promotes resiliency and reduces possible negative circumstances of the home environment”. These scholars add that social and emotional needs are congruent with learning needs. Therefore, these needs should be addressed so as to facilitate learning. Pasi (2001) observes that the school climate significantly influences the way pupils feel about education. A school’s climate can have a positive effect on pupils or it can be a barrier to learning, that is, it can either hinder or facilitate the realisation of pupils’ potentials.

Rosenholtz (1989, p. 80) provides convincing evidence that school climate does make a difference in improving learning opportunities, job satisfaction and improved performance. She found that the quality of work relationships (a degree of openness, trust, communications and support) shared by teachers, had a lot to do with the school’s ability to improve. Rosenholtz refers to schools that possess these qualities, as being “learning enriched” to differentiate them from “learning impoverished” schools.

2.5 Key characteristics of school climate

Although each school has its own particular climate, schools with a positive climate share certain characteristics. The following characteristics by Schreuder and Landey (2001) indicate a positive school climate: the school's vision and mission are expressed in the day-to-day activities; teachers and learners work towards realizing their shared values in all activities, both in the classroom and outside it; the atmosphere is one of order and purpose, and the school buildings and grounds are neat and tidy, even if the building is old; the academic and extra-curricular programs are well organized; there is a positive culture of teaching and learning. Teachers are well prepared and motivated to meet learners' diverse needs; there are real bonds of trust between teachers and learners; and teachers and learners have high expectations of one another and help one another to realise these expectations; the participative leadership and management approach is followed throughout the school down to classroom level; teachers lead by example and acknowledge pupils' contributions and achievements - this results in respect developing spontaneously between teachers and learners, and fewer disciplinary problems and conflict situations arise in the classroom - this results in trust and support from the parent and community, everyone in the school will eventually feel ownership of everything happening in the school (De Villiers, 2006).

Policy/Program Memorandum No. 145 (2012) explains that when a positive school climate exists the following characteristics happens: learners, staff members and parents feel safe, included and accepted, all members of the school community demonstrate respect, fairness and kindness in their interactions, and build healthy relationships that are free from discrimination and harassment, learners are

encouraged and given support to be positive leaders and role models in their school community. Students, the headteacher, staff members, parents and community members engage in open and ongoing dialogue. All partners are actively engaged. Principles of equity and inclusive education and strategies for students and staff related to bullying prevention and intervention and awareness-raising are reinforced across the curriculum. The learning environment, instructional materials, and teaching and assessment strategies reflect the diversity of all learners. Every student is inspired and given support to succeed in an environment of high expectations.

2.6 School climate as an intervention in the improvement of learners outcomes

School climate can come in as an intervention. Kirkland, Villavicencio & Fergus (2016) respond to the issue on intervention by stating that, researchers have presented a litany of programmes that move educators from punitive acts, programs such as Response to Intervention (RTI), Positive Behavioral Intervention and Supports (PBIS), Restorative Justice/Practices (RJ/P) and others are prominent in the landscape of school climate improvement. School climate intervention processes may take a period of time. Doll & Cummings (2008) state that it is important to understand that significant behavioural programming efforts, such as improving school climate, will take at least three to five years to show positive effects and systematic changes at the school level.

School climate may come in as a comprehensive system of learning. Adelman and Taylor (2006) contend that comprehensive system of learning is the collection of resources, strategies and practices as well as environmental and cultural factors extending beyond the classroom, that together provide the physical, cognitive, social

and emotional support that every learner needs to succeed in school and in life. Bryk, Sebring, Allensworth, Luppescu, & Easton (2010) envisage that school climate holds promise as a focus of intervention because it incorporates some root factors believed to undergird student academic performance. School climate involves all school staff in installing a behaviour management system that incentivizes prosocial student conduct, institutionalises consistent and proactive classroom management strategies, and emphasizes staff professional development (Center on Positive Behavioral Intervention and Supports, 2004).

For example, changes in school safety and connectedness are more strongly associated with changes in student performance than are changes in other domains of school climate may encourage schools to emphasise that domain in measurement systems or interventions. Gregory, Cornell, Fan, Sheras, Shih & Huang (2010) argue that authoritative school climate theory posits that two key dimensions of school climate are disciplinary structure and student support. Here school rules are perceived by students as strict but fairly enforced and are followed willingly. Learners have the perception that their teachers and the school community treat them with respect as a result they feel secured and motivated and concentrate on school resulting to improved performance.

School climate fits well into this policy-supported movement because climate is a holistic concept as the government has tried to improve the quality of education in secondary schools, Community Day Secondary Schools in particular. Though government had tried to improve the infrastructure, supply teaching and learning materials, staffed schools with qualified teachers and conducted in-service training for

teachers; still the performance of students does not improve especially in Community Day Secondary Schools.

However, Health and Human Development Program (2011) argues that school reform strategies primarily focus on improving academic curriculum, instruction, and governance. While such changes are undoubtedly essential for turning around low-performing schools, they are typically insufficient due to the fact that they largely ignore the school climate and related learning barriers that impede student motivation and academic engagement. Therefore, this research would like to study quality of school climate in Conventional Secondary Schools and Community Day Secondary Schools.

2.7 Relationship between school climate and learners' achievement

Tubbs and Garner (2008, p.18) contend that “the most studied educational outcomes of school climate is learning and academic achievement”. They further envisage that review of 40 major studies between 1964 and 1980 stated by Kuperminc, Leadbeater, and Blatt (2001), found over half of these studies reported effects of school climate on student achievement. They further argue that the study revealed that aspects of school climate that are most strongly related to school outcomes: high expectations, orderly school environments, high morale, positive treatment of students, active and positive engagement of leadership, and positive social relationships in school. The studies also revealed that high learners achievement is associated with high teacher commitment or engagement, positive peer norms, an emphasis on group or team cooperation, high level of expectation held by teachers and administrators, consistency in administering

rewards and punishments, consensus over curriculum and discipline, and clearly defined goals and objectives.

Nichols and Nichols (2012) argue that although a clearer picture is beginning to emerge in regards to the impact of classroom and school climate on student achievement, questions still remain in regard to how individual and group level variables interact to create an environment conducive to student achievement. In the examination of Koth, Bradshaw and Leaf (2008) of 5th graders' perceptions of climate they found that individual factors (race and gender) accounted for the most variance in school climate ratings. However, they also found that classroom (teacher characteristics and class size) and school (enrollment and staff turnover) factors significantly predicted variance in climate ratings. Similar to Koth et al. (2008)'s findings, most multi-level studies of school climate have demonstrated a mix of significant individual and school level findings. Rutter, Maughan, Mortimore, Ouston and Smith (1979) cited in Lindelow, Mazella, Scott, Ellis and Smith (2002) suggest that differences in school climate contribute to differences in students' performance. Tubbs and Garner (2008) expound that studies around the world also indicate that quality of the school climate is also responsible for academic outcomes as well as the personal development and well-being of learners.

Zander (2005) noted that previous multi-level studies of climate have reported that individual perceptions of climate explained significant amounts of within-school variance in student outcomes, and that aggregate perceptions of climate explained significant amounts of between-school variance in student outcomes. However, previous studies have used a number of different climate measures and tested a wide

range of student populations, making it difficult to draw any specific conclusions. Consequently, in the current study, it is generally predicted that significant amounts of both the within and between school variance in students' academic and behavioural performance will be explained by difference in aggregate perceptions of climate.

Van Zyl and Pieterse (1999) cited in Milner and Khoza (2008, p.159) argue that "while research has been done on school climate such as in South Africa but it has not directly examined school climate and differing performance levels in schools in relation to the quality of school climate". This also applies to the country of Malawi. Ashby and Krug (1998) saw school climate as the part of the school environment associated with attitudinal and affective dimensions and the belief systems of the school that influence children's cognitive, social and psychological development.

Voight, Austin, and Hanson (2013) in their study of *A Climate for academic success: How school climate distinguishes schools that are beating the achievement odds*, contributes to this research by exploring the climate of a handful of secondary schools with extraordinary success compared to that of other schools, including those that consistently underperform, indicating the effect of the quality of school climate in learners' performance.

Anderson (1982) cited in Smith (2005) found four common themes that emerged from her extensive review of research-related articles on school climate. Her findings suggest that: (a) each school has a climate that is unique to their organisation; (b) the characteristics of a school and its climate are diverse and complex; (c) climate affects the academics, behaviour, values, and satisfaction of students; and (d) to improve student behaviour, school climate must be further researched.

Dagneu (2014) argues that previous studies have found school climate to exert significant influence over children and youth and the most studied educational outcome of school climate is children's learning and academic achievement. A review of 40 major studies between 1964 and 1980, Kuperminc, et al. (2001) found over half of these studies reported effects of school climate on student achievement. Kuperminc, et al. (2001) posit that some of these relationships between school climate and student achievement remain significant after students' background characteristics are controlled. Dagneu (2014, p.29) argues that "a child's learning and behaviour depend largely on the kind of school climate he/she lives in". Further, Bulach, Malone & Catleman, 1994; as cited in Ninan, 2006 argue that a significant difference in students achievement between schools with a good school climate and those with a poor school climate"

There are factors that influence school's climate, and the quality of these factors may influence the attainment of education outcomes on learners. Christensen, Marx and Stevenson (2006, p.74) report that "researchers support the following factors that influence school's climate; (1) School vision and mission statement, (2) Faculty and staff work relationships, (3) Lines of communication, (4) Principal's behaviour and instructional leadership style and (4) Faculty and staff's feeling of trust and respect for leadership".

Therefore, the quality of school climate which is characterised by type of school environment, psychosocial matters, the relationships between school heads and teachers, teachers and teachers, teachers and students, school heads and students,

students and learners are some of the factors that would influence academic outcomes. This study investigated the quality of school climate and effect on students' outcome.

2.8 Role of parents in promoting positive school climate

Hoover-Dempsey, Wilkins, Sandler and O'Connor (2004), Walker, Wilkins, Dallaire, Sandler and Hoover-Dempsey (2005) name parents' involvement in education as parental role construction. Hoover-Dempsey et al. (2004) and Walker et al. (2005) define it as parents' beliefs about what they are supposed to do in relation to their children's education and the patterns of parental behavior that follow those beliefs.

Centers for Disease Control and Prevention (2012, p.6) clearly states that "parents play a significant role in supporting their children's health and learning, guiding their children successfully through school processes, and advocating for their children and for the effectiveness of schools".

Rafiq, Fatima, Sohail, Saleem & Khan (2013) after data analysis of their study, it was found that parental involvement had significance effect in better academic performance of their children. The study had proved that parental involvement enhanced the academic achievements of their children.

Rafiq et al. (2013) further argue that parental involvement have a greater impact on student's educational outcomes. This involvement may include activities like helping children in reading, encouraging them to do their homework independently, monitoring their activities inside the house and outside their house and providing coaching services for improving their learning in different subjects.

Gonzalez-Pienda, Nunez, Gonzalez-Pumariiega, Alvarez, Roces& Garcia (2002 p.281) indicated that “without the children's parental support, it is hard for teachers to devise academic experiences to help students learn meaningful content”. Fan (2001) demonstrated that parents' educational aspiration for their children proved to be strongly related to students' academic growth.

Dixon (2008, p.33) contends that, “parents feel valued and accepted when schools try to create a climate of inclusiveness and that involves parents on school governance and policy building teams, creates a feeling of acceptance by parents”.

Epstein and Van Voorhis (2001) argue that qualities of the school climate influence parents' decisions about involvement, so too do individual teachers' practices of parental involvement. The creation of an inviting climate for parental involvement is grounded in strong principal leadership. Griffith's (2001) findings, for example, emphasised that school administrators set the tone for parental involvement and program implementation; others have underscored the principal's role in empowering teachers and parents for effective involvement (Soodak, Erwin, Winton, Brotherson, Turnbull, Hanson & Brault, 2002).

The literature suggests overall that the more committed, visible and active principals are in supporting parent- teacher relationships, and the more likely schools are to develop strong programmes of parent and community involvement. One major goal and an outcome of a welcoming school climate is the creation of trust among members of the school community. Lawrence-Lightfoot (2004) argues that two-way communication occurs when teachers and parents dialogue together. Further envisage

that effective dialogue develops out of a growing trust, a mutuality of concern, and an appreciation of contrasting perspectives.

2.9 School Climate and School Leadership

Edmonds (1979) and Weber (1971) cited in Smith (2005, p.10) argue that, “the behaviors of school administrators appear in literature as factors that may influence school climate and student achievement”. Blase and Kirby 2000; Snowden and Gorton 2002 cited in Macneil, Prater and Busch (2009) argue that there is substantial evidence concerning the importance of leadership in creating good schools. Macneil et al. (2009, p.76) envisage, “that the relationships that shape the culture and climate of the school are strongly influenced by the school principal”. Pellicer (2003) cited in MacNeil, Prater & Busch (2009), p.77) argues that “school principals who care and focus on the specific aspects of the dimensions of school climate that affect the culture of the school, promote student achievement”.

Headmaster is the most responsible person in the school whether it is related to the management, administration or implementation of all the policies and practices of schooling (Ramaiah,2003).Therefore, researchers suggest that the presence or absence of a strong educational leader, the climate of the school, and attitudes of the teaching staff can directly influence student achievement. Kelley (2005) further envisages that research has established relationships among leadership, school climate, and effective schools. In this case, Kelly (2005) establishes that education leadership is possibly the most important single determinant of an effective learning environment.

Qutoshi and Khaki (2014, p.91) explain that, “headteacher’s leadership role is seen in many forms as gatekeeper and responsible person to transform the schools to the highest levels while not always seeing his or her challenges”. Bryk (2010) cited in Qutoshi and Khaki (2014) adds that headteachers seem to play an active role in developing a strong school-parent- community relations through their involvement in activities by arranging their visiting school, holding meetings with teachers and sharing their concerns regarding progress of their children’s academic matters.

Establishing the importance of headteachers on school climate Kelley, (2005, p.5) contends that, “principals have the power, authority, and position to impact the climate of the school, but many lack the feedback to improve and further adds that if principals are highly skilled, they can develop feelings of trust, open communications, collegiality, and promote effective feedback”.

Williams (2009) highlights the study that Lambert studied that it focused on the relationship between faculty morale and school principals' leadership behavior in twenty-one schools. An analysis of the data showed that high leader behavior scores were associated with high morale scores and that the consideration component of the Leader Behaviour Description Questionnaire was more closely correlated with teacher morale than was the initiating component.

Fultz (2011, p.65) argues that, “school climate is directly impacted by the leadership practices of the principal. Marzano”. Waters and McNulty (2005) cited in Fultz (2011) contend that the principal’s ability to motivate the staff and to facilitate the development of quality instructional practices, impacts the success of the students.

Scallion (2010) posits that number one task as a principal or headteacher is to make the climate nurturing, caring ... because it just takes a little part of it to be wrong to change the whole dynamic. The headteacher as the school leader monitors the climate and adjusts process and practices in order to keep the environment healthy and flourishing.

Kelley, Thornton and Daugherty (2009, p.18) posit that “principals can foster an understanding of the school vision, facilitate implementation of the mission, and establish the school climate”. Smith, Connolly & Prysesk (2014) state that any principal can change their school climate in a positive way by developing an intentional strategy and following through.

Clifford, Menon, Gangi, Condon & Hornung (2012) posit that principals tend to have authority in controlling school-level conditions, such as school climate, and principals influence student learning by creating conditions within a school for better teaching and learning to occur. Studies of principal influence on student achievement note that their influence is indirect, meaning that principals affect student learning through the work of others.

Taylor (2002) affirms this claim by saying that the headteacher deliberately models a positive climate in school. She explains further that the existence of quality relationships between the headteacher and teachers, among the teachers, and between the teachers and students and among students reflects a positive school climate. Pellicer, (2003) expresses those principals who care and focus on the specific aspects

of the dimensions of school climate that affect the culture of the school promote student achievement.

In this chapter, the review of the literature cites issues that there has been an increase of research that attests to the importance of school climate and one of importance was how school climate affects learners' academic outcomes. There is also association that positive school climate supports learning and positive youth development. Researchers suggest that there are four essential areas of focus on school climate and these are safety, relationships, teaching and learning, and institutional environment and that these dimensions are interconnected. Apart from improving the learners' academic outcomes, positive school climates would reduce discipline problems and improve behavioral, academic, and mental health outcomes in schools.

The existence of positive school climate enables staff members and parents feel safe, included and accepted, all members of the school community demonstrate respect, fairness and kindness in their interactions, and build healthy relationships that are free from discrimination and harassment, students are encouraged. It has also been highlighted that school climate can act as a catalyst of intervention because it incorporates some root factors believed to undergird student academic performance.

Parents play a significant role in supporting their children's health and learning, guiding their children successfully through school processes, and advocating for their children and for the effectiveness of schools. Headteachers have the power, authority, and position to impact the climate of the school but many lack the feedback to improve and further

adds that if principals are highly skilled, they can develop feelings of trust, open communications, collegiality, and promote effective feedback.

Although the literature review has highlighted some research finding on school climate it has been noted that is no one commonly accepted definition of school climate, the vast majority of researchers and scholars suggest that school climate, essentially, reflects subjective experiences in a school (Cohen, 2006).

There are also some gray areas that need clarity. An individual might be left puzzled how much academic achievement can be boosted in a school with a negative culture and unsafe environment. Several studies have not found tangible evidence that reducing violence or improving school climate led to increased academic performance across the time periods studied.

Furthermore, although headteachers have a vital role to play in enhancing school climate, it appears that headteachers have a more indirect impact on school climate by facilitating school improvement groups, such as teachers, students, support staff and parents.

2.10 Theoretical Framework

The focus of this study relates to motivation and is therefore grounded in the works of Abraham Maslow known as Maslow Hierarchy of Needs theory. Motivation was portrayed in the experience of school climate. McGiboney (2016) expounds what Hockenbury and Hockenbury (2010) explained about motivation. McGiboney (2016, p.6) states “that motivation experts identify three major components of motivation:

activation, persistence, and intensity. Activation is what initiates a behavior; persistence is the continuing effort toward a goal (positive or negative); and intensity is the vigor, concentration, and determination to pursue a goal (positive or negative)".

This theory was related to the philosophical basis on which the research study took place, and formed the link between the theoretical aspects and practical components of the investigation that took place.

In 1943, Abraham Maslow concluded that all individuals had five basic needs that are ranked in hierarchical order from lowest to highest: physiological, safety, love/belonging, esteem, and self-actualization (Sadri & Bowen, 2011). According to Maslow (1943), unmet needs motivate individuals to act and that each need had to be met before the individual could progress to the next level. Once a need had been met, it would no longer serve as a significant motivational force for the individual. The first of Maslow's (1943) basic needs is physiological are food, water, air, shelter, sleep, oxygen, and the like (Whitaker, Whitaker & Lumpa, 2009). Once physiological needs are met, individual focuses on safety and security needs.

