
**School Environment And Learner's Academic Performance In Kyenjojo District: A Case Of Selected
Primary Schools In Rugombe Town Council**

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Abstract

The purpose of the study was to examine the relationship between school environment and learner's academic performance in Rugombe Town Council in Kyenjojo district, the target populations were pupils, and teachers from public primary schools in Rugombe Town Council. Stratified random sampling was used in selecting the population sample. Instruments for data collection were questionnaires for teachers and pupils. Data was collected in selected schools in the Town Council using the questionnaire designed. The data was then processed using Statistical Package for Social Sciences (SPSS). Piloting of the instruments was done at Rugombe primary School. The results were intended to guide stakeholders in improving the school environment with a view to improving pupil's performance. From the study findings, the study concluded that the major factors hindering pupils' performance were lack of teaching and learning resources, lack of adequate physical facilities, very high TPR. The ratio of the latrines for both genders was very high and therefore the hygiene and sanitation facilities were not adequate and therefore low cleanliness of the toilets rendered the school environment non-conducive for learning. The lack of learning and teaching resources negatively influenced the pupils' performance. The teachers used participatory method of teaching as they allowed the pupils to ask questions. The participatory method of teaching by the teachers served to enhance the learning environment as the pupils were part of the learning process. The learning environment at pupils' homes was not conducive for learning which contributed to poor performance. The family that the pupils came from played a significant role in enhancing the academic performance of the pupils. The learning environment at home was highly non-conducive for learning and therefore the pupils' performance was negatively affected. The study recommends that to avert the problem of declining pupils' academic performance in schools the government and other stakeholders should invent new policies and strategies to improve the school environment. The school management and other policy makers in the education sector should sensitize the parents and pupils on ways of improving the home environment and make it more conducive for learning.

Keywords: School Environment, Learner's and Academic Performance

Background to the Stud

The school environment is a thread that connects with academic performance, regardless of their IQ. The school various activities in the school. In many ways, this thread environment can also be considered a major factor in is almost invisible, yet everyone experiences its influence teaching and learning, as the space has the power to (Cand et al., 2022). (Nelson, 2024), argues that it is the organize and support pleasant relationships between external influences in the school that can affect students' people of different ages (Cand et al., 2022), provide

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change, support choices and activities, and for its potentialal., 2023), safe and proper classroom management and to stimulate different types of social and affective learningschool facilities were significantly related to students' (Emmanuel et al., 2023). The school environmentacademic performance in schools. A comfortable and includes classrooms, libraries, technical workshops,caring environment could therefore, among other things, laboratories, teacher quality, school management (Nancyhelp contribute to students' academic performance. & Prudence, 2024), teaching methods, peers, and othersAccording to (Julius, 2024), school physical equipment are variables that affect students' academic performancehas various effects on teachers, students and the learning (Richard, 2022). Therefore, the school environmentprocess. Poor lighting, noise, high carbon dioxide levels remains an important area to study and manage well inin classrooms, and erratic temperatures make teaching and order to improve students' academic performancelearning difficult (Anthony, Kazaara, Kazaara et al., (Victoria et al., 2023). The school environment also2023). Poor maintenance and ineffective ventilation includes the planning of teaching spaces, administrativesystems lead to poor student and teacher health, can lead places, space for amenities, equipment, teachers andto poor performance and higher absenteeism These factors students are essential in the teaching-learning processcan adversely affect student behavior and lead to higher (Mark et al., 2023). The extent to which students' learninglevels of frustration among teachers and poor student could be improved depends on their location on the schoolattitudes toward learning (Richard, 2022). Poor equipment campus, the structure of their classroom, the availabilityappears to have a direct impact on students' ability to of learning devices and accessories. A well-plannedlearn, unpleasant and uninviting workplaces for teachers, school is believed to prepare the expected educationalfrustrating student behaviors including poor concentration outcomes that facilitate good social, political andand hyperactivity, creating room for more stress and economic emancipation, effective teaching and learningstressful conditions for teachers (Anthony, Kazaara & process and academic performance of students (Anthony,Kazaara, 2023). Kazaara, Kazaara et al., 2023). According to (Godfrey et

