

**Assessing The Influence Of School Environment On Academic Performance Among Secondary Students: A Case Study Of
Selected Schools In Merikit Sub-County Tororo District.**

Omondi Jenner¹, Namuyonga Rebecca²

1, 2 Metropolitan International University

Abstract

The study was to examine the effect of school environment on students' academic performance in Secondary school students of Tororo District. It was guided by the following objectives; to establish how availability of good teachers influences students' academic performance, to assess the effect of school environmental factors on student's performance and to determine how adequacy of teaching equipment influences students' academic performance. The study employed both qualitative and quantitative approaches. The Questionnaire was the main instruments of data collection in addition to interview guide and document review. The data collected was analyzed using descriptive statistics. According to the statistical results in summary, adequacy of physical facilities improves students' academic performance. It was concluded that presence of human resources had significant influence on students' academic performance and presence of scholastic materials significantly influenced students' academic performance. The study recommends school administrators too properly and appropriately plan for human resources and scholastic materials in schools and also emphasize that timetables are respected. Rewards need to be more pronounced and given enough awareness so as to enable students comprehend them better. School timetables need to provide time for counseling and guidance to students so as to prevent occurrence of offences rather than punishing the offenders.

Key words: School, Environment, Academic performance and Students.

Background of the Study

In Uganda, education is a very crucial process through which an individual's life chances are determined (Kokkinos et al., 2022). Beyond the economic significance, education is viewed as a good in itself and indeed a basic human right with regard to the lower level of education. Education is a universal investment in human beings and a value resource for economic benefit of the country (Kazaara, 2023). The governments all over the world committed themselves to the provision of Education for All (EFA) at Dakar, Senegal (Julius, n.d.). Education is a veritable tool for national development (Anthony et al., 2023). It is regarded as the bedrock of the nation and plays it an indispensable role in national integration.

Due to its importance, the National Policy spelt out that

education is an instrument for social change, development and sustainability (Joventa et al., 2023). Therefore, for a nation to be revolutionized, the education of its people has to be given priority since education paves way for civilization and provides a sense of belonging to learners in the society (K. Richard et al., n.d.). From the forgoing, it is clear that everyone deserve to be educated thus, access to good quality education is a fundamental human right. With the assertion that education is a fundamental right, it is important to ensure that the school environment is regulated in such a way that it promoted academic performance and achievement by learners (Peter et al., 2023). This is because the academic performance of students in the school is largely tied to school environmental

Received: 06.12.2023

Accepted: 11.12.2023

Published on: 30.12.2023

factors and teaching styles student personnel management (Godfrey et al., 2023), as well as the school environment. Basically, school environment provides the opportunity for training, the needed resources and the necessary assistance in the establishment and management of the educational system (Pauline, 2023). Therefore, the school environment determines the physical, structural, personal, and functional factors of the educational institution, which provide distinctiveness to schools (Zulaikah & Rebecca, 2023). In other words, the school environment determines the level of academic performance of students. The school is a community-based center where important cultural activities related to the education of young people are carried out (Ninsiima et al., 2023). Schooling can be carried out in permanent or temporary buildings, in tents and sometimes under the trees but when children come together to learn, they share learning experience, develop potentials and ultimately enrich their lives (Richard, 2022). Through schooling, learners are exposed to the surrounding world and they can be equipped with the tools they would need for future success in the job market. Studies conducted by (Rebecca et al., 2023) have shown that schooling is not always a smooth sailing experience for

learners. Consequently, there are constraints, hindrances, inhibitions or threats that could influence a child's chances of enrolling in school and performing brilliantly in his or her studies. These threats can be associated with the school, the home or community or simply by nature. Invariably, the most potent factor that could also influence a child's enrolment and performance in school can be considered environmental (Christopher, Moses, et al., 2022). Studies on the relationship between availability of resources and students academic achievement have revealed that secondary schools provided with adequate education resources performed significantly better than those provided with inadequate resources (Alamri, 2019). Environment is a very important factor in achievement of goal of any educational programme. People acquire most of their knowledge through the interaction with facilities provided in the environment for learning (Sylvia & Kimwise Alone, n.d.). Also learning is influenced by the environment people are exposed to and the facilities provided in such environment lead to experience. As in the words of (Ntirandekura, Friday, et al., 2022) that active interaction with the environment is regarded as the most basic requirement for proper intellectual development.