The relevance of safety and security to a study on a learner is creation of motivation which makes a student feel safe at the school because safety and security reduce unfairness, inconsistency and threat of emotional or physical harm. Students feel safe and protected from peer aggression, intimidation, and bullying. The result is that the learners concentrate and work hard on the school work. Hence, improve their academic performance. The student is able to focus on higher levels in the hierarchy which are love, affection and belongingness that foster good relationship.

The relationships between teachers and students are the most important to achievement. Doll (2010) posits that strong collegial relationships multiply the supports teachers have to strengthen their instructional strategies; students bounce ideas off of one another, share their successes, step in to help solve challenging problems, and foster conditions for successful teaching. Students are able to resolve everyday conflicts in productive and prosocial ways that do not interrupt friendships or disrupt classmates' interactions. With the good relationship atmosphere, the school environment becomes conducive to learning. According to Maslow, if people grew in an environment in which their needs are not met, they will be unlikely function as healthy individuals or well-adjusted individuals (Kaur, 2013).

Leaners have opportunities to develop relationships with one another and with the teacher through dialogue and collaborative activities. Palloff and Pratt (2005, p.334) contend that "collaboration can be seen as the cornerstone of the educational experience".

However, this theory had a limitation because it appears to overemphasise the individual's well-being and need gratification, underestimating the importance of society, culture, and the physical environment (Huitt, 2007) which school climate base on. Rutledge (2011) envisages that none of Maslow's Hierarchy Needs are possible without social connection and collaboration since without collaboration, there is no survival. Rutledge (2011) further argues that Maslow's popular Hierarchy of Needs pyramid undervalues the role of social connection in human basic survival needs and, therefore, as a driver of behaviour.

2.11 Chapter Summary

In this chapter, the review of literature explains about school climate being popular in academic circles these years and how it is has been associated with learners' educational outcomes. Some empirical studies were cited on the impact of school climate on student learning and development. In addition, four essential factors that affect school climate were highlighted. The chapter also explains the importance of school climate in schools and its characteristics. An explanation on how school climate would be an intervention in the improvement of learners' outcomes was presented. Furthermore, relationship between school climate and learners' achievement, the role of parents in promoting positive school climate and the role of headteachers in enhancing school climate was discussed. Lastly, Maslow Hierarchy of Needs theory was explained as theoretical framework that guided the study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Chapter overview

This chapter discusses the following theoretical perspective research design, target population, sampling, selection of participants, data generation instruments, data analysis, ethical considerations and delimitations of the study followed by a chapter summary.

3.2 Theoretical perspective

Theoretical perspective that informed the choice of research design and methodology Crofty (1998, p.3) defines theoretical perspective of his research design as “the philosophical stance informing the methodology” and claims that there are potentially many theoretical research perspectives that result from particular epistemological and ontological stance.

The theoretical perspective for the study may include the following; school climate may have an impact on learners’ academic outcomes; teaching and learning, safety and security, school environment, parental support and student teacher social interactions. These have an effect on school climate that may positively or negatively affect learners; school climate can be based on a variety of factors which may include

external environment, leadership practices and organisation arrangement (Stringer, 2002).

3.3 Research design

Burns and Grove (2003, p.195) define a research design as “a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings” while Polit, Beck & Hungler (2001, p.167) define a research design as “the researcher’s overall for answering the research question or testing the research hypothesis”. This means that research design is a planned sequence of the entire process involved in conducting a research study. This section therefore outlines how the study was conducted; where data was generated and how it was analysed. In Malawi, there is a marked variation of performance of students in Conventional and Community Day Secondary schools in national examinations. This study was therefore conducted to investigate the quality of school climate in secondary schools in order to improve students’ performance that would be depicted through national examinations. 3 Conventional and 3 Community Day Secondary Schools were selected from urban, semi-urban and rural areas. Targeted respondents in the research study were headteachers, teachers, parents and Form 2 and Form 4 students. The research study was designed to get responses from 6 headteachers, 60 teachers, 240 students and 240 parents. However, the participants who responded were 6 headteachers, 55 teachers, 205 students and 155 parents.

This was a quantitative study and used structured questionnaires to collect data from the four types of participants. A quantitative study was chosen because the realm of organizational school climate is assessed through the process of administering a

survey. The data was generated from questionnaires that consisted of a series of questions related to the following themes (a) safety and security; (b) academic supports; (c) personal and social relationships; (d) school facilities; and (e) parents' support.

Data from the questionnaires was encoded and entered into the computer. Before analysing the data, the researcher undertook 'data cleaning' exercise to spot and eliminate all errors emanating from unclear responses, omission of data and other related mistakes. The data generated was analysed using Statistical Package for Social Sciences (SPSS) version 20 where descriptive statistical techniques were used to analyse various items of the questionnaire. Tables of frequencies and cross tabulations were generated in describing the distribution of variables. These included averages, percentages, frequencies and totals. Tables or graph were formulated from the results.

Before the study commenced, ethical considerations were observed. Introductory letters from the college where the researcher was studying and Education Division Manager where the school are found were collected. See Appendix A and B.

3.4 Research methodology

This study used quantitative research methodology; because quantitative research method attempts to maximise objectivity of findings. Quantitative research methodology is in line with scientific principles, which are believed to be the most appropriate way to obtain accurate information through the use of instruments such as questionnaires. To be precise, quantitative research methodology, to a large extent, reduces the chances of personal biases affecting the phenomena under study as it

allows minimal interaction between the researcher and the subjects and applying alternatives to findings. Gunter (2002 p.227) maintains that “the quantitative research method is advantageous in the sense that it generates results that can be readily generalised to the target population from which the sample was drawn”.

Kraska (2008) envisages that quantitative research methods are best used to measure behaviour or phenomena such as organization school climate. This method allows for the provision of objective evidence that can be used in decision making and finding solutions to valid and pending issues.

Integral to this approach was the expectation to set aside respondents’ experiences, perceptions, and biases to ensure objectivity in the conduct of the study and the conclusions that were drawn. Since values, attitudes, beliefs and communications are subjective matters; researchers primarily rely on participants’ perceptions to measure school climate and sometimes aggregate the participants’ responses to the level of interest, such as classroom or school (Griffith, 2000). Data was therefore generated from students, teachers, headteachers and parents in regard to their perceptions of the school climate at their respective school. These respondents completed anonymous questionnaires.

Cohen, Pickeral and McCloskey (2009) envisage that School climate is best evaluated with surveys that have been developed in a scientifically sound manner and are comprehensive in two ways: (1) recognising student, parent, and school personnel voice and (2) assessing all the dimensions that colour and shape the process of teaching and learning and educators' and students' experiences in the school building.

Since school climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organisational structures (The National School Climate Center, 2007), three Conventional and three Community Day Secondary Schools were involved. The selection of different schools was in agreement with what Hoy, Smith and Sweetland (2005) envisage that school climate is described as "the set of internal characteristics that distinguish one school from another and influence the behaviours of each school's members". This enabled the researcher to capture research variables from different schools. This ensured that the four years consecutive results for JCE and MSCE level from 2011 to 2014 was generated and analysed. Adams, (2000), as cited in Yeboah, (2014) envisages that performance in school is evaluated in a number of ways, including examinations as a factor of quality education. The results were equated with the quality of school climate that was established after analysing the data.

3.5 Selection of study sites and participants

The target population was headteachers, teachers, students and parents from 3 Conventional and 3 Community Day Secondary Schools in South East Education Division. The research study was designed to get responses from 6 headteachers, 60 teachers, 240 students and 240 parents. However, the participants who responded were 6 headteachers, 55 teachers, 205 students and 155 parents.

The selection of participants was done by the use of snowball sampling method. Vogt (1999) defines snowball sampling as a technique for finding research subjects. One subject gives the researcher the name of another subject, who in turn provides the

name of a third, and so on. Snowball sampling is where research participants recruit other participants for a test or study. It is used where potential participants are hard to find. The researcher used the headteachers to find parents who took part in the study and teachers who in turn found students who participated in the study.

Headteachers were selected because they provided leadership and administrative roles at schools and their style of leadership affect the mode of running the school. Teachers are professionals that impart knowledge that affect students intellectually, socially, morally and psychologically. Students are amongst the target group where the quality of school climate could be observed from their academic outcomes. Parents contribute to students' achievement at school through their material, social and monetary support to students.

3.6 Sampling

Stratified random sampling was used to identify schools and respondents in those schools. The sample was generated from two types of schools. These were 3 Conventional and 3 Community Day Secondary Schools. These schools were selected from urban, semi-urban and rural areas. Targeted respondents in the research study were headteachers, teachers, students and parents. Students in Form 2 and Form 4 were involved. This is because their responses would be associated with the quality of school climate within the two years at their school at each level of their education; Junior Certificate Education (JCE) and Malawi School Certificate of Education (MSCE). This is in agreement to what Zullig et al. (2010) contends that school climate is central to long-term student success.

South East Education Division has 98 Community Day Secondary Schools, 11 Convention Secondary Schools, 4 Grant Aided Secondary Schools and 5 National Secondary Schools (SEED 2014 Statistical Data). Three Conventional Secondary Schools and three Community Day Secondary Schools were purposely sampled. South East Education Division is one of the six educational administrative divisions within the Ministry of Education. Maree and Pietersen (2007) noted that purposive sampling is used to special situations where the sampling is done with a specific purpose in mind. Therefore, sampling of data from these secondary schools was purposive because the secondary schools involved in the study were found within the location of the researcher in the South East Education Division. These schools represented different demographic area of schools. These are urban, rural and semi-urban areas. In the study, Conventional Secondary Schools were labeled 'A', 'B' and 'C' while Community Day Secondary Schools 'D', 'E' and 'F'.

3.7 Data Generation Instruments

The data generation instruments were used. There were four types of questionnaires that were used to generate data for the headteacher, teachers, students and parents.

3.8 Questionnaires

Four questionnaires were designed with an intention of capturing data from four different sources; Headteachers, teachers, students and parents. The questionnaire was deemed appropriate to collect data for this research study because of its usefulness in obtaining data on the feelings and perceptions of a group of people. Therefore, questionnaires were used to gather information that revealed the teachers', students' headteachers' and parents' perceptions of the climate in their schools. Griffith (2000)

argues that since values, attitudes, beliefs, and communications are adult focused behaviours, researchers primarily rely on participants' perceptions to measure school climate and sometimes aggregate the participants' response to the level of interest, such as classroom or school.

Four types of questionnaires were used to generate data; for headteachers, teachers, students and parents. Data was generated using questionnaires that had the following themes (a) safety and security; (b) academic supports; (c) personal and social relationships; (d) school facilities; and (e) parents' support.

Safety and security included feeling of safety at school, feeling welcomed, forced to go to school, being harassed or not harassed at school, having sense of belonging at school and feeling proud of students at school. Academic support included encouraging and assisting students to do assignments and homework, encouraging them to work hard at school and monitoring the child's school progress. Personal and social relationships included existence of positive relationship between students, teachers, headteachers and parents and respect and trust. School facilities included availability of teaching and learning resources such as text books, library books and improved learning infrastructures. Parents support included parents' support in school activities, parents involved in disciplining their children, if the parents were giving guidance and counseling to their children and provision of material resources to their children.

The design of questionnaires was similar to the Organisational Climate Description Questionnaire (OCDQ) developed by Andrew Halpin and Don Croft later improved by Finlayson (Finlayson, 1973 cited in Van Houtte, 2005).

Results for JCE and MSCE examinations for each school from 2011 to 2014 were generated and analysed. The results were equated with the quality of school climate that was established after analysing the data. O'Malley, Katz, Renshaw and Furlong (2012) report that student and teacher perceptions of school climate influence each other in a cumulative way over time, and that a positive climate facilitates both academic success as well as student and staff wellbeing.

3.9 Data Analysis

The data generated was analysed using Statistical Package for Social Sciences (SPSS) version 20 where descriptive statistical techniques were used to analyse various items of the questionnaire. These included averages, percentages, frequencies and totals. Frequencies and percentages were used because they easily communicate the research findings to majority of readers (Gay, 1992). The spread-sheet on SPSS contained information such as students' class, age, number of year(s) at the school etc. Before analyzing the data, the researcher undertook '*data cleaning*' exercise. According to Punch (2003, p.45), data-cleaning "is a procedure that enables the researcher to spot and eliminate all errors emanating from unclear responses, omission of data and other related mistakes". During this exercise, the researcher proofread all responses to ascertain that the data were free of any error. After '*data cleaning*' exercise, coding of data was done which involved translating responses into numerical symbols (Durrheim, 2004).

The survey questions were organised into the conceptual domain or categories which made up school's overall climate which included: physical environment, school safety, teaching and learning and relationships. Data was analysed by the use computer generated tables of frequencies and cross tabulations in describing the distribution of variables and presented. The results were presented in percentages in tables and graphs. A description summary was presented before each table or graph.

3.10 Ethical Considerations

Siebe in Sikes (2004, p.25) perceives ethics as “the application of moral principles while interacting with others in order to be respectful and fair and promote healthy relationships”. Water-Adams (2006) envisages that any research which involves other people in some way has ethical implications. This implies that researchers should be concerned about ethics so as to be cautious of hurting people who are involved in the research. Considering this fact, ethical considerations were observed so as to ensure that individual rights were not infringed upon and promote fairness in the interpretation of data.

In this view, the researcher ensured that basic ethical principles guiding research were adhered to. This means the researcher was open and honest with the research participants; explaining to them the purpose of the study and other information that might increase their willingness to participate. Leary (2001) maintains that every researcher has the obligation to protect participants' rights and welfare. He asserts that one of the ways to ensure that participants' rights are protected is to obtain informed consent. Leary (2001, p.335) argues that obtaining informed consent indicates “that the researcher respects participants' privacy and provides them with required information,

which could help them decide whether to agree or decline to participate in the study”. In agreement with this principle, the researcher made sure that the respondents’ views were absolutely anonymous and confidential.

Therefore, principles such as obtaining informed consent; respecting the right to privacy and participation, anonymity, confidentiality; avoiding harm to participants; and other principles as highlighted by Cohen et al. (2000) was adhered to during the data generation process, data analysis and interpretation.

Permission to conduct the study was sought from South East Education Division Manager who wrote a letter of authorisation to the selected schools. The letter was presented to headteachers of the selected schools. The consent was also sought from the respondents and the aim of the study was explained to the respondents.

Therefore, participants were not asked to write their names on the questionnaires. Jensen (2002, p. 245) maintains that respondents’ anonymity should be preserved to avoid possible embarrassment for providing certain information. He argues that respondents have the right not to associate themselves with the information they give. The researcher ensured that the all data generated was kept confidential and not to be discussed by students whether in a group or in a public in a way which the participants may find harmful or which actually disadvantages them or their institutions (Flick, Von Kardorff & Steinke, 2004).

3.11 Delimitation of the Study

The study was limited to the respondents from secondary schools in South East Education Division leaving out other Educational Divisions. The findings may not generalise to other school districts due to differences in size, geographical location, student composition, and socioeconomic factors. The study was conducted in 3 districts only, the results cannot be generalised to other parts of the country. School climate changes according to several factors and, depending upon administration and leadership style of schools. Some headteachers, teachers and students may not feel comfortable responding with their true perceptions, and this might skew the results.

3.12 Chapter Summary

In this chapter, selection of participants, sampling procedures and sample size were outlined. The questionnaires as the major instruments to generate data were described. The data generation and data analysis were explained. Lastly, the principles and ethics that guided the study were explained. The next Chapter presents findings and discussions of the study.

CHAPTER 4

FINDINGS AND DISCUSSIONS

4.1 Chapter overview

The purpose of this study was to investigate the quality of school climate in Conventional and Community Day Secondary Schools. This chapter presents and discusses the findings obtained from an analysis of data generated through questionnaires based on individual perception of school climate from headteachers, teachers, students and parents. The major areas will be the nature of school climate in Conventional and Community Day Secondary Schools; this includes classroom atmosphere, perception of school climate, availability of teaching and learning resources, teachers' interaction with students and teachers' encouragement on students' academic performance. The role parents play in enhancing school climate; this includes academic support to children, parents' academic encouragement at home, parent's involvement on school activities and communication of activities to parents. Finally, the role headteachers play in enhancing school climate; this includes tasks that involve headteachers' role in enhancing school climate, provision of collaborative approach by headteachers basing on teaching and learning, safety and security, relationships and school environment. Tables and graphs will be used to explain the findings and an explanation will come before the tables or figures. It concludes with a chapter summary.

4.2 Distribution of Respondents

Table 1 displays the qualification of teachers who participated in the study. The finding show that a total number of 55 teachers participated in the study out of 60 who were expected resulting in an estimated response rate of 92%. These were 30 male and 25 female teachers. 29 teachers had Diploma in Education, 23 Bachelors Degree and 3 Master's Degree. Schools and learners always seek the best teachers they could get in the belief that students' success depends on it. It is very encouraging that secondary schools have qualified teachers. The considerable research indicates that greater learner gains in learning are associated with better-prepared teachers (Darling-Hammond, 2000).

Table 1: Qualification of teachers

Qualification			Sex		Total
			Male	Female	
Diploma	School type	Convention al	3	8	11
		CDSS	10	8	18
	Total		13	16	29
Bachelor's Degree	School type	Convention al	11	6	17
		CDSS	5	1	6
	Total		16	7	23
Master's Degree	School type	Convention al	0	2	2
		CDSS	1	0	1
	Total		1	2	3
Total	School type	Convention al	14	16	30
		CDSS	16	9	25
	Total		30	25	55

Source: Researcher analysed data, 13th March, 2015

Table 2 illustrates the period that teachers who participated in the study taught at the school. The findings show that 6 teachers taught for 1 year, 5 teachers 2 years, 5 teachers for 3 years, 14 teachers 4 years and 25 teachers over 4 years.

Table 2: Period of teachers that they taught at the school

Years taught at school			Class taught		Total
			Form 2	Form 4	
1 Year	School type	Conventional	3	2	5
		CDSS	1	0	1
	Total		4	2	6
2 Years	School type	Conventional	1	1	2
		CDSS	2	1	3
	Total		3	2	5
3 Years	School type	Conventional	2	1	3
		CDSS	1	1	2
	Total		3	2	5
4 Years	School type	Conventional	5	3	8
		CDSS	2	4	6
	Total		7	7	14
Over 4 years	School type	Conventional	4	8	12
		CDSS	6	7	13
	Total		10	15	25
Total	School type	Conventional	15	15	30
		CDSS	12	13	25
	Total		27	28	55

Source: Researcher analysed data, 18th March, 2015

Table 3 illustrates the number of learners who participated in the study by gender and their age range. The findings show that a total number of 205 students participated in the research study out of 240 who were expected resulting in an estimated response rate of 85%. These were 107 (52%) male and 98 (49%) female students, 93 were from Conventional Secondary Schools and 112 from Community Day Secondary School.