Statement of the Problem

The study hinges on the following problematic issues: First, the physical environment poses a serious challenge to students (Kanyerere & Muhammed, 2023). This includes extreme weather conditions that alternate between prolonged dry spells and rainy spells that adversely affect learning (Moses, 2023). The physical burden is exacerbated by the lack of adequate facilities given that many of these physical facilities are dilapidated (Ntirandekura et al., 2022). A poor school environment is exacerbated by poor family arrangements that do not provide strong and positive support for children. Endemic poverty in Rugombe Town Council leaves children vulnerable and psychologically traumatized (Faridah et al., 2023). According to the 2019 Uganda Primary Matriculation Examination results, schools in Rugombe did not appear among the top ten schools in the district or produce the best candidate, thus necessitating the need to investigate the impact of educational environment on students' academic performance (Cand et al., 2022). This poor performance can be attributed to a hostile learning environment (Richard et al., 2023). It is in this context that this study intends to investigate the effects of learning environment on pupils' performance in Rugombe Municipal Council, Kyenjojo District.

Objectives of the Study

1. To examine the effects of class room and curriculum structure on pupil's academic performance.
2. To investigate the effects of physical environment of the pupil's academic performance.
3. To examine the effects of learning environment on pupil's academic performance.

Methodology

(Nafiu et al., 2012) defines research design as arranging the conditions for collection and analysis in a way that tends to combine the relevance of the research purpose with economy in the process. A research design is a blueprint for data collection and is intended to help the researcher gather information that would form the basis for answering the research questions posed (Anwar et al., 2022). Descriptive survey design was used in this research because of its descriptive nature that helps in learning people's perceptions, beliefs, values, behaviors, opinions, likes and dislikes, habits and desires (Olanrewaju & Abiodun, 2021). As for (Jallow et al., 2021), this design can be used in gathering information about people's attitudes, opinions, habits or any of the various fields of education and social issues (Olanrewaju et al., 2021a). In this case, this design helped the researcher to gather information about the student's attitude towards learning in the given environment and how the school environment (including but not limited to teacher-student relationship, peers, family and religion) can affect the student's performance in Rugombe town. Council in Kyenjojo District (Jallow et al., 2022). Target population refers to all members of a real or hypothetical set of people, objects by observing some of them and extending them to the whole population or set of events (Olanrewaju et al., 2021b). According to (Jallow et al., 2021), the target population is the group of individuals, objects or objects that are sampled for measurement, it is the larger group from which the sample is taken. The population is the group of interest to the researcher, the group to which the researcher would like to generalize the

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result of the study (Olanrewaju et al., 2021a). According to (Olanrewaju et al., 2021a), the target population is the population for which the researcher would like to generate his results. When conducting a research study, the researcher would ideally examine all the individuals to whom they wish to generalize their findings. In this study, the target population is 59 teachers, 1,236 pupils from 9 public primary schools in Rugombe District, Kyenjojo District. According to (Nafiu & Ph, 2012), the sample is the subject of the population where the actual study is conducted. A sampling procedure is the process of selecting an appropriate number of respondents from a defined population; it is a sample derivation process (Maiga et al., 2021). For the purposes of this study, a smaller group of 9 schools was selected. Out of 9 schools, 5 schools were selected as the sample size. The tools used for data collection in this study were teacher and student questionnaires (Nafiu et al., 2013). The researcher designed the questionnaire to collect information from the teachers and seven primary school students, as they might be the ones who would be able to read and answer the questionnaire. According to Bowling (1999), questionnaires are the best data collection tools because they are conducted in a natural environment and the questions increase the inherent validity of the study. They included demographic information (gender, age and education level), how the school environment (school facilities including latrines, classroom conditions and facilities) affected performance, as well as the contribution of the home environment (if housework, unstable families, poverty) to student performance (Cand et al., 2022). This tool was used to obtain information from pupils. The researcher assumes that all pupils were able to read and understand the questionnaire, therefore the researcher distributed the questionnaires and guided the pupils how to respond to the questions. A pilot test was then conducted on a population similar to the target population to verify the validity of the instruments (Lu et al., 2013). A sample of five teachers and five pupils was selected for the pilot. The results of the pilot project were discussed with the respondents and the supervisor in order to correct any ambiguously structured questions. When the questionnaires were administered at different times to the same individuals, they produced the same results. A pilot study was conducted to determine the reliability of the instruments. The stability coefficient method (test-retest) was used to estimate the extent to which the same results could be obtained by repeated measurements. The Pearson product moment for the pretest was used to calculate the correlation coefficient (Olanrewaju et al., 2021b). The aim was to find out whether the contents of the questionnaires are consistent. The questionnaire was then handed over to the supervisor, who evaluated it independently and then gave a professional opinion, which was incorporated into the final questionnaire. Data analysis is the process by which raw data is arranged and organized so that useful information can be extracted from it. Responses from the questionnaire were grouped, coded and processed using the Statistical Package for Social Sciences (SPSS) software (Nelson et al., 2022).