Statement of the problem

Statistics, as released by the Uganda National Examination Board, shows that Secondary School students' performance in Uganda in examinations is still just slightly above average (A. Richard et al., 2023). In Uganda, students had to endure difficult conditions like extreme cold or unbearably hot temperatures in the classrooms. In some cases, lack of competent teachers, relevant texts and curricular are major issues students confront in schools. Students are sometimes made to contend with violence from fellow students and even their teachers (Victoria et al., 2023). These conditions are not conducive to learning and the resultant effect is high rate of dropouts in our schools. However, Uganda is known for having a hike in the rate of school dropouts compared with other countries globally (Sharon Ruth, 2023). Declining academic performance among students has remained a recurring irritant in Uganda's educational system in spite of all efforts of government and major stakeholders to change the narrative in the education sector (Aisha et al., n.d.). Since all teaching and learning activities take place within an environment, it is expected that the outcome of the education process correlates

Received: 06.12.2023

Accepted: 11.12.2023

Published on: 30.12.2023

significantly with the teaching-learning environment (Peterson & Sarah, 2023). Thus, the researcher seeks to examine the impact of school environment on student's academic performance in Secondary schools in Uganda (Christopher, Moses, et al., 2022).

General objective

The general objective is to examine the teachers perception on environment on the academic performance of students in secondary schools in Merikit sub-county, Tororo District.

Specific objectives;

1. To investigate the perception on availability of good teachers on students' academic performance in secondary schools
2. To assess the teachers perception on school environmental factors on students' performance in secondary schools
3. To determine how adequacy of teaching equipment influences students' academic performance in secondary schools.

Research Questions

1. How does availability of good teachers influence students' academic performance secondary schools?
2. What is the effect of school environmental factors on student's performance secondary schools?
3. How does adequacy of teaching equipment influence students' academic performance secondary schools?

Methodology.

This research used descriptive research design. Descriptive designs result in a description of the data, either in words, pictures, charts, or tables, and indicate whether the data analysis shows statistical relationships is merely descriptive. The design was selected because it is appropriate to the study. The research used both quantitative and qualitative in nature and relied on primary data obtained from school environment and academic performance in secondary schools in Uganda. Both quantitative and qualitative data was collected. Several teachers and students were interviewed accordingly. The qualitative data basically focused on the community leader's views about people's attitude towards language choice. Quantitative methods applied to the numerical aspects of the study such as language policy. The study was carried out from four secondary schools that is Tororo mixed secondary school,

Manjasi high school, St. Peters' College and Mama Kevina Comp S.S in Tororo district. The target population of the research proposal was 500 respondents including head teachers, teachers and students. The sample size of the study was 440 respondents that is head teachers, teachers and students, as determined by Krejcie and Morgan (1970). Purposive sampling was used to select respondents in Tororo District. This was used to save time, minimize costs, and to target potential providers of useful information whereas Simple random sampling was used to render each of them eligible for the study. The researcher obtained primary data herself through the use of questionnaires, interviews and personal observation. Secondary data prepared or developed by another person, study and from journals for other than helping to solve the problem at hand. The researcher also used secondary data from the

Received: 06.12.2023

Accepted: 11.12.2023

Published on: 30.12.2023

organizational records like reports, previous documents, text books, previous research and reading journals. The researcher used a structured questionnaire as a primary data collection instrument. The questionnaire was considered appropriate because it is more convenient to administer and to collect data to enable the achievement of the objective of the study. The questionnaires underwent a test run to ensure effective data capture and reliability before the official rollout. The closed-ended items were on a 5-point Likert scale due to its simplicity and ease in answering, coding and analysis. The response modes are: 1-Strongly agree, 2-Agree, 3-Not sure, 4-Disagree, 5- Strongly disagree. The validity of the questionnaire was

established using expert judgment method. The questionnaire tool was given to five people to examine whether the questions are related to the study variables and the objectives of the study. The reliability of an instrument was increased by identifying the precise data needed and repeated use of the instrument in field testing. In order to ascertain reliability of this study a pilot study was considered. The collected data was processed using a SPSS (Nelson et al., 2022). The analysis included use of descriptive statistics such as means and percentages and for further analysis, correlations and regressions were considered appropriate.

Results.