Table 3: Learners' Demographic Variables

		<i>N</i>	<i>Percentage</i>
Gender	Male	107	52
	Female	98	48
	Total	205	100
Age	10-13 years	14	7
	14-16 years	84	41
	17-20 years	100	49
	Above 21 years	7	3
	Total	205	100
Class	Form 2	92	45
	Form 4	113	55
	Total	205	100
School Type	Conventional Sec School	93	45
	CDSS	112	55
	Total	205	100

Source: Researcher analysed data, 24th March, 2015

Table 4 illustrates age range of students' who participated in the study. The findings show that students' age distribution was 10-13, 14-16, 17-20 and 20 years above. The total number per age group was 14, 84, 100 and 7 respectively.

Table 4 Learners' age range

School	A	B	C	D	E	F	Total
School type	CON	CON	CON	CDSS	CDSS	CDSS	
10-13 years	7	3	3	0	0	1	14
14-16 years	19	6	24	11	7	17	84
17-20 years	13	8	8	26	27	18	100
20 years above	1	1	0	0	3	2	7
	40	18	35	37	37	38	205

Source: Researcher analysed data, 31st March, 2015

Table 5 displays the total number of learners who participated in the study at each school and by gender. The findings show that the participation of students in each school was 40, 18, 35, 37, 37 and 38 making a total of 205 participants.

Table 5: Distribution of learners who participated in the study by gender

		Sex		
School	School type	Male	Female	Total
A	Conventional	20	20	40
B	Conventional	14	4	18
C	Conventional	16	19	35
D	CDSS	18	19	37
E	CDSS	13	24	37
F	CDSS	26	12	38
		107	98	205

Source: Researcher analysed data, 31st March, 2015

Table 6 displays the total number of parents who participated in the study. The findings show that a total number of 155 parents participated in the study, out of 240 who were expected resulting in an estimated response rate of 65%. 56 parents were from Conventional Secondary Schools and 96 from CDSSs. 86 parents, their children were in Form 2 and 69 their children were in Form 4.

Table 6: Distribution of parents on school type

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Conventional	59	38.1	38.1	38.1
	CDSS	96	61.9	61.9	100.0
	Total	155	100.0	100.0	
Valid	Form 2	86	55.5	55.5	55.5
	Form 4	69	44.5	44.5	100.0
	Total	155	100.0	100.0	

Source: Researcher analysed data, 1st April, 2015

Table 7 displays the age range and qualifications for headteachers. The study shows that six headteachers participated in the study and that all were male, 3 were from Conventional and 3 from Community Day Secondary Schools. 1 from Community Day Secondary School was aged between 35-45 years while 5 were over 45 years. A total of 5 headteachers at Conventional and Community Day Secondary Schools had Bachelors Degree while one from Community Day Secondary School had Master's Degree.

Table 7: Distribution of headteachers on age and education qualification

School Type	Number of Headteachers	Age Range	With Bachelors Degree	Masters Degree
Conv. Sec. School	3	Over 45 years	3	0
CDSS	2	Over 45 years	1	1
	1	35-45 years	1	-
Total	6		5	1

Source: Researcher analysed data, 1st April, 2015

Table 8 illustrates the total number of teachers who participated in the study, their gender and class they taught. The findings show that fifty five teachers participated in the research study, 30 were from Conventional and 25 Community Day Secondary Schools. Similarly, 30 were male and 25 were female teachers. 27 teachers were teaching in form two and 28 in Form 4.

Table 8: Distribution of teachers by gender and class taught

School Type	Number of Teachers	Gender		Class Teaching	
		Male	Female	Form 2	Form 4
Conv. Sec. School	30	15	15	15	15
CDSS	25	15	10	12	13
Total	55	30	25	27	28

Source: Researcher analysed data, 1st April, 2015

Table 9 displays the distribution of learners' age range and the type of their school. The findings show that two hundred and five students who took part in the research study, 107 were male and 98 females making a percentage of 52% and 48% respectively. The age ranges of participants were 10-13 years, 14-16 years, 17-20 years and above 21 years. Those of 10-13 years were 14 making 7%, 14-16% were 84 making 14%, 17-20 years were 100 making 48.8% and above 21 years were 7 making 4% of the participants. Participants in Form 2 were 92 making 49% and 113 making a total of 55% of participants. A total of 93 students participated in Conventional Secondary Schools making a total of 45% and 112 students participated in Community Day Secondary Schools making a total of 55%.

Table 9: Distribution of learners by age range and school type

	Class	Age range				
		Total	10-13 years	14-16 years	17-20 years	20 years above
		Count	%	%	%	%
Total	Total	205	7	41	49	3
	Form 2	92	15	64	21	0
	Form 4	113	0	22	72	6
Conventional Sec School	Total	93	14	53	31	2
	Form 2	42	31	69	0	0
	Form 4	51	0	39	57	4
CDSS	Total	112	1	31	63	4
	Form 2	50	2	60	38	0
	Form 4	62	0	8	84	8

Source: Researcher analysed data, 1st April, 2015

Table 10 displays the distribution of parents who took part in the study. The findings show that one hundred fifty five parents participated in the research study, 59 were from Conventional and 96 from Community Day Secondary Schools. Eighty-six parents had their children in Form 2 and 69 in Form 4.

Table 10: Distribution of parents

	Total Number of parents	Parents with children in Form 2	Parents with children in Form 4
Conv. Sec Schools	59	33	26
CDSSs	96	53	43
Total	155	86	69

Source: Researcher analysed data, 1st April, 2015

4.3 Quality of school climate in Conventional and Community Day Secondary Schools

The discussion on quality of school climate in Conventional and Community Day Secondary Schools will be on classroom atmosphere, perception of school climate in secondary schools, availability of teaching and learning resources, teachers' interaction with students, teachers' encouragement on students' academic performance and nature of school climate in relation to learners' outcome.

4.3.1 Classroom atmosphere

The classroom atmosphere is a compilation of factors including social interactions between students and teachers, behavioral and academic expectations, as well as the physical environment of the classroom (Mainhard, Brekelmans, Brok, & Wubbels, 2011). If the classroom is not properly set, it does not promote positive learning environment. The facilitator for classroom atmosphere is the teacher. Teachers can make their classrooms more thoughtful places by demonstrating in their actions that they welcome or geniality differences of opinion. Teachers should provide an environment where learners feel at ease to take risks such as answering questions, asking questions, or sharing their thoughts, without fear of ridicule from other learners. Motivation cannot be separated from one's environment.

School climate is linked to human motivation and the elements that motivate learners. Motivation is what causes learners to meet their needs, react to challenges, respond to fear, and drives them to engage with others or a task or become detached. If the learners are unmotivated in one way or another, it is likely that little learning will take

place, or if by chance some learning should take place, it is probable that it will not be retained.

Yahaya (2016) explains that in order to provide favourable classroom atmosphere, teachers must consider learner needs and their hierarchical order, this must be a top priority in the development of these teaching process so that students have the capability of reaching their highest levels of potential. It is the teachers' responsibility to include a means of stimulation in their teaching and learning process to catch learners' interest.

The study therefore, investigated how each individual school and two types of schools fared on classroom atmosphere. Table 11 provides an illustration of how classroom atmosphere was maintained in each individual school that participated in the study.

Table 11: Distribution of Classroom Atmosphere for individual secondary Schools

School	Teachers give a lot of encouragement		Help students improve their work on assignments		Provide a lot chances in class discussion		Encourage students to share what they think	
	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
	%	%	%	%	%	%	%	%
Total	89	91	14	86	16	84	17	83
A	18	82	13	88	15	85	15	85
B	17	83	28	72	39	61	28	72
C	3	97	3	97	6	94	9	91
D	2	97	11	89	0	100	14	87
E	13	87	16	84	30	70	22	78

Source: Researcher analysed data, 1st April, 2015

Figure 1 provides an illustration of how classroom atmosphere was maintained in Conventional Secondary Schools while Figure 2 illustrates the classroom atmosphere for Community Day Secondary Schools. The findings show that classroom atmosphere was well maintained in both Conventional and Community Secondary Schools. Cohen and Greier (2010, p.3) argue that evidence suggests a “safe, caring, participatory and responsive” school climate provides the optimal foundation for learning. This indicates students felt sense of belonging in their classrooms. The concept is that safety and security to learners give rise to the need for love and belonging including affection and relationship with others. Belonging needs include the desire for social contact and interaction, friendship, affection and various types of support. The relationship that exists provides atmosphere of sharing and assisting in educational matters. Hence, students develop and improve academically.

A positive school climate promotes cooperative learning, group cohesion, respect, and mutual trust. These particular aspects have been shown to directly improve the learning environment (Ghaith, 2003). Morrison (2006) poses that there is evidence that when a person feels a lack of belonging and connectedness, there is an increased risk of self-defeating behaviours, including aggression towards others.

The two types of schools fall short where they fail to give extra help to students outside regular classes. Conventional Secondary School had 67% while Community Day Secondary School 62%.

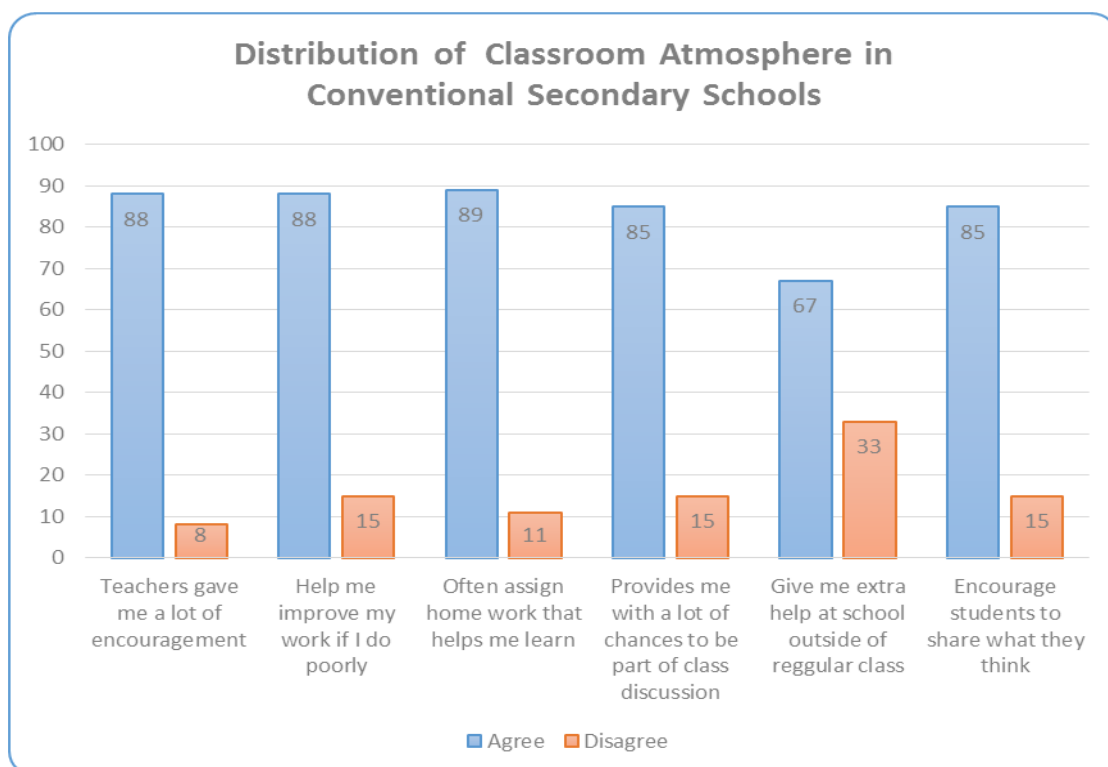


Figure 1: Distribution of Classroom Atmosphere in Conventional Secondary Schools

Source: Researcher analysed data, 8th April, 2015

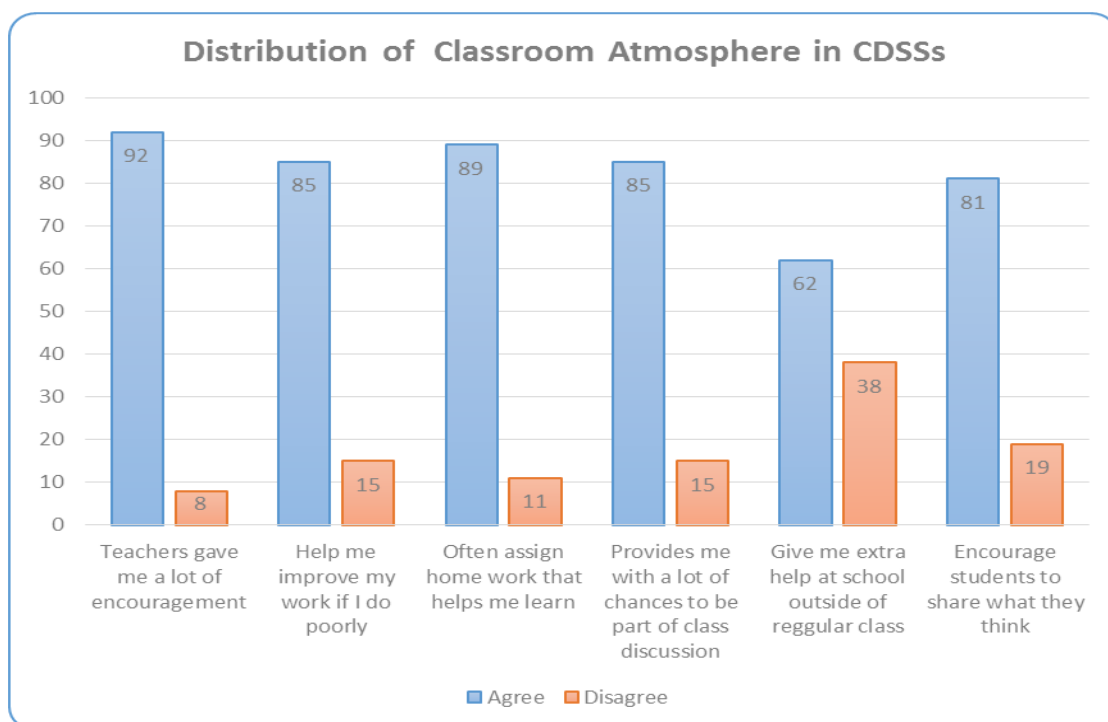


Figure 2: Distribution of classroom atmosphere in Community Day Secondary Schools

Source: Researcher analysed data, 8th April, 2015

4.3.2 Perception of School Climate

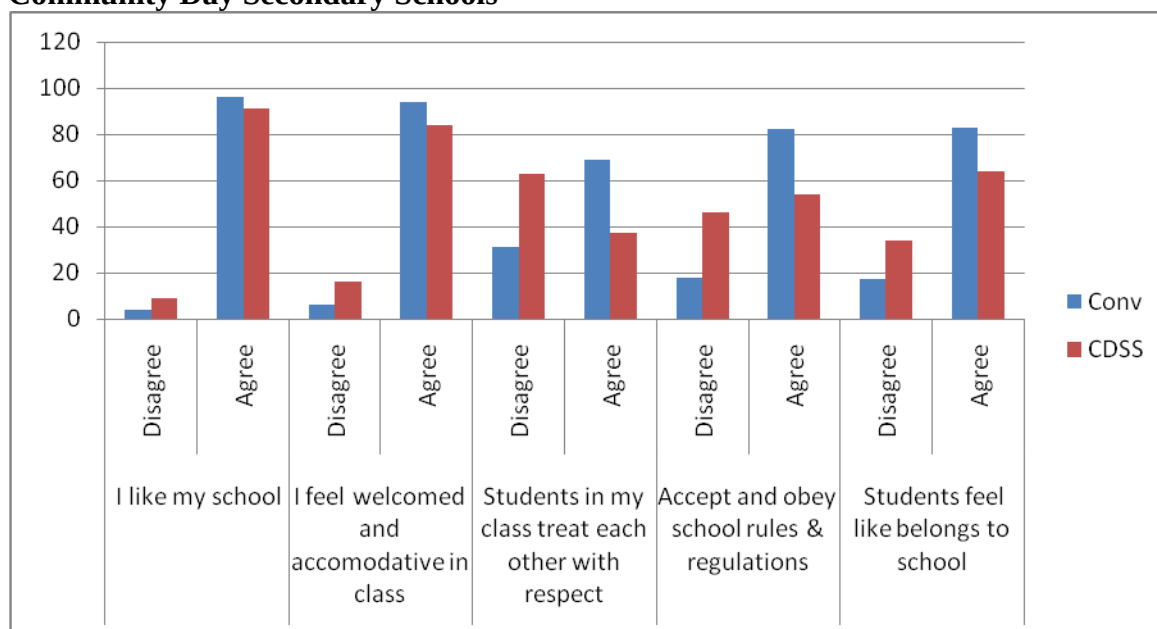
Perception of school climate depends on the way one develops self-discipline and good moral character in general. This study focused at perceptions of belongingness, expectations, and fairness among students. Figure 3 shows perception in Conventional and Community Day Secondary Schools.

The findings show that the perception of school climate was more positive in Conventional Secondary School as compared to Community Day Secondary school. Figure 3 provides an illustration on the results of perception of school climate in Conventional and Community Day Secondary Schools. The response from these responses showed agreement to the questions that were as follows: I like my school; Conventional Secondary School 96% while CDSS 91%. I feel welcome and accommodative in class; Conventional Secondary School 94% while CDSS 84%. Students in class treat each other with respect; Conventional Secondary School 69% while CDSS 37%. Accept and obey school rules and regulations; Conventional Secondary School 84% while CDSS 54%. Students feel like belong to school; Conventional Secondary School 83% while CDSS 64%. The research carried out by Ferrans & Selman (2014) clearly showed that students perception of their school climate greatly influences their experiences and their choices when confronting behaviours such as bullying. Lehr (2004) posits that feedback, responsive interventions can be shaped, developed, and implemented from school climate perception.

Pretorius & Villiers (2009) conclude that perceptions of school climate are important because they may have a positive or negative impact on the implementation of change

in schools and on educators' job satisfaction, motivation, productivity and well-being in general, as well on learners' motivation and ability to achieve.

Distribution of students' perception on school climate in Conventional and Community Day Secondary Schools



	Disagre	Agree	Disagre	Agree	Disagre	Agree	Disagre	Agre	Disagre	Agree
Conv	4%	96%	6%	94%	31%	69%	18%	82%	17%	83%
CDSS	9%	91%	16%	84%	63%	37%	46%	54%	34%	64%

Figure 3: Learners' perception on School climate in Conventional Secondary and Secondary Schools

Source: Researcher analysed data, 14th April, 2015

4.3.3 Safety and Security

Safety is one of is one of the four dimensions of school climate. This includes physical and social-emotional factors. A safe, secure and orderly environment is important to ensure that learning can take place without fear. The study investigated the safety and security of individual schools and that of Conventional and Community Day Secondary Schools.

Tables 12 and 13 provide an illustration of how safety and security were maintained in individual schools. The findings show that the perception of security and safety among students in schools varies from one school to another. This may be because of difference in the attitude of students' perceptions in the following areas: fairness at school, order and discipline, parent involvement, sharing of resources, student interpersonal relationships, student-teacher relationships. The learners differed in the agreement. The difference in the agreement in the areas was as follows: I like my school 89% to 97%, I feel like transferring to another school 14% to 43%, I feel welcome and accommodative 79% to 95%, Students help each other in class 45% to 87%, Students treat each other with respect 32% to 81%, Students fight each other 0% to 13%, Students feel they belong to school 50% to 89% and Students, teachers, parents corporate 22% to 90%.