RESULTS

Table 1: Pupils' response on whether classrooms are fitted with windows

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	Frequency	Percentage
Yes	39	44.4
No	51	55.6
Total	90	100

The majority of the pupils (55.6%) attested that the classrooms were not fitted with windows while 44.4% of the pupils attested that the classrooms were fitted with windows. This depicts that the majority of the learning facilities were not conducive for learning and were prone to weather challenges which affected the learning process negatively.

Teachers' response on availability of school library

The teachers were asked to indicate whether the school had a library

Table 2 Teachers' response on availability of school library

	Frequency	Percent
Yes	11	14.7%
No	64	85.3%
Total	75	100.0

Table 2 indicates that majority of the teachers (85.3%) posited that their schools did not have library in their schools while 14.7% of the teachers posited that their schools have library facility. Therefore, the majority of the pupils did not have a serene area like the library to conduct their private studies and therefore resulted in performing poorly. The lack of library in most of the schools denied the pupils access to learning materials for further reference.

Table 3 Teachers' response on pupil text book ratio**Received: 10.06.2024****Accepted: 15.06.2024****Published on: 30.06.2024**

	Frequency	Percent
1:1	6	8%
1: 2	8	10.7%
1: 3	61	81.3%
Total	75	100.0

From the findings, 81.3% of the teachers indicated that the pupil text book ratio in the school was 1: 3, 10.7% said it was 1: 2 while 8% said that it was 1:1. The findings illustrates that the pupils did not have adequate learning resources as reflected by high ratio of pupil-text book ratio in majority of the schools. The lack of learning resources contributed to poor performance of the pupils (Richard, 2022).

Table 4: Teachers’ response on availability of books for pupils

	Frequency	Percentage
Yes	14	18.7
No	61	81.3
Total	75	100

According to the findings, the majority of the teachers (81.3%) posited that there were no enough books for all the pupils while 18.7% indicated that there were enough books for all the pupils. Therefore, the teachers were aware that lack of learning and teaching resources negatively influenced the pupils’ performance.

Table 5: Pupils’ response on whether teachers taught well

	Frequency	Percent
I agree	36	40%
I disagree	22	24.4%
I strongly disagree	18	20%
I strongly agree	14	15.6%
Total	90	100.0

According to the findings, 40% of the pupils agreed that their teachers taught well, 24.4% disagreed, 20% strongly disagreed while 15.6% strongly agreed that their teachers taught well.

The finding illustrates the majority of the teachers were friendly to the pupils which made the school environment good for learning as most of the pupils attested to being taught well by their teachers.

Table 5: Pupils' response on being given homework

	Frequency	Percentage
Sometimes	21	23.4
No	13	14.4
Yes	56	62.2
Total	90	100

From the findings, 62.2% of the pupils attested that their teachers gave them homework while 23.3% of the pupils attested that their teachers only gave them homework sometimes. This depicts that teachers were keen to see the pupils understand the taught concepts through further revision in form of homework which the teachers gave the pupils regularly.

Table 6: Pupils' response on whether they asked their teacher questions

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	Frequency	Percent
Yes	44	48.9%
No	9	10%
Sometimes	37	41.1%
Total	90	100.0

According to the findings, most of the pupils (48.9%) asked their teachers questions, 41.1% only sometimes asked their teachers questions. This depicts that the teachers used participatory method of teaching as they allowed the pupils to ask questions. The participatory method of teaching by the teachers served to enhance the learning environment as the pupils were part of the learning process.

Table 7: Pupils' response on teacher's help

	Frequency	Percentage
Rarely	4	3.3
No	56	63.3
Yes	30	34.4
Total	90	100

From the findings, 63.3% of the pupils reported that teachers never helped them when they had problems with home-work while 34.4% of the pupils reported that teachers helped them when they had problems with home-work. This illustrates that the pupils faced challenges in learning as their teachers were not available to help the pupils with their home-work. This discouraged the pupils as they did not have teacher's assistance when need arose.

Home Environment Pupils response on having separate room for study at home

The pupils were supposed to indicate whether they had a separate room for study at home. The majority of the pupils (86.7%) indicated that they never had a separate room for study at home while only 13.7% of the pupil had a separate room for study at home. The findings depict that the learning environment at pupil's homes was not conducive for learning which contributed to poor performance.

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Table 8: Pupils' response on having problems when studying due to lack of a separate room

	Frequency	Percent
Yes	67	74.4%
No	10	11.1%
Sometimes	13	14.4%
Total	90	100.0

Table 8 shows that majority of the pupils (74.4%) had problems while studying, 14.4% experienced problems at sometimes while 11.1% of the pupils never had problems while studying. This illustrates that the majority of the pupils faced a lot of challenges while at home which prevented them from studying effectively.

Pupils' response on parents' encouragement to study

The research sought to establish whether the pupils' parents gave them encouragement to study. From the findings, 52.2% of the pupils said that their parents never gave them encouragement to study while 47.8% said that their parents gave them encouragement to study. This implies that the parents did not fully participate in the studies of their pupils as they never encouraged them in their studies.

Table 9: Other sources of pupils' encouragement to study

	Frequency	Percent
Brothers	31	66.0%
Sisters	22	46.8%
Friends	17	36.2%
Total	90	100.0

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Table shows that 66.0% of the pupils were encouraged to study by their brothers, 46.8% were encouraged to study by their sisters while 36.2% were encouraged to study by their friends. Therefore, the family that the pupils came from played a significant role in enhancing the academic performance of the pupils. This is owing to the fact that pupils received encouragement from their brothers, sisters, and friends.

Table 10: Pupils' response on kind of problems they faced

	Frequency	Percent
Noise	32	43.8%
Lack of proper lighting	16	21.9%
Lack of space	22	30.1%
A lot of responsibilities or chores	45	61.6%
Total	90	100.0

According to the findings, 61.6% of the pupils indicated that the problems they encounter at home as they studied was a lot of responsibilities or chores, 43.8% encountered noise, 30.1% experienced lack of space while 21.9% of the pupils indicated that the problems they encountered at home as they studied was lack of proper lighting. Therefore, the reasons that made home non conducive for pupils learning were household chores, noise, lack of areas set aside for studies, and lack of proper lighting at night respectively.

Pupils' response on parents' help with homework

The pupils were supposed to indicate whether their parents helped them with their homework. From the findings, majority of the pupils (74.4%) said that their parents never helped them in doing their homework while 24.6% of the pupils posited that their parents helped them in doing their homework. This implies that majority of the parents did not supervise their children while in school and therefore their lack of participation in the learning process of the pupils contributed to their poor performance.