The second stage in Maslow's hierarchy of needs is safety. Maslow (1943 p. 376) states that "practically everything looks less important than safety" The relevance of this second stage to a study on learner motivation may include both teacher's and learner's need to feel safe in the school environment and the need to feel secure in the learning process without fear of being harassed, intimidated or threatened. Therefore, it's not enough for teachers or learners just to *be* safe; they must also *feel* safe"

Teachers have the important role to play in order to establish a routine in the learning environment. They must clearly define procedures and rules for their learners. Provide an agenda for the day so learners know what to expect. Learners will feel they have more control over the learning environment by simply being aware of what to expect during instruction. In addition, learners should feel psychologically and emotionally

safe within their learning environment. This will result to concentration and hardworking in students as a result they will improve academically.

Table 12: Illustration of how safety and security were maintained in individual schools

Schools	I like my school		I feel like transferring to another school		I feel welcome & accommodative		Students help each in class	
	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
	%	%	%	%	%	%	%	%
Total	7	93	70	30	11	89	31	69
A	3	98	75	25	13	88	55	45
B	11.	89	67	33	22	79	28	72
C	3	97	86	14	17	82	37	63
D	8	92	57	43	5	95	14	87
E	5	95	81	19	14	87	24	76
F	13	87	55	45	0	100	24	76

Source: Researcher analysed data, 14th April, 2015

Table 13: Illustration of how safety and security were maintained in individual schools

Schools	Students treat each other with respect		Students fight each other		Students feel they belong to school		Students, teachers, parents corporate	
	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
	%	%	%	%	%	%	%	%
Total	46	54	93	7	25	75	20	81
A	68	32	88	13	23	77	10	90
B	67	33	100	0	50	50	77	22
C	57	43	100	0	40	60	14	86
D	19	81	97	2	18	81	19	89
E	32	67	89	11	10	89	27	78
F	42	58	89	11	21	78	13	87

Source: Researcher analysed data, 14th April, 2015

Tables 14 provide an illustration of how safety and security were maintained in Conventional and Community Day Secondary schools. The findings show that the perception of safety and security was more in conventional Secondary Schools than that of Community Day Secondary Schools. The percentage of participants who

agreed of positive safety and security was more in Conventional Secondary Schools than that of Community Day Secondary School. Sugai and Horner (2001) assert that teaching and learning occur best in a positive school climate free from disruptive and violent behaviours. It is expected that with safe and secure learning atmosphere learners can perform very well. Colvin, Kameenui, and Sugai (1993) cited in Smith (2005 p.9) contend that “for students to achieve, a safe environment must be provided and can be achieved by addressing learner behaviour in a way that allows for more focus on the learning process.” In a similar vein, Cohen and Greier (2010, p.3) state that evidence suggests a “safe, caring, participatory and responsive” school climate provides the optimal foundation for learning.

Table 14: Illustration of how safety and security were maintained in Conventional and Community Day Secondary Schools

School Type	I like my school		I feel like transferring to another school		Students feel welcomed and accommodative in class		Students always fight each other		Students feel they belongs to school	
	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
	%	%	%	%	%	%	%	%	%	%
Conv.	4	96	77	22	6	94	95	5	17	63
CDSS	9	91	64	35	16	84	92	8	34	66

Source: Researcher analysed data, 14th April, 2015

4.3.4 Availability of Teaching and Learning Resources

Teaching and learning requires learners to be exposed to some form of simulation, this improves learning process. When learners are given chance to use teaching and learning materials they learn faster and easier. The evidence from the questionnaires reveals that Conventional Secondary Schools have inadequate teaching and learning materials and library books. 83% disagreed on availability of these resources. Further,

it was discovered that the Community Day Secondary Schools had inadequate furniture and 84% of students in Community Day Secondary Schools disagreed on this matter. This could affect the quality of school climate because it can negatively affect students. Orodho, Waweru, Ndichu and Nthinguri (2013) established that the challenges of availability and adequacy of learning resources in their study was found to negatively affect teacher effectiveness in the use of teaching methods as well as focus on individual learner , hence fostering discipline and good attainment of good academic results.

The findings showed that Conventional Secondary Schools had clean and well maintained facilities and property because 100% agreed while in CDSS 64%. According to Sood (2000)) cited in Benjamin & Orodho (2014, p.112) envisages that “at a bare minimum level, schooling would require a building; some furniture, drinking water, and sanitation facilities, teaching material; teachers and provision for upgrading skills of teachers. Lack of any of these would render the schooling experience ineffective.” However, the more the teacher understands the basic needs of each student, the more likely he or she could help remove obstacles from learning so that learning could be enhanced and maximised. Lutz (2014) states that all learners have basic needs to be met for learning to occur. The more needs that are met, the more learners will learn.

These facilities satisfy students to be comfortable and feel happy as a result they are motivated and become proud of their school. If these basic needs are not met, learners will not be able to focus on learning. Schools therefore must do their best to provide learners with access to programmes within their school that address these needs.

Figure 4 show how Conventional Secondary School teachers responded on the availability of teaching and learning resources and Figure 5 about respondents from Community Day Secondary School.

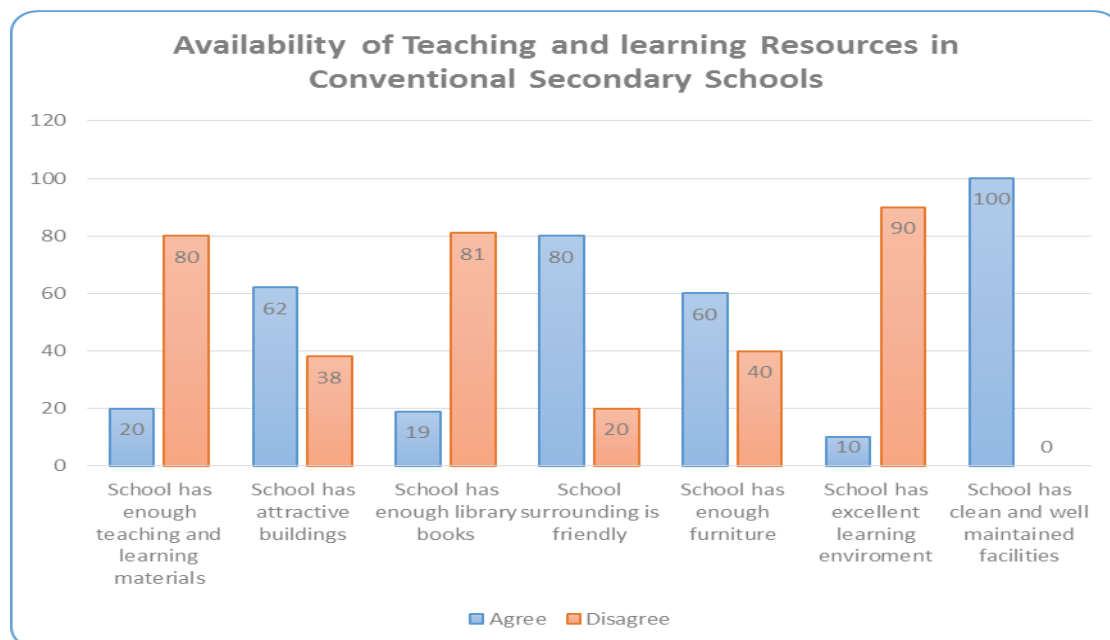


Figure 4: Availability of Teaching and learning Resources in Conventional Secondary Schools

Source: Researcher analysed data, 20th April, 2015

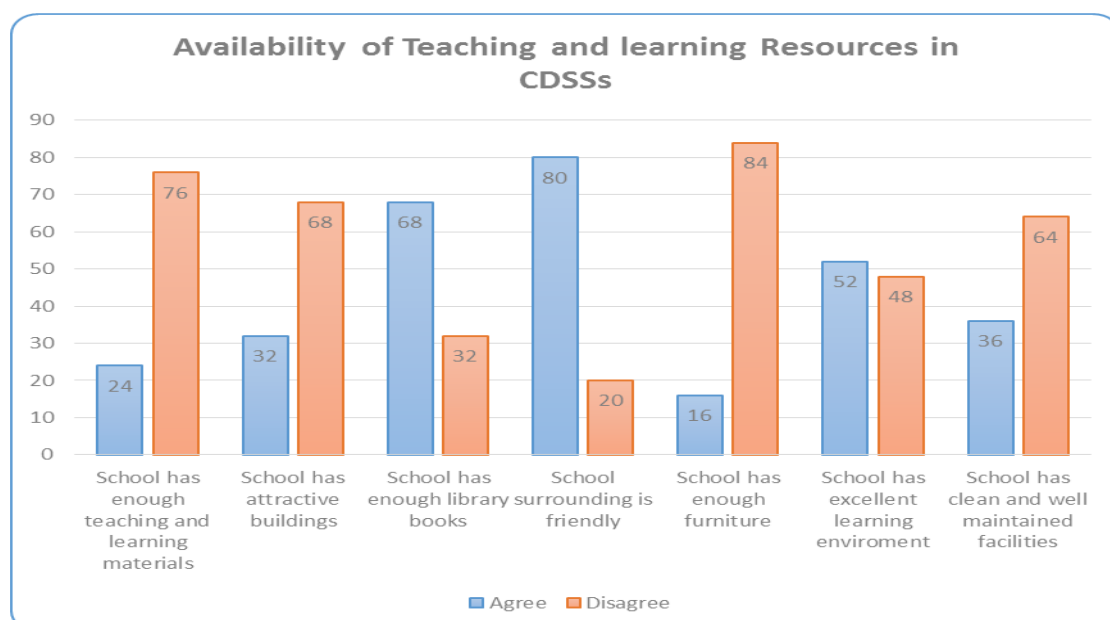


Figure 5: Availability of Teaching and learning Resources in Community Day Secondary Schools

Source: Researcher analysed data, 20th April, 2015

4.3.5 Teacher's interaction with students

Teachers' interaction with students has positive and long lasting implications for both academic and social development. Students who interact with teachers likely trust their teachers more because they feel their engagement in learning as a result they achieve at higher levels academically. The study found that the interaction of teachers with students was positive both at Conventional and Community Day Secondary Schools.

Figure 6 shows the areas of interaction in Conventional Secondary Schools while Figure 7 in Community Day Secondary School. Both Figures 8 and 9 illustrate the findings that the interaction between teachers and learners was very positive because it ranged from 90% to 100%.

However, the study found that teachers do not know about their learners in and out because 80% in Conventional Secondary School disagreed while 40% were from Community Day Secondary schools. This is not good to learners because it is important for the teachers to get to know their students because the more they get to know each student the better they can teach them, in a way that they would learn. ”

Learners need to have esteem needs that include the need for self-respect, appreciation, and recognition from teachers even out school time. In so doing learners develop the desire for maximising one's potential, autonomy and creativity. They will show up their skills and talents with zeal, in so doing their academic outcomes improve.

Nugent (2009) narrates that according to Stipek (2002) many of the children who do not do well academically, are the same ones who have a poor relationship with their teachers. Typically, the more they fall behind academically, often, the more this relationship is weakened. Teachers must avoid learners to feel lonely and alienated because these involve both giving and receiving love, affection and sense of belonging which will create friendship among students. As a result this enables learners to participate in pair, group and classroom activities. McGiboney (2016) asserts that if a learner feels isolated in his or her school environment, where the school climate does not encourage positive student interaction, where bullying and intimidation, the learner motivation is to limit interaction with classmates.

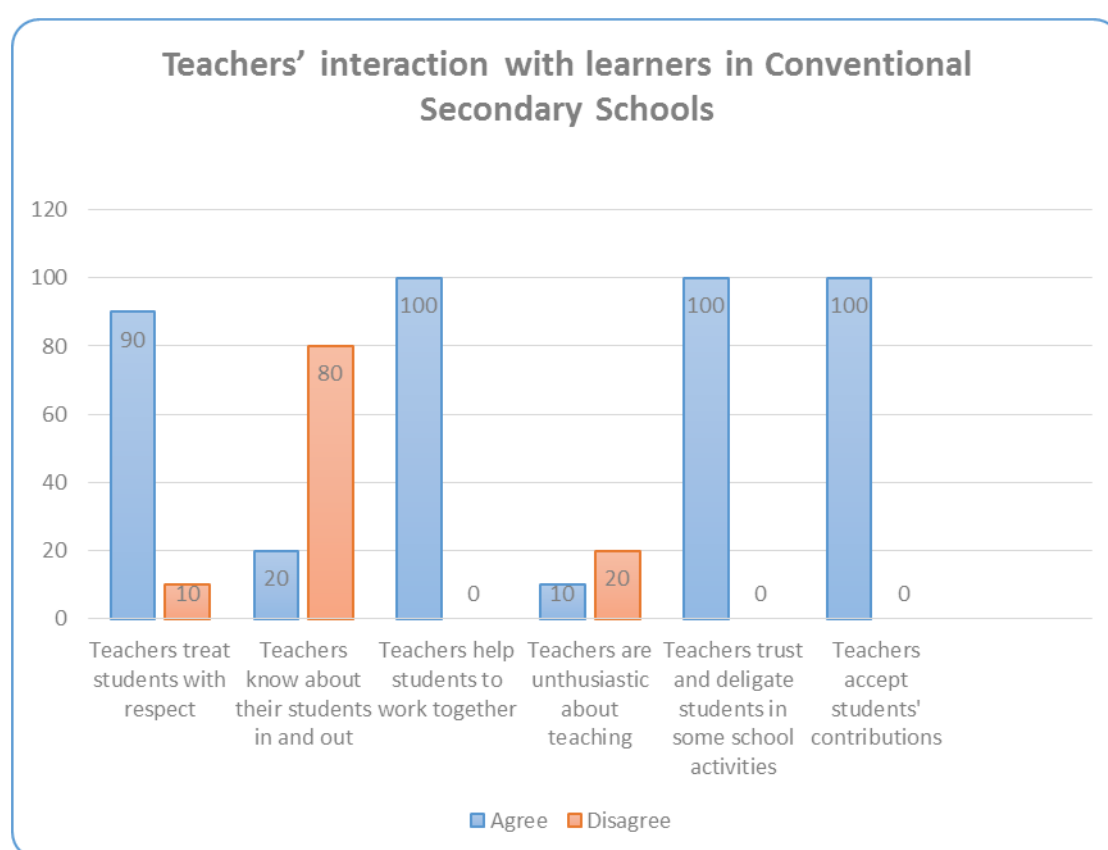


Figure 6: Teachers' interaction with learners in Conventional Secondary Schools

Source: Researcher analysed data, 28th April, 2015

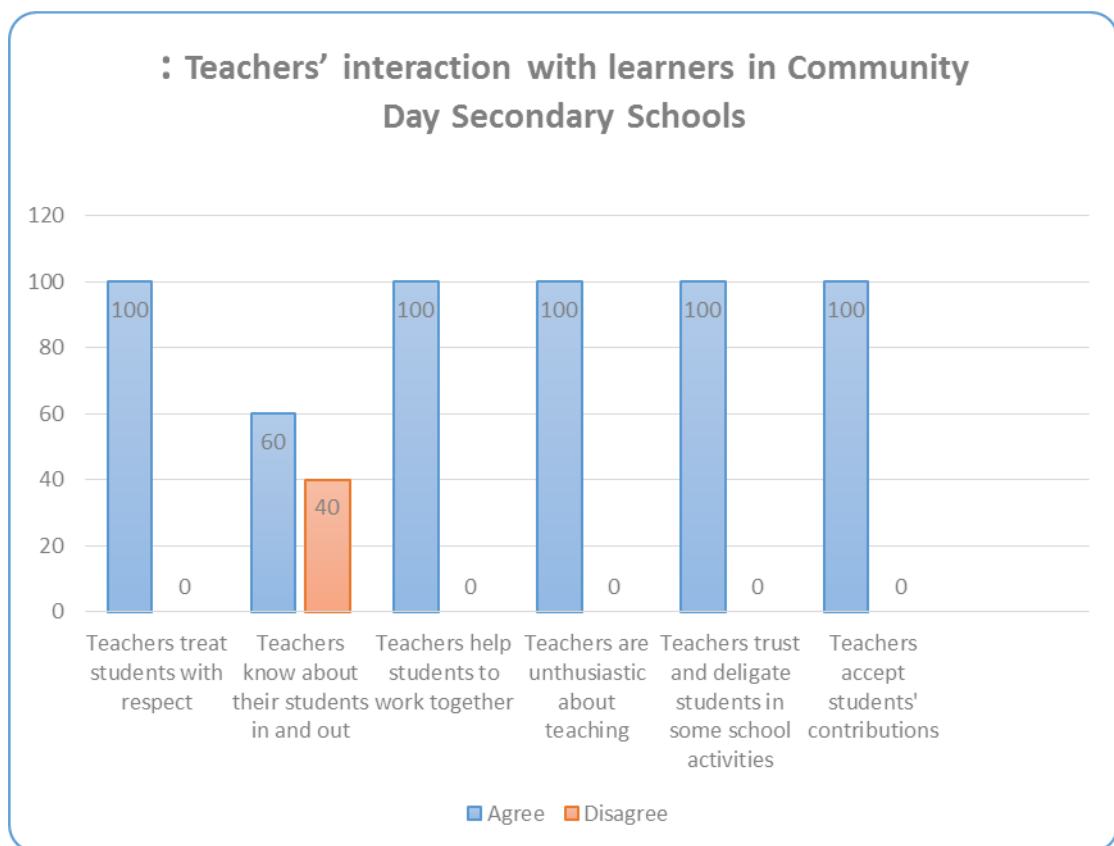


Figure 7: Teachers' interaction with learners in Community Day Secondary Schools

Source: Researcher analysed data, 28th April, 2015

4.3.6 Teachers' encouragement on learners' academic performance

Encouraging students is one way of motivating and inspiring students. The teacher encourages students by making decisions through shared involvement and conflict resolutions. The study found that teachers in Conventional Secondary Schools very often encouraged their students in aspects reminding students to avoid disrupting classes, encouraging them to work hard, complete their homework and choosing best subjects of their choice. Studies show that when students are encouraged to participate

in academic learning, their potential for academic achievement increases (Voelkl, 1995; Ladd, Birch, & Buhs, 1999) in Thapa et al. (2012, p.7).

Rehman, A. & Haider, K. (2013) argue that a supportive teaching style that allows for student autonomy can foster increased student interest, enjoyment, engagement and performance while Reeve and Hyungshim (2006) assert that supportive teacher behaviors include listening, giving hints and encouragement, being responsive to student questions and showing empathy for students. This motive bears fruit because learners develop hard working spirit.