Pupils' response on household work

The study sought to establish whether the parents asked pupils to do some house hold work. From the findings, the majority of the pupils (63.3%) indicated that their parents asked them to do some house hold work, 22.2% indicated

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that their parents occasionally asked them to do some house hold work while 14.4% of the pupils did not help their parents with house hold work. The findings depict that parents knew their responsibility of checking the progress of the pupils in their studies.

Pupils' and teacher's response on absenteeism

The study sought to establish whether pupils failed to attend classes at times.

Table 11: Pupils' and teacher's response on absenteeism

	Frequency	Percent	Frequency	Percent
Yes	48	53.3%	55	73.3%
No	32	35.7%	20	16.7%
Total	90	100.0	75	100.0

According to the results, the majority of the pupils (53.3%) posited that they were absent from school at times while 35.7% were never absent from school. On the other hand, majority of the teachers (73.3%) indicated that pupils sometimes failed to come to school while only 16.7% of the teachers indicated that pupils did not fail to attend school. The findings points to the high rate of pupils' absenteeism from school which denied them adequate learning time and led to poor performance.

Table 12 Pupils' response on causes of absenteeism

	Frequency	Percent
Lack of school levies	44	91.7%
To do home chores	33	68.6%
Lack of uniform	12	25%
Total	90	100.0

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From the findings, the reasons that led to pupils being absent from school were; lack of school levies (91.7%), home chores (68.6%) and lack of uniform (25%) respectively. This means that pupils' absenteeism in their schools was due to lack of school levies, pupils participation in home chores and lack of school requirement.

Teachers' response on pupils' poor working environment at home

The teachers were to indicate whether pupils complained about poor working environment at home. According to the results, the majority of the teachers (68%) agreed that pupils complained about poor working environment at home. Only 32% of the teachers disagreed that pupils complained about poor working environment at home. This depicts that the learning environment at home was highly non-conducive for learning and therefore the pupils' performance was negatively affected.

Table 13: Teachers' response on schools' effort to solve poor working environment at Home

	Frequency	Percent
Finish home work at school	3	5.9%
Sensitize parents	44	86.3%
Have school assemblies	28	54.9%
Reduce the home work	75	100

To deal with the poor working environment at home, 86.3% of the teachers indicated that the school sensitized parents, 54.9% said that the school held assemblies while 5.9% said that the pupils finished home work at school. This illustrates that the school management was aware of the negative effects of poor home environment on the academic performance of the pupils and tried to solve this challenge by sensitizing parents.

Table 14 Teachers' response on economic status for most of the parents

	Frequency	Percent
Below average	46	61.3%
Average	24	32%
Above average	5	6.7%
Total	75	100.0

According to the results, the majority of the teachers (61.3%) said that the economic status for most of the parents was below average, 32% said it was average. Meanwhile 6.7% of the teachers said that the economic status for most of the parents was above average. This illustrates that majority of the pupils' families were economically poor and therefore strained financially in providing for the pupil's academic requirements.

Teachers' response on whether pupils were affected by lack of school levies

The research sought to establish whether some of the pupils were affected by lack of school levies. From the findings, the majority of the teachers (88%) indicated that some of the pupils were affected by lack of school levies. Only 12% of the teachers indicated that the pupils were never affected by lack of school levies. This means that owing to poverty, most of the pupils could not raise the school levies and therefore their learning process was regularly threatened by lack of financial resources.

Table 15 Teachers' response on causes of pupils' absenteeism

	Frequency	Percent
Lack of school uniform	13	23.6%
Lack of sanitary towels (Girls)	22	40%
Sickness	14	25.5%

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Hunger	21	38.2%
Domestic chores including searching for water	28	50.9%

According to the findings, 50.9% of the teachers indicated the pupils' absenteeism was due to domestic chores including searching for water, 40% was due to lack of sanitary towels (Girls), 38.2% was due to hunger, 25.5% indicated pupils' absenteeism was due to sickness while 23.6% said that pupils' absenteeism was due to lack of school uniform. This depicts that the main causes of pupil's poor performance were absenteeism as a result of pupil's participation in domestic chores, lack of sanitary towels for the girls, poverty and hunger, and sickness.