Teachers are supposed to take advantage of every opportunity to reinforce positive learner behavior and self-esteem. They must let learners know that they appreciate the effort learners make during the time they are together during teaching and learning. This reinforcement will aid in a learner's development of a favorable self-image. Teachers will need to do this in order to satisfy love and belongingness needs, as well as self-esteem needs, that a learner will want to feel loved and cared about. Morrison (2006) points out that there is evidence that when a learner feels a lack of belonging and connectedness, there is an increased risk of self-defeating behaviours, including aggression towards others. Learners often seek this fulfillment from teachers. Teachers must ensure that learners know they are valued as individuals. The rate from respondents was between 58% and 80% in Conventional Secondary School while at CDSSs was between 49% and 76%. This is indicated in figures 8 and 9.

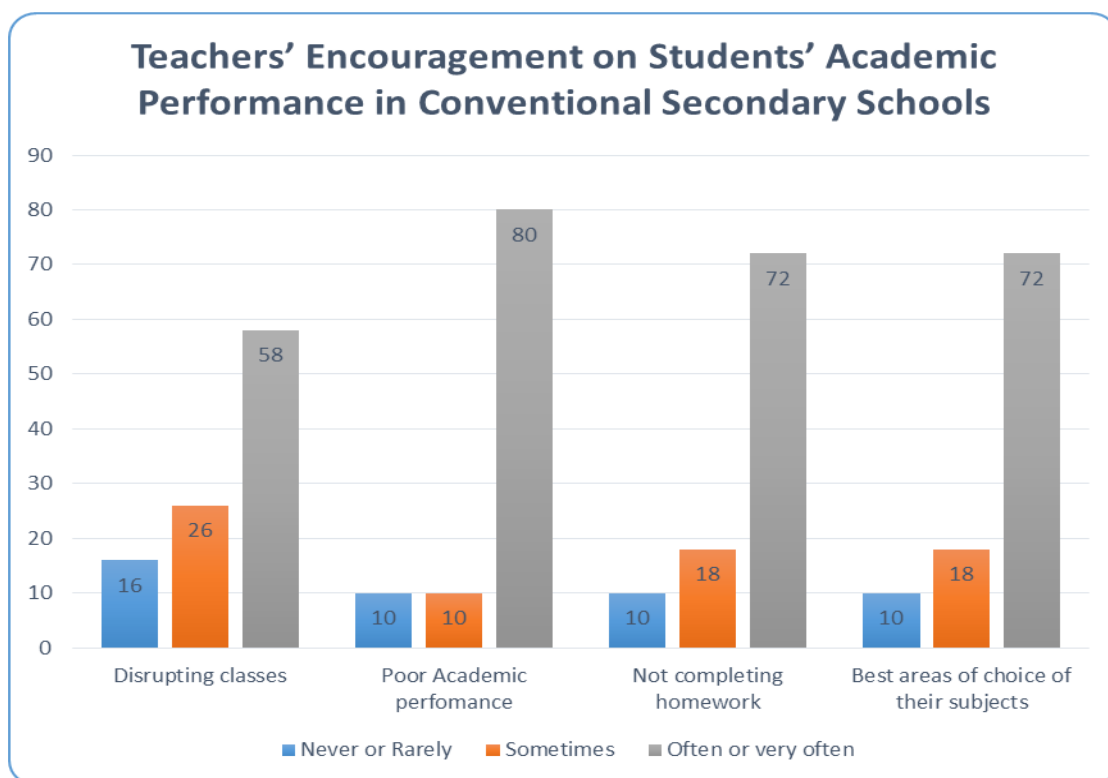


Figure 8: Teachers' Encouragement on Students' Academic Performance in Conventional Secondary Schools

Source: Researcher analysed data, 1st May, 2015

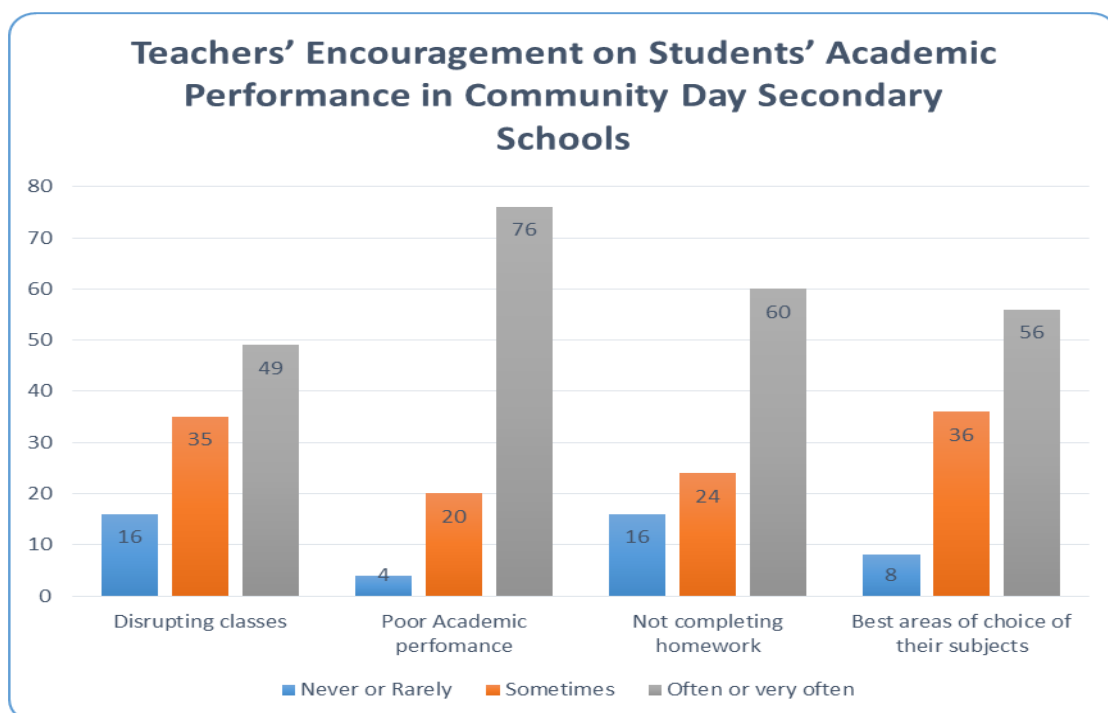


Figure 9: Teachers' encouragement on students' academic performance in Community Day Secondary Schools

Source: Researcher analysed data, 1st May, 2015

4.3.7 Quality of School Climate in relation to students outcome

The study revealed that the passing percentage for JCE and MSCE examinations was higher in Conventional Secondary School than Community Day Secondary. This agrees with the findings of the study that Conventional Secondary Schools had more positive school climate than Community Day Secondary Schools. Haahr, Nielsen, Hansen, & Jakobsen, 2005; OECD, 2009 in Thapa et al. (2012, p.3) expound that “studies around the world also indicate that quality of the school climate is also responsible for academic outcomes as well as the personal development and well-being of pupils”. As it is complemented by Tubbs and Garner (2008 p.18) who assert that “previous studies have found school climate to exert significant influence over school performance”.

Table 15 shows the passing percentage for JCE examinations for Conventional Secondary Schools and Community Day Secondary Schools for four consecutive years (2011-2014). The findings show that passing percentage range for JCE examination results for Conventional Secondary Schools was between 91% to 99% while Community Day Secondary Schools was 71% to 87% between 2011 and 2014.

Table 15: Passing percentage for JCE Examinations for Conventional and Community Day Secondary Schools for four Consecutive years

	School	2011	2012	2013	2014
		%	%	%	%
Convention Sec. Schools	A	93	97	95	93
	B	97	97	96	91
	C	95	94	99	94
Community Day Sec Schools	D	75	81	77	83
	E	71	82	87	74
	F	75	71	86	79

Source: 2011, 2012, 2013, 2014 Malawi National Examinations JCE Results

Table 16 shows the passing percentage for MSCE examinations for Conventional Secondary Schools and Community Day Secondary Schools for four consecutive years (2011-2014). The findings show that passing percentage range for MSCE examination results for Conventional Secondary Schools was between 72% to 91% while Community Day Secondary Schools was 26% to 61% between 2011 and 2014.

Table 16: Passing percentage for MSCE Examinations for Conventional and Community Day Secondary Schools for Four Consecutive years

	School	2011	2012	2013	2014
		%	%	%	%
Convention Sec. Schools	A	80	76	79	74
	B	88	77	87	91
	C	75	76	88	72
Community Day Sec Schools	D	61	45	26	38
	E	46	46	36	37
	F	59	38	48	56

Source: 2011, 2012, 2013, 2014 Malawi National Examinations MSCE Results

The results for the two levels of examinations show that Conventional Secondary Schools performed better than Community Day Secondary Schools.

4.4 The role parents play in enhancing school climate

When parents work together with schools to support learning, children tend to do better in school. There is an expectation that parents have a role to play in enhancing school climate. According to Maslow Hierarchy Needs Theory, parents have the vital role to play in fulfilling the psychological needs for their children to learn. There are things like food, clothes, material support, financial support and assisting in building in self-esteem in students. Areas focused on the role that parents play in enhancing

school climate were academic support by parents on their children and involvement of parents in school activities.

4.4.1 Academic Support to Children

The study investigated some areas where parents support their children academically these were like promoting success, checking their children's work, providing counselling on importance of school and monitoring their children's school work. The study found that parents support to their children in Conventional and Community Day Secondary school was more like the same with that of parents who had their children at Community Day Secondary School. Table 17 shows the trend of academic support observed in the individual schools.

Responses from the following questions, the study revealed that parents agreed that they were supporting their children. Promote success to children responses were between 78% to 100%; Check school work 70% to 95%; Provide counselling on importance of school 61% to 100%; Encourage their ward to work hard 76% to 100%; Monitor school progress 83% to 96%; and supporting children materially 86% to 100%.

The findings of the study show that parents gave academic, moral and material support to their children. This indicated that many parents supported their children. However, the majority were above 90%. Usually parental support is based at the homes of the learners.

Sammons, Sylva, Melhuish, Siraj-Blatchford, Taggart & Hunt (2008) explains that a stimulating home learning environment which consists of a variety of educational materials and positive reinforcement of the value of education by parents is integral to intellectual and social development in children of all ages. Jeynes (2005) expound that to make learning enjoyable and rewarding; a quality home learning environment contributes to the standards that children set for themselves and their aspirations for education.

Table 17: The role of parents in enhancing school climate

	Promote success children		Check school work		Provide counselling on importance of school		Encourage their ward to work hard		Monitor school progress		Support the children materially	
School	Agree	Dis	Agree	Dis	Agree	Dis	Agree	Dis	Agree	Dis	Agree	Dis
	%	%	%	%	%	%	%	%	%	%	%	%
A	79	21	82	18	80	20	86	14	84	16	94	6
B	100	0	77	23	100	0	100	0	90	10	95	0
C	92	8	70	30	78	22	95	5	85	15	86	14
D	91	19	95	5	96	4	97	3	96	4	100	0
E	89	11	80	20	92	6	76	24	83	17	92	8
F	100	0	69	31	61	39	100	0	89	11	100	0

Source: Researcher analysed data, 13th May, 2015

4.4.2 Parents academic encouragement at home

The study investigated academic encouragement from parents in areas like checking their children's homework, discussing school work with their children and encouraging them to work hard. The findings indicate that parents for students in Conventional and Community Day Secondary Schools encouraged their children academically. Table 18 illustrates that 86% in Conventional Secondary School and 78% in Community Day Secondary School indicated that they check home work, 85% % in Conventional Secondary School and 76% in Community Day Secondary School indicated that they discussed school work with their children and 98% in

Conventional Secondary School and 99% in Community Day Secondary School indicated that they encourage their children to work hard at school. Table 18 illustrates how parents from each school indicated on the academic encouragement to their children in Conventional and Community Day Secondary Schools while Table 19 illustrates academic encouragement for individual schools. The study revealed that parents were supporting their children academically at home.

Kishor (2014) explains that studies conducted by Agarwal (1975), Agarwal (1986), Salunke (1979), Devi and Kiran (2002) depict that the parental encouragement and academic achievement are positively related to each other. Thus, in encouragement, the parent help the child, guide him/her so that he/she may not feel disheartened at the time of difficulty and provides the proper home environment for the psychological as well as the academic development of their children.

Table 18: Parents academic encouragement at home by school types

	I check child's homework and exercises		Parent and child regularly discuss his/her schoolwork		Encourage my child to work hard at school	
	Disagree	Agree	Disagree	Agree	Disagree	Agree
	%	%	%	%	%	%
Conv	14	86	15	85	2	98
CDSS	22	78	24	76	1	99

Source: Researcher analysed data, 13th May, 2015

Table 19: Parents academic encouragement at home for individual schools

School	I check child's homework and exercises		Child & I regularly discuss his/her schoolwork		Encourage my child to work hard at school	
	Disagree	Agree	Disagree	Agree	Disagree	Agree
	%	%	%	%	%	%
A	5	95	10	90	0	100
B	29	71	35	65	6	94
C	9	91	5	95	0	100
D	14	86	22	78	0	100
E	50	50	35	65	4	96
F	9	91	18	82	0.0	100

Source: Researcher analysed data, 13th May, 2015

4.4.3 Parents involvement on school activities

The study investigated involvement of parents in school activities in areas like meetings, settling discipline cases and development projects. The results in Table 20 show responses from four questions about involvement on school activities. Figure 10 shows how parents were involved in Conventional Secondary Schools while Figure 11 in Community Day Secondary Schools. Parents from Conventional Secondary School those who responded that they often or all the time were involved in school activities their percentage ranged from 27% to 44% while those from Community Day Secondary School 41% to 52%. The findings revealed that parents were not fully involved in school activities especially parents who had their children at Conventional Secondary Schools. Patrikakou (2008, p.1) argues that “parent involvement is a crucial force in children’s development, learning, and success at school and in life. Parent involvement remains a strong predictor of academic achievement even for high school students”.

Table 20: Parents' involvement in school activities

	Involved in school activities			Invited to attend meetings			Involved in school discipline issues			Involved in school development project		
	Never	Once in a while	Often or all the time	Never	Once in a while	Often or all the time	Never	Once in a while	Often or all the time	Never	Once in a while	Often or all the time
School Type	%	%	%	%	%	%	%	%	%	%	%	%
Conv	27	36	37	27	39	34	22	34	44	44	29	27
CDSS	25	33	41	18	29	52	26	32	42	30	24	46
Total	26	34	40	22	33	45	25	33	43	36	26	39

Source: Researcher analysed data, 13th May, 2015

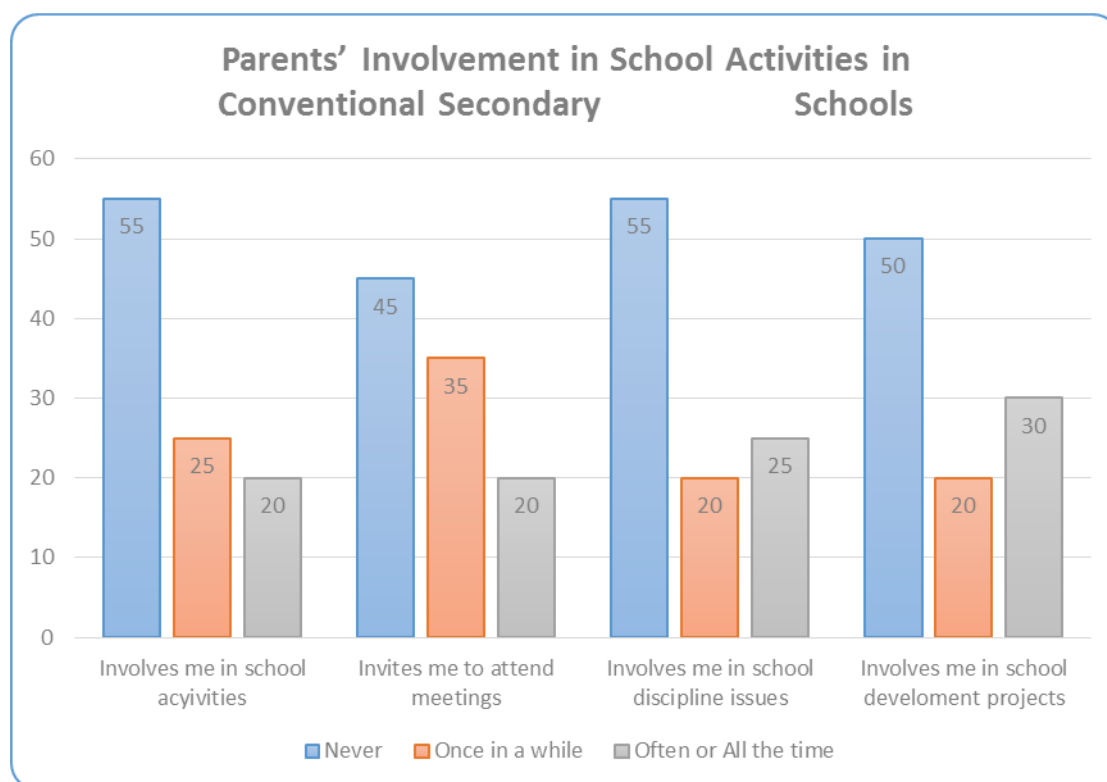


Figure 10: Parents' Involvement in School Activities in Conventional Secondary Schools

Source: Researcher analysed data, 25th May, 2015

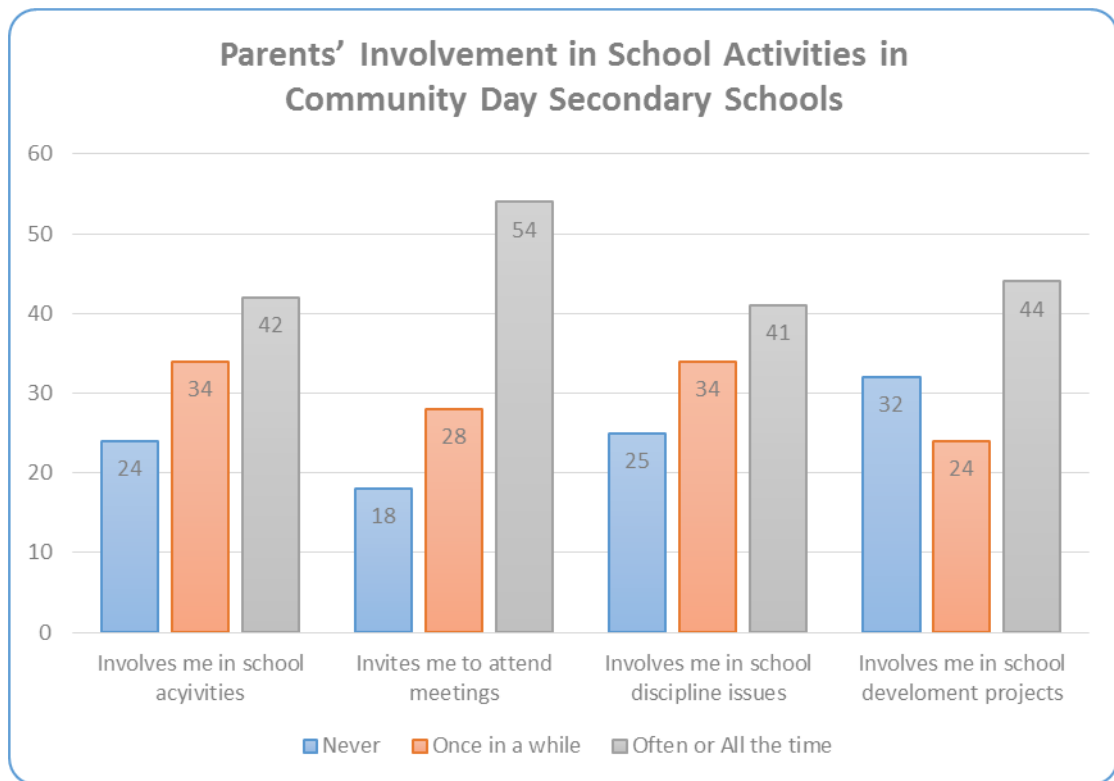


Figure 11: Parents' Involvement in School Activities in Community Day Secondary Schools

Source: Researcher analysed data, 25th May, 2015

4.4.4 Communication of activities to parents

The study investigated the communication between the parents and schools. The findings show that there was good interaction in terms of communication of activities from school to parents in Conventional and Community Day secondary Schools. Table 21 clearly illustrates results on responses on communication that ranged from 79% to 89% for Conventional Secondary Schools and 72% to 88% for Community Day Secondary Schools to those who agree that there was communication. However, the degree of communication was relatively higher in Conventional Secondary Schools as compared to Community Day Secondary Schools. This has been indicated in figures 12 and 13.

Lawrence-Lightfoot (2004) argues that two-way communication occurs when teachers and parents dialogue together. Further envisage that effective dialogue develops out of a growing trust, a mutuality of concern, and an appreciation of contrasting perspectives. Mostly communications between parents and teachers in secondary School is done by writing letters as compared to primary schools. However, Davern (2004) notes that it is important to consider a face-to-face meeting because it is more appropriate than a written exchange, depending on the issue. Communication with parents is important because it is frequent enough to engage parents and to monitor student success.

Table 21: Communication of school activities to parents

	Keeps me well informed about school activities		School involves parents in making decisions on important matters		Am informed about my child's progress at school		Am informed about the school rules and regulations	
	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
	%	%	%	%	%	%	%	%
Conv	18.6	81.4	22.0	78.0	18.6	81.4	11.9	88.1
CDSS	26.0	74.0	20.8	79.2	12.5	87.5	12.5	87.5
Total	23.2	76.8	21.3	78.7	14.8	85.2	12.3	87.7

Source: Researcher analysed data, 25th May, 2015

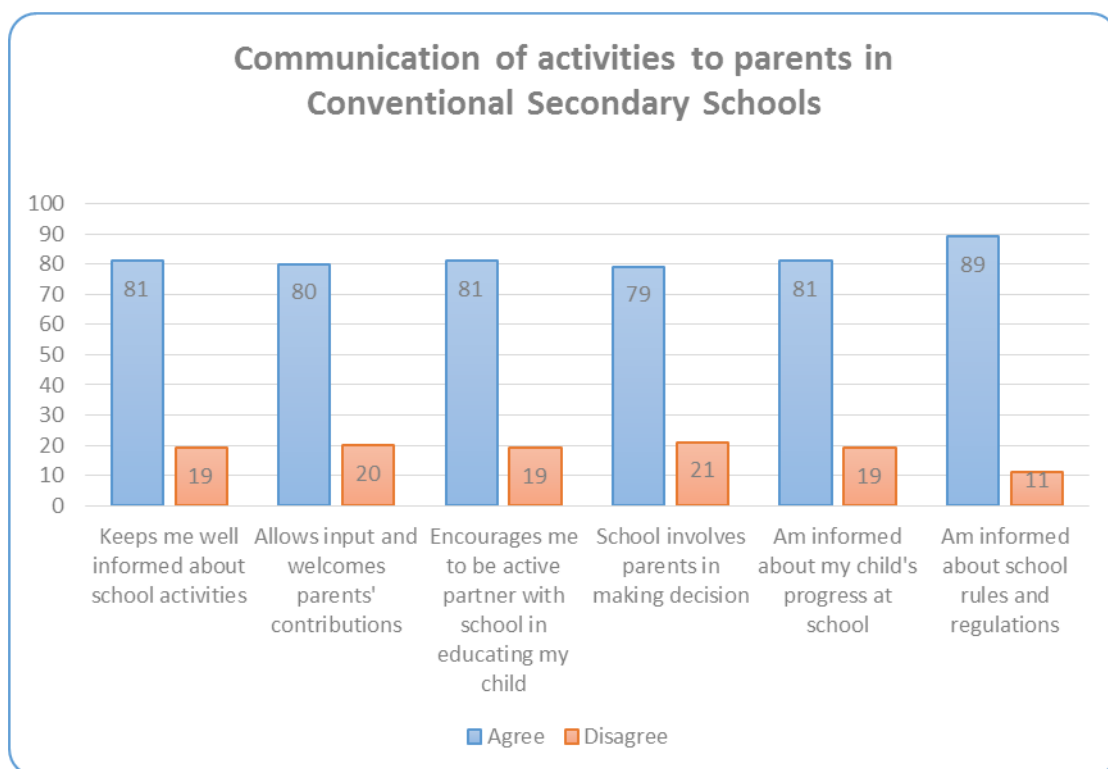


Figure 12: Communication of activities to parents in Conventional Secondary Schools

Source: Researcher analysed data, 29th May, 2015

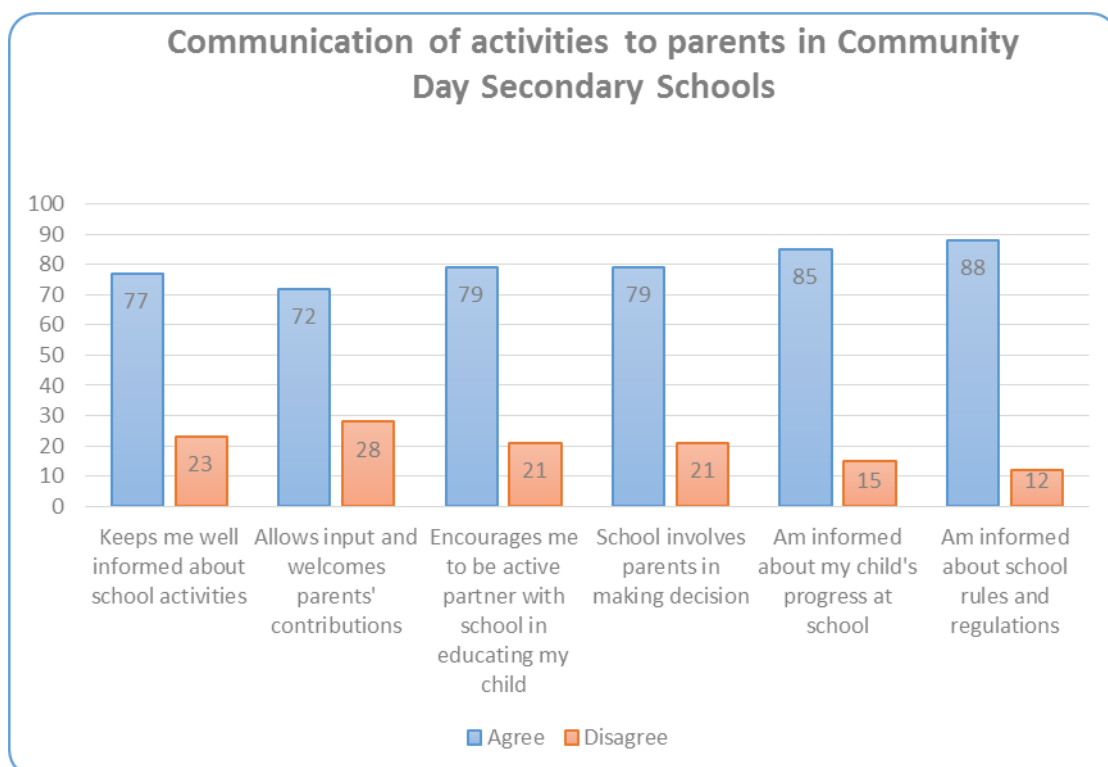


Figure 13: Communications of Activities to Parents in CDSSs Schools

Source: Researcher analysed data, 29th May, 2015

4.5 The role headteachers play in enhancing school climate

This study investigated the role of headteachers play in enhancing school climate. The areas involved were tasks that headteachers do in order to improve teaching and learning, that enable the headteacher interacts positively with students in order to improve learners' outcomes and the nature of communication with students' parents.

Kaur (2013) contends that the rationale behind Maslow Hierarchy Needs Theory lies on the fact that it's able to suggest to headteachers how they can make their students or teachers become self-actualised. This is because self-actualised teachers or students are likely to work at their maximum creative potentials. The headteacher guided by the theory, can help teachers and students meet their need by taking the following strategies: (a) the headteacher can recognise teachers and students' accomplishments, their interests and ambitions to make them satisfy their esteem needs. (b) Provide safety and security to staff and students. Safety and security is important because members feel secure and proud and they concentrate to achieve their goals. Students cannot think well in a harsh, threatening situation or even in as subtly intimidation environment where group pressure makes independent thinking unlikely. Kelley (2005, p.5) contends that "headteachers have the power, authority, and position to impact the climate of the school". Headteachers are key players in facilitating the positive school climate.

4.5.1 Courses attended by headteachers related to headship

The findings show that some headteachers were appointed to the post of headteacher before undergoing administrative and management, and leadership training courses

but they were trained after being appointed headteachers. The study also revealed that some headteachers never attended leadership training course and human rights course.

Table 22 displays the distribution of courses relating headship and course attended by the headteachers. The table illustrates that 33% headteachers attended administration and management course before, 50% after while 17% before and after being appointed as headteachers. 17% attended leadership training before 33% after, 17% before and after while 33% never attended leadership training course. 33% attended human rights course after being appointed as headteachers, 17% attended before and after being appointed as headteachers while 50% never attended human rights course.

It is generally required to attend the courses tailor-made for headteachers to equip them with management and leadership skills. Mwamuye (2012) argue that trainings in management, enhance leadership skills and capacity for team building in the school. In addition, Odubuker (2007) conducted a study to investigate the influence of the headteachers' management competences on the management of primary schools in North Western Uganda and it was revealed that the principals or headteachers' management training was critical to the performance of the school. The skills acquired therefore, could be a factor in improvement of performance.

Table 22: Distribution of Courses related to headship ever attended by headteachers

	Attended admin & management course	Attended leadership training	Attended human rights course
	%	%	%
Before	33	17	0
After	50	33	33
Before & After	17	17	17
Never	0	33	50

Source: Researcher analysed data, 15th March, 2015

4.5.2 Tasks that involve headteachers role in enhancing school climate

The study covered headteachers' tasks that involved these areas; support cooperation among teachers, responsibility in improving skills, collaboration of School committee and PTA and conduction of meetings. Table 23 illustrates the findings of the study that 17% indicated that they very often supported cooperation among teachers while 50% often supported cooperation among teachers. 50% sometimes took responsibility for improving skills while the other 50% very often took responsibility for improving skills. and improve skills. 67% indicated that they provided guardians or parents with information and collaborated with school committee and PTA. 100% agreed that they very often conduct meetings at the beginning and the end of the term.

Table 23: The role headteachers play in enhancing school climate

	Support cooperation among teachers	Take responsibility for improving skills	Provide parents/guardians with information	Collaborate with School Committee and PTA	Conducting meeting with staff at the beginning and end of term
	%	%	%	%	%
Never	0	0	0	0	0
Sometimes	33	50	0	0	0
Often	50.0	0	33	33	0
Very often	17	50	67	67	100

Source: Researcher analysed data, 4th June, 2015

4.5.3 Provision of collaborative approach

The study investigated collaborative approach that headteachers use when conducting their role as headteachers. Table 24 illustrates that 67% headteachers often and 33% very often provide staff chances in decision making. 50% they sometimes, 33% often

and 17% very often provide parents opportunities to participate in decision making. 17% they never, 50% sometimes, 17% often and very often provide learners with opportunities to participate in decision making. The study however, revealed that headteachers often provide chances in school decision making and support collaborative culture because 67% indicated that they often support collaborative culture and 33% very often. Figure 25 shows the kind of the collaborative approach that headteachers had. Goddard, Miller, Larson & Goddard (2010) envisage that an effective way to connect teachers is to create structures that encourage collaboration.

Goddard et al. (2010) pose that “collaboration plays an important role in helping teachers focus on instruction.” When collaboration is absent and teachers work in isolation, little professional growth occurs (Pounder, 1999). When headteachers apply collaborative approach by providing instructional leadership and sharing leadership with teachers, in turn, higher levels of teacher collaboration may lead to improve learner achievement.

Table 24: Illustration of Collaborative Approach by Headteacher

	Provide staff chances in school decision making	Provide parents opportunities participate in decision making	Provide learners with opportunities participate in school decision making	Make important decision on my own	I support collaborative school culture
Never	0	0	17	50	0
Sometimes	0	50	50	33	0
Often	67	33	17	17	67
Very often	33	17	17	0	33

Source: Researcher analysed data, 9th June, 2015

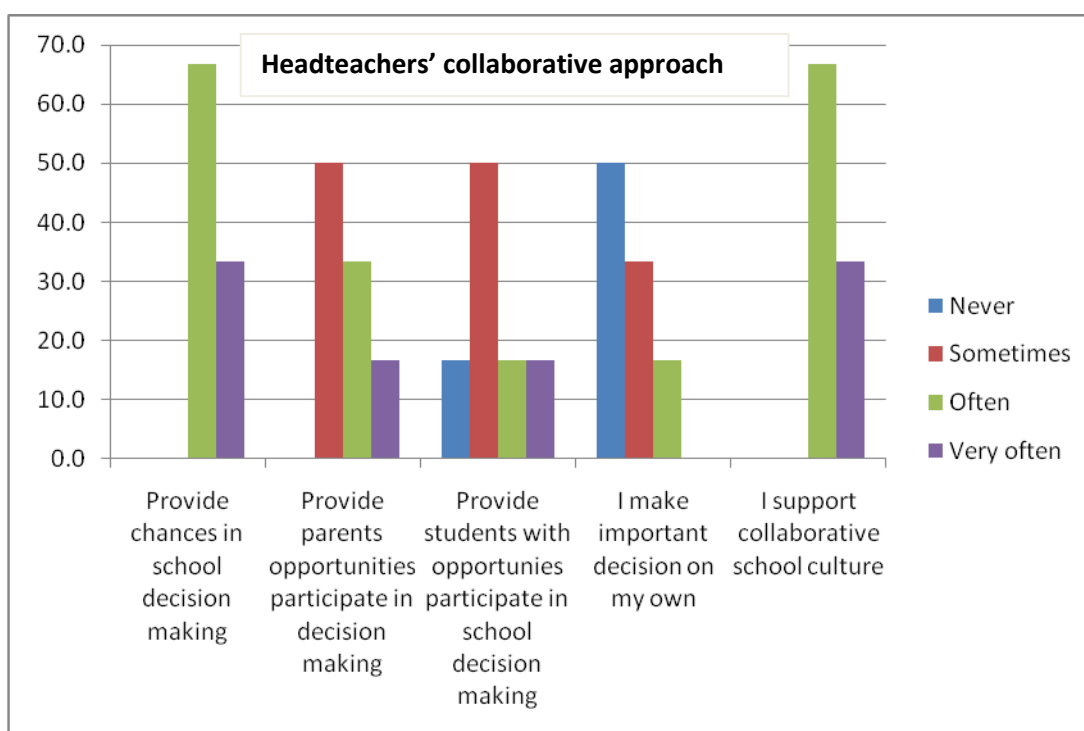


Figure 14: Illustration of Collaborative Approach by Headteachers

Source: Researcher analysed data, 9th June, 2015

4.5.4 Headteachers' tasks in promoting positive school climate

The headteacher being the head of school has the role in promoting positive climate. The study found that headteachers from Conventional and Community Day Secondary schools promote some factors of positive school climate. Table 25 illustrates responses of factors expected of the headteacher in promoting positive school climate. 67% to 93% in Conventional Secondary Schools and 91% to 100% in Community Day Secondary School agreed of promoting positive school climate. Figures 15 and 16 portrays a picture how headteachers of Conventional and Community Day promote positive school climate.

Macneil et al. (2009, p.76) assert “that the relationships that shape the culture and climate of the school are strongly influenced by the school principal” while Yadessa (2014, p.72) envisage that “O’Hanlon and Clifton’s (2004) study indicated that the headteachers can promote or destroy a school through the climate he or she creates. This mean the school climate in various ways mirrors the principal’s personality”.