Psychological Environment

Teachers' response on pupils' family stability

The teachers were asked to indicate whether many of the pupils came from stable families. From the findings, the majority of the teachers (61.3%) were of the opinion that many of the pupils did not come from stable families. Only 38.7% of the teachers indicated that many of the pupils come from stable families. The findings depict that the family background of the pupils affected their academic performance as most of the pupils came from unstable families which contributed to their negative performance.

Table 16: Pupils' response on whether their parents quarreled before them

	Frequency	Percent
Yes	54	60%
No	36	40%
Total	90	100.0

From the findings, the majority of the pupils (60%) said that parents quarreled with each other in front of them. Only 40% of the pupils indicated that their parents never quarreled with each other in front of them. Therefore, the family wrangles were rampant in most of the families which negatively affected pupils' learning environment at home and contributed to their academic failure.

Pupils' response on whether parents were happy with their friends

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The study sought to establish whether parents were happy with the kind of friends that the pupils' had. According to the results, the majority of the pupils (52.2%) indicated that their parents were happy with the kind of friends that they had while 47.8% indicated that their parents were not happy with the kind of friends that they had. This means that the friends that the pupils' had affected their behaviors whereby their well-behaved peers were also liked by the pupils' parents.

Table 17: Pupils' response on response on parents' displeasure with pupils' friends

	Frequency	Percent
They are school drop outs	12	27.9%
They are indiscipline	34	79.1%
They do not perform well	41	95.3%
They waste a lot of time	34	79.1%

Among the reasons that the parents were not happy with the kind of friends that their children had were; they do not perform well (95.3%), they wasted a lot of time (79.1%), they were indiscipline (79.1%) and because they were school drop outs (27.9%) respectively. Therefore, the main reasons that made the parents dislike their children's friends were; their poor performance in school, being bad examples regarding time management, indiscipline among others.

Pupils' response on whether they were happy with their school

The study sought to establish whether pupils were happy with their schools. The majority of the pupils (65.6%) indicated that they were not happy with their schools while 34.4% were happy with their schools. This means that majority of the school environment were not conducive for learning and were also not efficiently managed to be attractive enough to the pupils.

Summary of Findings**Factors Influencing Performance in School Environment**

The study established that there is lack of teachers, lack of textbooks and poor classrooms with no desks. This indicates that the teacher: pupil ratio is very high in majority of the public schools and was a major factor affecting performance. Other major factors that hindered the pupils' performance were lack of teaching and learning resources such as books and lack of adequate facilities such as classrooms and desks. The TPR in public schools of 60:1 is

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very high as compared to the standard set by the United Nations for good quality of education of 40:1 (UNESCO, 2005 p19).

The study established that there is lack of physical infrastructure in terms of classrooms that was important in defining the conduciveness of the learning environment where poor infrastructure hindered the pupils' performance. The study established that there were separate latrines for boys and girls in their schools. Therefore, majority of the schools had a functional hygiene and sanitation system for both genders. This catered for the special needs of each gender as boys and girls had separate toilets to use. However, the ratio of the latrines for the boys/girls to the number of boys/girls in the school was 1: 25. The ratio of the latrines for both genders was very high and therefore the hygiene and sanitation facilities were not adequate. The high ratio only served to worsen the cleanliness of the toilets rendering the school environment non conducive as the pupils faced challenges accessing the toilet facilities.

From the findings, 72% of the teachers posited that the physical facilities hindered learning in their schools. The lack of good physical facilities hindered learning in schools, and led to poor grades, lowers mean score and pupils' school drop-out. This imply that lack of the physical facilities hindered learning in schools and led to poor performance as well as wastage as some of the pupils dropped out of schools. The study further established that the majority of the classrooms were not fitted with windows and therefore the majority of the learning facilities were not conducive for learning as they were prone to changing weather conditions which negatively affected the learning process.