Table 25: Headteachers’ tasks in promoting positive school climate in Conventional and Community Day Secondary Schools

	Encourages opportunities for students to decide things like class activities or rules		Gives students equal opportunity to participate in classroom discussions		Give students extracurricular and enrichment activities		Effectively handles students discipline and behavioural problems		Involves students in decision making on things affecting their school	
	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
	%	%	%	%	%	%	%	%	%	%
Conv	33	67	10	90	13	87	7	93	13	87
CDSS	8	92	0	100	4	96	4	96	9	91

Source: Researcher analysed data, 13th June, 2015

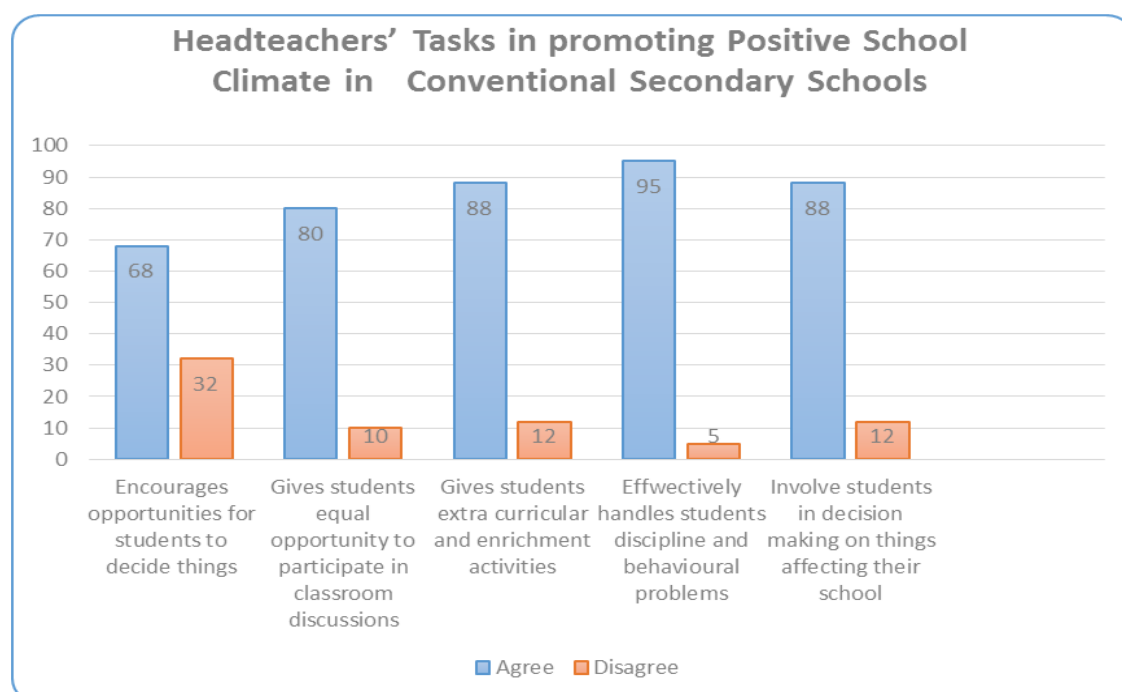


Figure 1: Headteachers’ Tasks in promoting Positive School Climate in Conventional Secondary Schools

Source: Researcher analysed data, 13th June, 2015

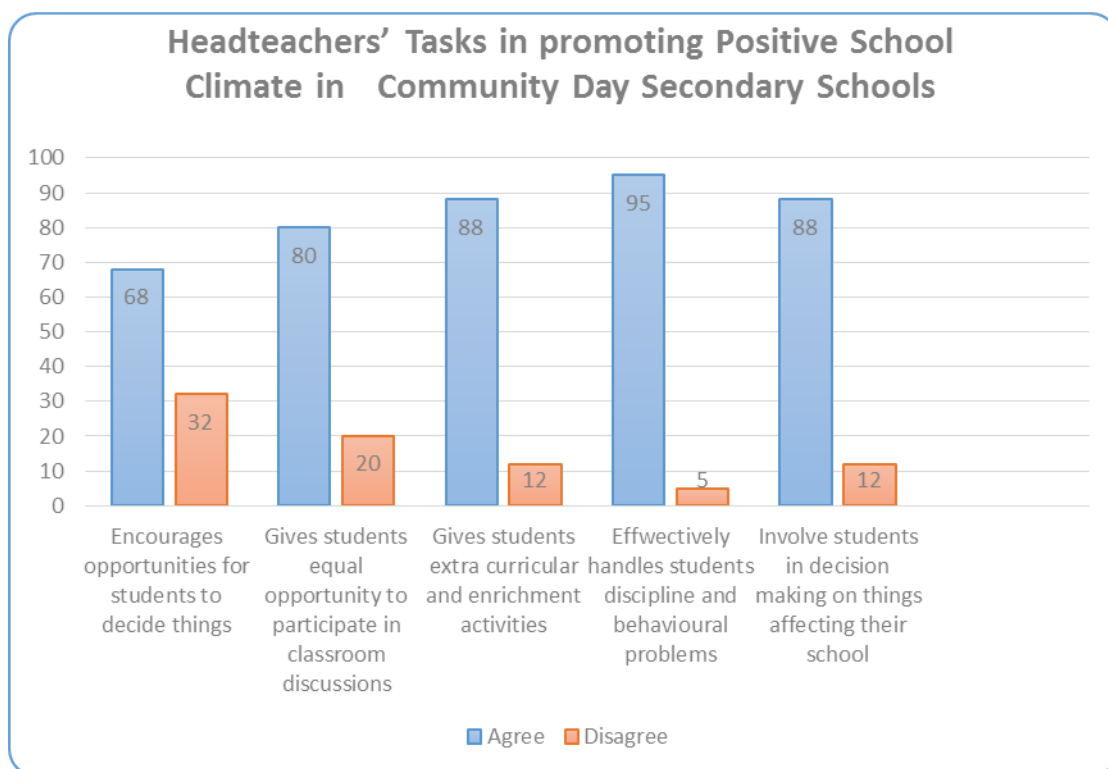


Figure 16: Headteachers' Tasks in promoting Positive School Climate in Community Day Secondary Schools

Source: Researcher analysed data, 13th June, 2015

4.6 Chapter Summary

This chapter discussed (a) the quality of school climate in Conventional and Community Day (b) the role of parents in enhancing school climate (c) the role of the headteachers in enhancing school climate.

In investigating the quality of school climate in Conventional and Community Secondary Schools the study investigated these areas: classroom climate, perception of school climate, safety and security, teaching and learning, teachers' encouragement, and nature of school climate in relation to students' outcomes. The results of the findings show that Conventional and Community Day Secondary Schools performed well. The perception of school climate was more positive in

Conventional than Community Day Secondary Schools. Safety and security varied from one school to another but when comparison was done between the two types of schools, perception of safety and security was more in Conventional Secondary Schools than that of Community Day Secondary Schools. Lack of availability of resources affects teaching and learning, affects, the study revealed that Conventional Secondary Schools had clean and well maintained facilities and property but there was shortage of textbooks in both types of schools. The study revealed that the passing percentage for JCE and MSCE examinations was higher in Conventional Secondary School than Community Day Secondary.

In the role of parents in enhancing school climate, the study investigated these areas: academic support, parents' encouragement, parents' involvement in school activities and communication of school activities to parents. The results of the finding in the chapter revealed that parents gave their children academic and moral support. Parents parents were not fully involved in school activities especially parents who had their children at Conventional Secondary Schools. There was communication of activities from school to parents in Conventional and Community Day secondary Schools but it was high in Conventional Secondary School.

The role headteachers play in enhancing school climate. The study revealed that tasks that involved these areas; support cooperation among teachers, responsibility in improving skills, collaboration of School committee and PTA and conduction of meetings and their performance was good. The next Chapter presents conclusions and implications of the study.

CHAPTER FIVE

CONCLUSIONS AND IMPLICATIONS

5.1 Chapter Overview

The purpose of this study was to investigate the quality of school climate in Conventional and community Day Secondary schools a study of secondary schools in South East Education Division. In this chapter, the researcher presents the conclusions and implications of the findings and suggestions for further study.

The study was guided by the following research main questions: What is the nature of school climate in Conventional and Community Day Secondary Schools? And the following three sub-questions: (1) In what ways does the quality of school climate affect attainment of education outcomes? (2) What role do parents play in enhancing school climate? and (3) What role do headteachers play in enhancing school climate?

The investigation involved headteachers, teachers, students and parents. The questionnaires were used to generate data from participants. The questionnaires contained questions that included elements of safety, teaching and learning, relationships and physical environment to capture the perception of school climate from the participants.

5.2 Conclusions

While investigating the quality of school climate in Conventional and Community Day Secondary schools, the data analysis and results of this study focused on these areas; the ways the quality of school climate affects attainment of education outcomes, the role that parents play in enhancing school climate and the role that headteachers play in enhancing school climate.

The findings of study reveals that the problem of lacking equity across all the schools due to differences in physical and social environments of school, there is variation in quality of school climate in schools. School climate is a product of social interactions among students and teachers, is influenced by educational and social values, and has been shown to relate to social situations in classrooms and within the school as a whole (Thapa, et al., 2013).The results of the study provided the following conclusions:

5.2.1 The ways that quality of school climate affects attainment of education outcomes

The evidence from the findings revealed that the nature of school climate on safety and security in Conventional Secondary Schools was more positive than Community Secondary Schools. This was because of higher percentage of responses indicating positive school climate were those of students in Conventional Secondary Schools. Figure 3 illustrates that the students' perception on School climate in Conventional Secondary Schools was more positive in Conventional Secondary Schools as compared to CDSSs.

The findings showed that there was shortage of teaching and learning materials, shortage of library books in Conventional Secondary Schools and CDSS. Teaching and learning materials are components within one of dimension of school climate of teaching and learning. Community Day Secondary School had shortage of furniture and their buildings were not attractive and were not well maintained. This is illustrated in Figures 4 and 5. Asiabaka (2008, p.10) envisage that “direct relationship exists between the quality of school facilities provided and the quality of the products of the school”.

The study also revealed that the academic interaction between teachers and students both at Conventional and Community Day Secondary Schools was relatively positive. The range of quality of school climate on interaction was relatively high; the response rate was over 90%. Figures 6 and 7 illustrate that the interaction was good in these areas: teachers treating students with respect, helping students to work together, enthusiasm of teachers on students, trust and delegation of students in some school activities and teachers accepting students’ contributions positively. However, there was a decrease on the variable that stated that teachers knew about their students in and outside school. Thus 20% teachers from Conventional Secondary Schools and 60% from CDSSs agreed.

The findings of the study showed that the perception of school climate for teachers in the areas of encouraging students was relatively high in both Conventional and Community Day secondary Schools in classroom. This is illustrated in Figure 3. The perception percentage was between 81.3% and 93.8%. However, there was a decrease on perception that teachers gave extra help at school outside regular classes. Thus 67

percent teachers from Conventional Secondary School and 63% from CDSS agreed. Encouragement involves students' engagement. Students who are engaged show sustained behavioural involvement Belmont Michael (1993, p. 573). Motivation affects achievement of students because achievement goal structures created by schools and teachers influence student engagement because they affect students' confidence in their ability to master academic tasks and skills (Roeser, Eccles & Sameroff, 2000).

The findings show that classroom atmosphere was relatively good. Students had freedom and had the sense of interaction because they received a lot of encouragement, teachers helped students to improve their work, teachers assigned homework to students and teachers gave a lot of chances to take part in classroom discussions. Figures 8 and 9 illustrate these findings. Classroom atmosphere is nurtured to create a predictable, safe environment for students to learn and interact with each other. Since a classroom is a shared environment, students and teachers share a common workplace a specific period of time each day. Stronge (2002) envisage that educational research supports creating an atmosphere of mutual respect, where students feel relaxed in asking questions and expressing their thoughts and feelings. A positive classroom atmosphere is essential for students to learn and develop. Therefore, the security, cooperation, enthusiasm and confidence on the part of students are thought of as definite assets of achievement.

The study revealed that Conventional Secondary Schools both at JCE and MSCE examinations performed better than Community Day Secondary Schools. This was observed from the results of JCE and MSCE examinations for 2011, 2012, 2013 and

2014 as illustrated in Tables 15 and 16. The average pass rate for JCE at Conventional Secondary Schools was between 91% and 99% while Community Day Secondary Schools was 71% and 87%. The average pass rate for MSCE at Conventional Secondary Schools was between 72% and 91% while Community Day Secondary Schools was 26% and 61%. This indicates that there is correlation between positive school climate and students' outcomes.

The findings show that the school with positive school climate can have improved learners' outcome. Haahr, Nielsen, Hansen and Jakobsen (2005); OECD (2009) cited in Thapa et al. (2013, p.4) argue that "quality of the school climate contributes to academic outcomes as well as the personal development and well-being of pupils". A positive school climate has been found to be positively related to indicators of school success, such as standardised test scores, annual pass measures and school report card information (Destefano, Monrad, May, McGuinness, & Dickenson, 2007). Heck (2000) and Goddard, Hoy and Woolfolk (2000) cited in Kelly (2005, p.2) linked school climate and student achievement. They envisage that "School climate may be one of the most important ingredients of a successful instructional programme".

5.2.2 The role that parents play in enhancing school climate

The study revealed that parents have vital role to play in the field of school climate since their children need parental support. The findings show that parents supported their children academically, socially and physically. Rafiq et al (2013, p.210) posit that "parents play a crucial role in both the home and school environments". The perception rate of parents support by parents was relatively high in Conventional Secondary Schools, it was between 70% and 92% and in CDSSs 65% and 91%. Table

17 illustrates clearly on parents support to their children. Parents both from Conventional and Community Day Secondary School supported their students at school; they promoted success, checked their children's home work, they encouraged their children.

The findings of the study show that parents in Conventional Secondary Schools and Community Day Secondary Schools the perception of encouragement was relatively high. Tables 18 and 19 illustrate that the rate of student's encouragement in checking their children homework, regularly discussion on school work and hardworking at school was between 81% and 9%.

The study revealed that parents were not actively involved in school activities. The perception percentage of parents depicts that parents were not fully involved in the school activities. Table 20, Figures 10 and 11 illustrate the involvement of parents whose children were at Conventional and Community Day Secondary School. Their involvement included attending meetings, developmental activities and consultation on discipline issues. The perception of parent's involvement in Conventional Secondary Schools was less as compared to Community Day Secondary School. This might be the case because parents in Community Day Secondary School are within reachable environment as compared to Conventional Secondary Schools.

However, it was evidenced in the study that parents were positively involved in some areas like solving indiscipline cases at school, discussing students' performance and consulting the parents when the students were involved in indiscipline cases. Furthermore, it was revealed that there was good interaction in terms of

communication of activities from school to parents in Conventional and Community Day secondary School but the degree of communication was relatively higher in Conventional Secondary Schools as compared to Community Day Secondary Schools. This is reflected in Table 21, Figures 12 and 13. Gonzalez-Pienda, Nunez, Gonzalez-Pumariiega, Alvarez, Roces, & Garcia (2002, p.281) indicate that “without the children's parental support, it is hard for teachers to devise academic experiences to help students learn meaningful content”.

5.2.3 The role that headteachers play in enhancing school climate

The findings of the study indicate that some headteachers were appointed to the post of headteacher before undergoing administrative and management, and leadership training courses but they were trained after being appointed headteachers. Sushila (2004) explains that the headteacher is the leader in a school, the pivot around which many aspects of the school revolve, and the person in charge of every detail of the running of the school, be it academic or administrative.

The study also found that some headteachers never attended leadership training course and human rights course. Table 22 illustrates the courses headteachers attended and when they attended and that they did not attend. These courses orient teachers in the headship skills that would make them be acquainted with administration and administrative skills that would assist them understand the school climate. It would be advisable that headteachers be trained in various courses related to headship before or immediately they are appointed headteachers. It is an unfortunate circumstance that headteacher lack some leadership and management training because he or she is supposed to have the technical know-how at hand as the head of the school.

The findings show that engagements by headteachers on parents and teachers were not adequately done. Figure 14 illustrates these findings. These were in areas like supporting cooperation among teachers, improving skills and in collaboration with school committee and PTA. However, there was an indication that headteachers conducted meetings with staff at the beginning and the end of each term. There is need for the headteacher to cooperate with teachers and collaborate with parents in order to enhance students' academic success. Cooperation and collaboration is important because it brings teachers and parents close to the headteacher.

The study found that headteachers supported cooperation among teachers, provided opportunities to staff to participate in decision making and supported collaborative culture. However, the study found that headteachers did not fared well in providing opportunities to parents to participate in decision making also in providing students to participate in decision making. This is illustrated in Table 23 and 25 where distribution of tasks by headteachers in enhancing school climate is shown.

The findings show that headteachers frequently engaged students to interact in order to improve students' outcomes. However, where the perception was negatively low it was where headteachers did not fully involve students in decision making and incorporate students in meetings concerning students' school matters. Headteachers in Conventional Secondary Schools communicated the consequences of breaking the rules to students more than Community Day Secondary Schools. This is illustrated in Figure 16.

The study revealed that interaction between parents and the headteacher in involving the parents in school activities was more in Conventional Secondary Schools than Community Day Secondary Schools. One of the priorities for any headteacher is to ensure that communication between the school, its students and parents is the best that it can be. Communication creates involvement in the school system. Figure 25 illustrate the involvement of parents. This included keeping the parents informed about the school activities, allowing input and contributions from parents and encouraging parents to be active partners with school in educating their children.

The study found that there is variation in quality of school climate regardless of the school type as indicated in Figure 15. Rapti (2012, p.121) contends that according to researchers, “it is argued that the school climate can be easily manipulated and thus directly influence the behavior of people associated with the school”. Each school is characterised by its own unique climate regardless of the type of school. This is because schools operate in different ways.

5.3 Chapter Summary

In this chapter, the research questions were restated and summary of findings basing on three research questions were highlighted. Reference was made on research studies and other scholars on areas related to this research study findings. Finally, the chapter end with a Chapter Summary.

The present study revealed that the quality of school climate varies from one school to another because the environment in schools varies significantly due to the difference in physical environment, learning resources, leadership, social and academic

dimensions of schools. Results showed that all the factors are interrelated and they affect one another. In accordance with prior research by Shindler et al. (2009 p.1) on the school climate which explains that “the environment in different schools varies significantly”. The differences are there because some of the factors are different like; leadership style, teaching and learning style, availability of teaching and learning resources, the attitude of the community towards the school and the type of the school infrastructure. Schiff (2013) envisage that the environment in different schools varies significantly. Some schools feel inviting, supportive and friendly, while the atmosphere in others may be defined as unwelcoming, exclusionary and cold.

The study also found that the above are factors that demine the quality of school climate positively and negatively. It has also been noted that not all factors that restore school climate are applied by schools. Schools tend to apply some factors that damage or restores school climate. As a result, the quality of school climate varies from one school to another. However, According to the researchers Pasi (2001) as well as Harris and Lowery (2002) cited in Rapti (2012, p. 117) “the headteacher, teachers, students and parents have many responsibility to improve the school climate”. Dahl (2012, p.7) contends that” school climate qualities are considered for the extent to which schools display order and are educationally focused”. Thus, schools with well stipulated goals and mission and those that have a shared educational focus would show a tight coupling of school beliefs and values. Having this tight coupling would enhance the overall school climate. School must work on building positive school climate. Building a positive school climate will not only work to improve student outcomes, but will promote higher moral, staff performance, and an overall healthy environment (Jankens, 2011).

This study also revealed that there was variation in quality of school climate in Conventional and Community Day Secondary Schools and that there is more positive school climate in Conventional Secondary Schools than in Community Day Secondary Schools and this leads to improved academic success in Conventional Secondary Schools.

5.4 Implications of the Findings

The results of the study have both theoretical and practical implications. First, they offer a better theoretical understanding of the quality of school climate that affects learners' achievement. Second they imply practical considerations for teachers, parents and headteacher attempting to increase student achievement.

Theoretical Implications

The findings of the study suggest theoretical implication for the field of education that includes the following:

1. It appears positive quality of school climate lead to higher levels of student achievement.
2. High learners' achievement appears virtually impossible within the context of a school with a low quality climate.
3. Dimensions of school climate were found not to be correlated to each other indicating that dimensional are strongly interdependent. This implies that change within one discrete dimension will be influenced by the effects of the others.
4. Poor quality of school climate will not achieve the desired effect in learners where positive school climate exists; safe, order, caring, belonging and empowering environment that can help learners fulfill their personal needs for safety, potential

and connectedness, will increase chance for learners to develop self-esteem and share love that may lead to realise learners' potential.

5. Good relationship between and among the students, supported by teachers may assist learners in sharing and supporting doing academic work.
6. Motivation is what causes learners to respond to stimulus. It is the process that moves learners to meet their needs, react to challenges, respond to fear, and drives them to engage with other learners or a task or become detached.

Practical Implications

The implications for educational practitioners include the following:

1. This study suggests that teaching and learning represent one of the most important dimensions of school climate which has a great measure in creating the conditions for low achievement and high achievement outcomes in learners.
2. School rules and regulations if effectively enforced yield better discipline management among learners (Gottfredson, Gottfredson, Payne, & Gottfredson, 2005).
3. Relationships in schools provide an essential area of school climate (Thapa et al. 2012). Relationships determines how connected people feel to one another. When teachers support and interact positively with students, then students are more likely to be engaged in the learning processes and behave appropriately.
4. Feeling safe in school powerfully promotes student learning and healthy development (Devine & Cohen, 2007). School climate that portrays safety is associated with reduced aggression and violence.
5. If a learner does not feel like he or she belongs to his or her school and only interacts with a small number of colleagues or friends and there is either no

feedback or negative feedback from teachers or other colleagues or friends, the person feels driven to find a subculture of like individuals.

The study gives more attention to learners' perception on school climate. The researcher encourages future research to include more on teachers' perception on school climate and provide the comparison between learner' and teachers' perception on school climate. Organization's climate is reflected in its structures, policies, and practices; the demographics of its membership; the attitudes and values of its members and leaders; and the quality of personal interactions (Tubbs & Gunner, 2008). Further study therefore could also investigate the effect of demographic environment on the quality of school climates.

5.5 Areas for Further Research

While the current study assist in understanding the variation of quality of school climate in Conventional and Community Day Secondary Schools, further research is needed in this area. It is suggested that this study be replicated using a larger and more diverse population. In addition, further studies into school climate should utilise actual student attendance, grades, and disciplinary reports. Further research study areas would investigate the following:

- The comparison of teachers' perceptions and students' perceptions on school climate.
- Impact of socioeconomic on the quality of school climate school climate.
- Effect of demographic environment on the quality of school climates. Quality of school climate of urban and rural secondary schools.

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APPENDICES

Appendix A: Introductory Letter from Chancellor College

UNIVERSITY OF MALAWI



CHANCELLOR COLLEGE

Principal: Richard Tambulasi,
B.A. (PUB Admin), BPA (Hon), MBA, Ph.D.

Our Ref.: EDF/6/19
Your Ref.:

11th August, 2014

P. O. Box 280, Zomba, MALAWI
Tel: (265) 01 524 222
Telex: 44742 CHANCOL MI
Fax: (265) 01 524 046

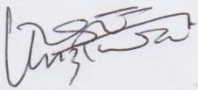
TO WHOM IT MAY CONCERN

**INTRODUCTORY LETTER FOR MASTER OF EDUCATION
(PSYCHOLOGY)**

Mr Joseph Y. Chilombe (MED/PSY/09/13) is a student of Education in the Department of Education Foundations at Chancellor College, University of Malawi.

Mr Chilombe is working on his thesis: *"Investigating the Quality of School Climate in Conventional and Community Day Secondary Schools in Malawi."* This is meant to be a request to your institution or organization to assist our student in his endeavor to collect data.

Thank you



S. CHIZIWA, Ph.D
HEAD-EDUCATION FOUNDATIONS

**UNIVERSITY OF MALAWI
CHANCELLOR COLLEGE
DEPT OF EDU. FOUNDATION**
2014 -08- 11
**PO BOX 280
ZOMBA**

Appendix B: Introductory Letter from Education Division Manager South East Education Division

Telephone: (265) 01 526 432
Fax: (265) 01 526 432
Email: malufandika@yahoo.co.uk



In reply please quote No.....

Communication should be addressed to:
The Manager, South-East Education Division

SOUTH EAST EDUCATION DIVISION
PRIVATE BAG 48
ZOMBA

13th August, 2014

The Headteacher

- Likangala Secondary School
- Mulunguzi Secondary School
- Lisumbwi Secondary School
- Liwonde Cdss
- Zomba Urban CDSS
- St Martins CDSS – Mangochi

INTRODUCTORY LETTER: JOSEPH Y CHILOMBE

The bearer is a student at Chancellor College in Zomba. He has been authorised by the office to conduct a research in some secondary schools in South East Education Division for his Masters Degree in Educational Psychology. The title of the project is "Investigating the quality of school climate in Conventional and Community Day Secondary Schools in Malawi".

Please assist him accordingly.

M.S.D. ALUFANDIKA
EDUCATION DIVISION MANAGER



Appendix C: School Climate Study Questionnaire for Headteacher

These questions are about you, your education and position as school Head or Deputy. In responding to the questions, please mark the appropriate choice(s) or provide figures where necessary.

1. Are you a female or male?

A. Female

B. Male

2. How old are you? _____ Years

3. What is the highest level of formal education you have completed?

Please tick one choice

- ☐ MSCE
- ☐ T2 Teaching Certificate
- ☐ Diploma
- ☐ Bachelors' Degree
- ☐ Master's degree

4. How many years of work experience do you have?

a.	Year(s) working as a headteacher <u>at this school</u>	
b.	Year(s) working as a headteacher <u>in total</u>	
c.	Year(s) working in other school management roles	
d.	Year(s) working as a teacher (do not include years working as headteacher)	
e.	Year(s) worked as a teacher before becoming headteacher	

5. Did you ever have the following courses relating to headship?

Please mark one choice in each row.

		Before	After	Before and after	Never
a)	School administration and management course				
b)	Instructional leadership training programme				
c)	Human rights course				

School Background Information

6. Which best describes the community in which your school is located?

Please tick one choice.

- ☐ Rural area
- ☐ Urban area
- ☐ Semi urban
- ☐ City

7. Which best describe the type of your school

Please tick one choice

- ☐ Conventional Secondary School
- ☐ Community Day Secondary

8. What is the total number of students in these classes?

Write the number inside the box

Form 1 Form 2 Form 3 Form 4

School leadership

9. Are the following currently represented on your school management team?

Please mark one choice in each row.

Yes No

- a) Deputy Headteacher
- b) Head of Departments
- c) Teachers
- d) Support staff
- e) Students
- f) Parents or guardians

10. Please indicate how frequently you engaged in the following.

.		Never	sometimes	Often	Very often
a.	I took actions to support cooperation among teachers to develop new teaching practices.				
b.	I took actions to ensure that teachers take responsibility for improving their skills.				
c.	I provide parents or guardians with information on the school and students performance.				
d.	I collaborate with school committee and PTA in the running of the school.				
e.	I conduct meetings with the staff at the beginning and the end of each term				

11. How strongly do you agree or disagree with these statements as applied to your school?

.		Never	sometimes	Often	Very often
a.	The school provides staff with opportunities to actively participate in school decision.				
b.	This school provides parents or guardians with opportunities to actively participate in school decision making.				
c.	This school provides students with opportunities to actively participate in school decision making.				
d.	I make important decisions on my own.				
e.	There is collaborative school culture which is characterized by mutual support.				

12. Is your school's capacity to provide quality instruction currently hindered by any of the following issues?

.		Not at all	Very little	To some extent	A lot
a.	Shortage of qualified and/or high performing teachers				
b.	Shortage of teachers with competence in teaching students with special needs.				
c.	Shortage or inadequacy of instructional materials (e.g. textbooks)				
d.	Shortage or inadequacy of library materials.				
e.	Shortage of classrooms				
f.	Shortage of furniture?				

School Discipline

13. In this school, how often do the following occur by students in this school?

.	By students in this school	Never	Rarely	weekly	Daily
a.	Arriving late at school.				
b.	Absenteeism (i.e. unjustified absence).				
c.	Cheating				
d.	Vandalism and theft.				
e.	Intimidation or verbal abuse among students.				
d.	Physical injury or caused by violence.				
e.	Intimidation or verbal abuse by teachers or staff.				

14. In this school, how often do the following occur by students in this school?

.	By teachers in this school	Never	Rarely	weekly	Daily
a.	Arriving late at school.				
b.	Absenteeism (i.e. unjustified absence).				
c.	Shouting at students.				

Appendix D: School Climate Study Questionnaire for Parents

Instructions

Please read each question carefully and circle the number under the answer that most closely fit your opinion.

Be sure to answer every question, and when you are done, please review your survey to ensure that it is fully completed.

We appreciate for taking your time to answer the questions.

For questions 1 to 4 circles the alphabetical letters that corresponds to your response to each question.

Background information

1. In which class is your child?
A. Form 2 B. Form 4
2. How many years has your child or children been at this school?
Less than one year
a. 1 year
b. 2 years
c. 3 years
d. 4 years
3. Do you have more than one child in this school?
a. Yes b. No c. Not applicable

Safety and Behaviour

4. Concept about the safety of the child at school

Please tick in one of the boxes how much you agree with the following statements about your school.

		Always	Often	Sometimes	Never	Don't Know
a.	Does your child feel safe and welcome at school?					
b.	Does your child feel safe on the way to and from school?					
c.	Does your child feel safe in your neighbourhood or community?					
d.	Is your child forced to go to school?					
e.	My child feels accepted by students in his/her school					

f.	Does your child complain about harassment at school?					
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Student Support by Parents

5. Academic support by parents

Please tick in one of the boxes how much academic, material and social support you provide to your child.

	As a parent I . . .	Never	Once in a while	Often	All the time	Don't Know
a.	promote success for my child					
b.	check my child's work school work					
c.	provide quality counselling on importance of school					
d.	encourage the child to work hard					
e.	monitor the child's school progress					
f.	support the child materially					
g.	provide the child with health food					

6. Involvement by parents at school

Please tick in one of the boxes how much you are involved in school activities.

	How often are you involved in the following?	Never	Once in a while	Often	All the time
a.	involves me in school activities				
b.	invites me to attend meetings				
c.	involves me in school discipline issues				
d.	involves me in school development projects				

7. Discussion of school work at home with your child

Please tick in one of the boxes how much you agree the part you take in encouraging your child at home.

		Strongly Disagree	Disagree	Agree	Strongly Agree
a.	My child has support from home.				
b.	I check my child's home work and exercises.				
c.	My child and I regularly discuss his/her schoolwork				
d.	I encourage my child to work hard at school.				

Parents' perception of the school**8. Your experience and observation of behaviour of students and teachers at the school.**

Please tick in one of the boxes your observation on teachers and students discipline and behaviour.

		Not at all	Very little	To some extent	A lot
a.	Teachers' low expectations of students				
b.	High student absenteeism				
c.	Poor student-teacher relations				
d.	Disruption of classes by students				
e.	Teacher absenteeism				
f.	Students lacking respect for teachers				
g.	Teachers being too strict with students				
h.	Students intimidating or teasing other students				

9. Communication of school activities to parents

Please tick in one of the boxes how much you agree on how the school communicates to you on school matters.

		Strongly Disagree	Disagree	Agree	Strongly Agree
a.	Promotes academic success for all students.				
b.	Clearly tells students in advance what will happen if they break school rules.				
c.	Keeps me well-informed about school activities.				
d.	Allows input and welcomes parents' contributions.				
e.	Encourages me to be active partner with the school in educating my child.				
f.	School involves parents are in making decisions on important matters.				
g.	I am actively involved with the school.				
h.	I am informed about my child's progress at school.				
i.	I am informed about the school rules and regulations				

Appendix E: School Climate Study Questionnaire for Students

Instructions

Please read each question carefully and tick the under the column that most closely fit your opinion.

Be sure to answer every question, and when you are done, please review your survey to ensure that it is fully completed.

We appreciate for taking your time to answer the questions.

Student's background

For questions 1 to 3 circle the alphabetical letters that corresponds to your response to each question.

15. How old are you? _____ years

16. What is your sex?

A. Male B. Female

17. In what class are you?

A. Form 2 B. Form 4

18. How long have you stayed at this school?

A. 1 year B. 2 years C. 3 years 4. Years

Safety and Behaviour

19. Students' perception of school atmosphere

Please tick in one of the boxes how much you agree with the following statements about your school about your learning atmosphere.

		Strongly Disagree	Disagree	Agree	Strongly Agree
A	I like my school				
b.	I feel like transferring to another school				
c.	I feel welcome and accommodative in class				
d.	Students in my class help each other to learn				
e.	Students in my class treat each other with respect				
f.	Students at this school accept and obey school rules and regulations				

		Strongly Disagree	Disagree	Agree	Strongly Agree
g.	Students always fight each other				
h.	Every student in my school feels like he or she belongs to school				
i.	Teachers, administrators, students and parents cooperate				
j.	Teachers counsel and talk to student at my school				

Feeling of safety and security at school

Please tick in one of the boxes how much you feel about your school about your safety and security at school.

		Never	Once in a while	Often	All the time
a.	I feel afraid at my school				
b.	I get worried that other students will make fun of me, hurt me or leave out of activities				
c.	The teacher treat students fairly				
d.	I am happy to be at this school				
e.	I feel safe at my school				
f.	I feel close to people at this school				
g.	I feel I am part of this school				
h.	I feel safe and comfortable with the teachers				
i.	I feel proud of being part of my school				

School Leadership

20. Participation of students in the school system

Please indicate how much you agree with the following statements about your participation in the school system.

	The school . . .	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
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	The school . . .	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
a.	is a supportive to students' views and inviting place for students to learn					
b.	sets high standards for academic performance					
c.	clearly communicates to students the consequences of breaking the school rules					
d.	effectively handles discipline cases and behavioural problems of students					
e.	involves opportunities for students to decide things like class activities or rules					
f.	Students are involved in decision making					
g.	Students are represented in meetings concerning school matters					
h.	encourages teachers to motivate students in classroom.					
i.	rules and regulations are clear and well defined					
j.	punishes students fairly according to the offence					

School Discipline

21. General behaviour of students at school

Please indicate how much you agree with the following statements about the general behavior of students at school.

		Nearly all students	Most students	Some students	Few students	Almost none
a..	motivated to learn					
b..	well behaved					
c.	rebellious to teachers					
d.	arrive at school late					
e.	frequently punished by the school					

22. Classroom atmosphere

Please indicate how much you agree or disagree with the following statements about your teachers in classroom.

	My teachers . . .	Strongly Disagree	Disagree	Agree	Strongly Agree
a.	give me a lot of encouragement.				
b.	encourage students to share their ideas about things we are studying in class.				
c.	help me improve my work if I do poorly on an assignment.				
d.	often assign homework that helps me learn.				
e.	provide me with lots of chances to be part of class discussions or activities.				
f.	will give me extra help at school outside of our regular class.				
g.	encourage everyone to share what we think				
h.	make learning interesting.				
i.	I feel afraid at my school				
j.	I feel comfortable at my school and get along with others				

23. Relationship between teachers and students outside classroom

Please indicate how much you agree or disagree with the following statements

	My teachers . . .	Strongly Disagree	Disagree	Agree	Strongly Agree
a.	Teachers at my school treat students with respect.				
b.	Students in my school treat each other with respect.				
c.	There are lots of chances for students in my school to talk with a teacher one-on-one.				
d.	Students at this school are often teased.				
e.	Harassment, intimidation, and bullying by other students are a problem at my school.				
f.	Students are treated fairly by the adults in the school.				
g.	Students are treated fairly by the adults in the school.				

24. Parents' involvement in school activities

Please indicate how often are parents involved in the following activities.

		Never	Once in a while	Often	All the time
a.	Parent Teacher Association (PTA) meetings				
b.	School committee meetings				
c.	Developmental meetings				
d.	solving indiscipline cases at your school				
e.	discussing students performance				
f.	Consulted their child is involved in indiscipline cases.				

Appendix F: School Climate Study Questionnaire for Teachers

Instructions

Please read each question carefully and circle the number under the answer that most closely fit your opinion.

Be sure to answer every question, and when you are done, please review your survey to ensure that it is fully completed.

We appreciate for taking your time to answer the questions.

Personal Background Information

1. What is your gender?

Circle your choice

- A.** Male **B.** Female

2. Which class do you teach?

Circle your choice

- A.** Form 2 **B.** Form 4

3. How many years have you taught at this school?

- ☐ 1 year
☐ 2 years
☐ 3 years
☐ 4 years
☐ Over 4 years

4. How long have you been teaching?

- ☐ 1 year
☐ 2 years
☐ 3 years
☐ 4 years
☐ Over 4 years

5. What is the highest level of formal education you have completed?

Please tick one choice

☐

MSCE

☐ T2 Teaching Certificate

☐ Diploma

☐ Bachelors' Degree

☐ Master's degree

Perception of teachers on students

6. How much do you agree or disagree with the following about teachers', parents and students' relationship at your school?

For each statement, please tick the appropriate box.

		A Strongly Disagree	B Disagree	C Agree	D Strongly Agree
a.	Teachers treat students with respect.				
b.	Teachers know about their students in and outside school.				
c.	Teachers help students to work together.				
d.	Most teachers are enthusiastic about teaching and communicate positively to students.				
e.	Teachers have communicates with parents				
f.	Teachers trust and delegate students in some school activities.				
g.	Teachers positively accepts students contribution				

Teachers' attitude on students

7. Thinking about teachers at your school, how much do you agree or disagree with the following statements.

For each statement, please tick the appropriate box.

		A Strongly Disagree	B Disagree	C Agree	D Strongly Agree
a.	They have high expectation for all students.				
b.	They are very much committed to teaching.				
c.	They are interested in what's best for all the students.				
d.	They treat students as individuals.				
e.	They give homework to students.				

Efforts taken by teachers in encouraging students' academic performance

8. How often do you have to individual discussions with any of your students about the following topics?

For each statement, please tick the appropriate box.

		A Never	B Rarely	C Sometimes	D Often	E Very Often
a.	Disrupting classes.					
b.	Good academic performance.					
c.	Not completing homework assignments.					
d.	Poor academic performance.					
e.	Best areas of choice of their subjects.					
f.	Interests, ambitions and things important to them.					
g.	Their worries and concerns.					
h.	Counseling on becoming good students.					

School Leadership**Efforts taken by teachers in encouraging students' school participation**

9. How much do you agree or disagree with the following statements on the efforts by the leadership of the school. The school . . .
For each statement, please tick the appropriate box.

		A Strongly Disagree	B Disagree	C Agree	D Strongly Agree
a.	encourages opportunities for students to decide things like class activities or rules.				
b.	gives all students equal opportunity to participate in classroom discussions or activities.				
c.	gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.				
d.	effectively handles student discipline and behavioral problems.				
e.	has clean and well-maintained facilities and property.				
f.	values what students say.				
g.	involves students in decision making on things affecting their school.				

Perception of teachers on School Leadership

10. How much do you agree on the interaction between your headteacher and yourself with the following statements?

		A Strongly Disagree	B Disagree	C Agree	D Strongly Agree
a.	The headteacher makes decisions that are in the best interest of the students.				
b.	The headteacher encourages staff involvement in decision making for the school.				
c.	The headteacher or other administrators provide helpful feedback about my instruction.				
d.	The headteacher is always available to talk to me.				
e.	The headteacher is courteous and listens to my concerns.				
f.	The headteacher responds to my concerns in a professional manner,				

		A Strongly Disagree	B Disagree	C Agree	D Strongly Agree
	whether or not he or she agreed with my views.				

Physical Environment

School Environment

11. How much do you agree with the following statements on school environment?

		A Strongly Disagree	B Disagree	C Agree	D Strongly Agree
a.	My school has enough teaching and learning (text books).				
b.	The school has good and attractive buildings.				
c.	The school has library with enough books.				
d.	The school surrounding is friendly.				
e.	The school has enough furniture.				
f.	The school has excellent learning environment.				