The majority of the teachers (85.3%) posited that their schools did not have library. Therefore, the majority of the pupils did not have a serene area like the library to conduct their private studies and therefore resulted in performing poorly. The lack of library in most of the schools denied the pupils access to learning materials for further reference. In addition, the pupil text book ratio in the school was 1: 3. The findings illustrates that the pupils did not have adequate learning resources as reflected by high ratio of pupil-text book ratio in majority of the schools. The lack of learning resources contributed to poor performance of the pupils. Therefore, the teachers were aware that lack of learning and teaching resources negatively influenced the pupils' performance.

The study established that the majority of the teachers were friendly to the pupils which made the school environment good for learning as most of the pupils attested to being taught well by their teachers. The pupils worked as a team with their teachers as they were friendly to each other. The majority of the pupils (62.2%) were given homework by their teachers. This depicts that teachers were keen to see the pupils understand the taught concepts through further revision in form of homework which the teachers gave the pupils regularly.

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The study revealed that the teachers used participatory method of teaching as they allowed the pupils to ask questions. The participatory method of teaching by the teachers served to enhance the learning environment as the pupils were part of the learning process. However, 63.3% of the pupils reported that teachers never helped them when they had problems with home-work. This illustrates that the pupils faced challenges in learning as their teachers were not available to help the pupils with their home-work. This discouraged the pupils as they did not have teacher's assistance when need arose.

Home Environment

The study established that the majority of the pupils (86.7%) never had a separate room for study at home. The findings depict that the learning environment at pupil's homes was not conducive for learning which contributed to poor performance. The majority of the pupils faced a lot of challenges while at home which prevented them from studying effectively. Only 52.2% of the pupils got encouragement to study from their parents. This implies that the parents did not fully participate in the studies of their pupils as they never encouraged them in their studies.

The study established that the family that the pupils came from played a significant role in enhancing the academic performance of the pupils. This is owing to the fact that pupils received encouragement from their brothers, sisters, and friends. The majority of the pupils (81.1%) had problems at home as they studied as the learning environment at home was non-conducive. The problems that the pupils' encountered while at home as they studied was a lot of responsibilities or chores, noise, lack of space to study and lack of proper lighting respectively. Therefore, the reasons that made home non conducive for pupils learning were household chores, noise, lack of areas set aside for studies, and lack of proper lighting at night respectively. Meanwhile the majority of the pupils' (74.4%) parents never helped them in doing their homework. This implies that majority of the parents did not supervise their children while in school and therefore their lack of participation in the learning process of the pupils contributed to their poor performance.

The study established that there was high rate of pupils' absenteeism from school which denied them adequate learning time and led to poor performance. The causes for pupils' absenteeism were; lack of school levies (91.7%), home chores (68.6%) and lack of uniform (25%) respectively. This means that pupils' absenteeism in their schools was due to lack of school levies, pupils' participation in home chores and lack of school requirement, lack of sanitary towels for the girls, poverty and hunger, and sickness.

The study established that the pupils complained about poor working environment at home. This depicts that the learning environment at home was highly non-conducive for learning and therefore the pupils' performance was

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negatively affected. To deal with the poor working environment at home, the school sensitized parents, held assemblies and encouraged the pupils finished home work at school. This illustrates that the school management was aware of the negative effects of poor home environment on the academic performance of the pupils and tried to solve this challenge by sensitizing parents. The majority of the teachers (61.3%) agreed that the economic status for most of the parents was below average. This illustrates that majority of the pupils' families were economically poor and therefore strained financially in providing for the pupil's academic requirement. The study established that some of the pupils were affected by lack of school levies. This means that owing to poverty, most of the pupils could not raise the school levies and therefore their learning process was regularly threatened by lack of financial resources.

Psychological Environment

The study established that according to the teachers (61.3%) many of the pupils did not come from stable families. The findings depict that the family background of the pupils affected their academic performance as most of the pupils came from unstable families which contributed to their negative performance. The family wrangles were rampant in most of the families which negatively affected pupils learning environment at home and contributed to their academic failure.

The study established that the majority of the pupils' (52.2%) parents were happy with the kind of friends that they had. This means that the friends that the pupils' had affected their behaviors whereby their well-behaved peers were also liked by the pupils' parents. The school environment was non conducive for learning and were also not efficiently managed to be attractive enough to the pupils. The pupils therefore disliked their schools owing to poor track record in academic performance, absenteeism, being overworked and lack of a cordial relationship with their teachers.

The study also established that the pupils never had enough time to do the homework while. This illustrates that the pupils lacked adequate time to do their private studies while at home. The home environment was non-conducive for pupils learning as they lacked proper lighting, engaged in income generation activities to boast their family income and child labour. In addition, most of the pupils came from families with parents, separated families and divorced families respectively and therefore that nature of the family affected pupils' academic performance.

From the Pearson's product moment correlation analysis, the study established that there is a positive relationship between pupils' academic performance and school environment, psychological environment and home environment of magnitude 0.912, 0.702 and 0.324 respectively. The positive relationship indicates that there is a correlation between the factors and the pupils' academic performance with school environment having the highest value and home environment having the lowest correlation value.

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This notwithstanding, all the factors had a significant p-value ($p < 0.05$) at 95% confidence level. The significance values for relationship between pupils' academic performance and school environment, psychological environment and home environment were 0.012, 0.028 and 0.019 respectively. This implies that school environment was the most significant factor, followed by psychological environment while home environment was the least significant.

Conclusions

The study concluded that there is lack of teachers, lack of textbooks and poor classrooms with no desks. This indicates that the teacher: pupil ratio is very high in majority of the public schools and was a major factor affecting performance. Other major factors that hindered the pupils' performance were lack of teaching and learning resources such as books and lack of adequate facilities such as classrooms and desks. The TPR in public schools of 60:1 is very high as compared to the standard set by the United Nations for good quality of education of 40:1 (UNESCO, 2005 p19). The study concluded that there is lack of physical infrastructure in terms of classrooms that was important in defining the conduciveness of the learning environment where poor infrastructure hindered the pupils' performance.

The study concluded that there were separate latrines for boys and girls in their schools. Therefore, majority of the schools had a functional hygiene and sanitation system for both genders. This catered for the special needs of each gender as boys and girls had separate toilets to use. However, the ratio of the latrines for the boys/girls to the number of boys/girls in the school was 1: 25. The ratio of the latrines for both genders was very high and therefore the hygiene and sanitation facilities were not adequate. The high ratio only served to worsen the cleanliness of the toilets rendering the school environment non conducive as the pupils faced challenges accessing the toilet facilities. The physical facilities hindered learning in their schools. The lack of good physical facilities hindered learning in schools, and led to poor grades, lowers mean score and pupils' school drop-out. This imply that lack of the physical facilities hindered learning in schools and led to poor performance as well as wastage as some of the pupils dropped out of schools.

The study concluded that according to the teachers many of the pupils did not come from stable families. The findings depict that the family background of the pupils affected their academic performance as most of the pupils came from unstable families which contributed to their negative performance. The family wrangles were rampant in most of the families which negatively affected pupils learning environment at home and contributed to their academic failure.

The study concluded that the majority of the pupils' parents were happy with the kind of friends that they had. This means that the friends that the pupils' had affected their behaviors whereby their well-behaved peers were also liked by the pupils' parents. The school's environment was not conducive for learning and were also not efficiently managed to be attractive enough to the pupils. The pupils therefore disliked their schools owing to poor track record in academic performance, absenteeism, being overworked and lack of a cordial relationship with their teachers.

Recommendations

The study recommends that to avert the problem of declining pupils' academic performance in schools the government and other stakeholders should invent new policies and strategies to improve the school environment.

The study further recommends that the school management and other policy makers in the education sector should sensitize the parents and pupils on ways of improving the home environment and make it more conducive for learning.

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