Perception of availability of Good Teacher on Students Academic Performance

Table 1: Shows the respondents perception of availability of good teachers on students' academic performance

Response	SA	A	NS	SD	D
In this school we never have permanent teachers for Secondaryschools	160(40%)	80(20%)	20(05%)	60(15%)	40(10%)
There is inadequate qualified Secondary schools' teachers	160(40%)	80(20%)	20(05%)	60(15%)	40(10%)

Received: 06.12.2023

Accepted: 11.12.2023

Published on: 30.12.2023

Some Secondary schools' teachers are not hardworking and never finish the syllabus in time	160(40%)	80(20%)	20(05%)	60(15%)	40(10%)
--	----------	---------	---------	---------	---------

Source: Primary Data

Respondents were asked to provide their responses on whether availability of good teachers influenced student's academic performance in Secondary schools. 160(40%) strongly agreed, 80(20%) agreed, 20 % (5%) were not sure, 60(15%) strongly disagreed and 40 (10%) disagreed that the school never had permanent teachers. Similarly, 160(40%) strongly agreed, 80(20%) agreed, 20 %(5%) were not sure, 60(15%)strongly disagreed and 40 (10%) disagreed that the school had inadequate qualified Secondary schools teachers. Also,160 (40%) strongly agreed, 80(20%) agreed, 20 %(5%) were not sure, 60(15%) strongly disagreed and 40 (10%) disagreed that the school some teachers were not hardworking and never finish the syllabus in time. According to the above findings of the study it was established that good teachers significantly affect Students performance in Secondary schools in Tororo District. Good teacher's availabilityin this study was conceptualized in terms of preparation for class, teacher commitment, managing and monitoring Students learning and teacher experience (Anthony et al., 2023).

Table 2: Shows respondents perception on school environmental factors on students' academic Performance

Response	SA	A	NS	SD	D
My school has inadequate learninglaboratories for practical work in Secondary schools	160(40%)	80(20%)	20(05%)	60(15%)	40(10%)
absence ofenough institutional space	160(40%)	80(20%)	20(05%)	60(15%)	40(10%)

Received: 06.12.2023

Accepted: 11.12.2023

Published on: 30.12.2023

There is shortage of reading rooms	160(40%)	80(20%)	20(05%)	60(15%)	40(10%)
------------------------------------	----------	---------	---------	---------	---------

Source: Primary Data

Findings in the table above show that 160(40%) strongly agreed, 80(20%) agreed, 20 % (5%) were not sure, 60(15%) strongly disagreed and 40 (10%) disagreed that the school had inadequate learning laboratories for practical work in Secondary schools. Similarly, 160(40%) strongly agreed, 80(20%) agreed, 20 % (5%) were not sure, 60(15%)strongly disagreed and 40 (10%) disagreed since in the school there was absence of enough instructional space. Also,160 (40%) strongly agreed, 80(20%) agreed, 20 % (5%) were not sure, 60(15%) strongly disagreed and 40 (10%) disagreed since there was shortage of reading rooms. Class sizes were also identified as determinants of academic performance. Studies have indicated that schools with smaller class sizes perform better academically than schools with larger class sizes. Kraft (1994) in his study of the ideal class size and its effects on effective teaching and learning in Ghana concluded that class sizes above 40 have negative effects on students' performance (Christopher, Komunda, et al., 2022). Asiedu-Akrofi (1978) indicated that since students have differences in motivation, interests and abilities and that they also differ in health, personal and social adjustment and creativity generally good teaching is best done in classes with smaller numbers that allow for individual attention. From the above findings of the study, it was found out that, school environmental factors significantly influence students' academic performance in Secondary schools among secondary school students of Tororo District (Ntirandekura, Ainebyoona, et al., 2022).

Table 3: Shows how adequacy of teaching equipment influences students' academic performance in ~~only~~ schools?

Response	SA	A	NS	SD	D
When we perform poorly in Secondary schools, it is because of shortage of Secondary schools' textbooks	160(40%)	80(20%)	20(05%)	60(15%)	40(10%)

Received: 06.12.2023

Accepted: 11.12.2023

Published on: 30.12.2023

The few Secondary schools'textbooks available are not up to date	160(40%)	80(20%)	20(05%)	60(15%)	40(10%)
We lack the necessary Secondaryschools' practical books	160(40%)	80(20%)	20(05%)	60(15%)	40(10%)

Findings in the table above show that 160(40%) strongly agreed, 80(20%) agreed, 20 %(5%) were not sure, 60(15%) strongly disagreed and 40 (10%) disagreed that when students perform poorly in Secondary schools; it is because of shortage of Secondary schools textbooks.

Similarly, 160(40%) strongly agreed, 80(20%) agreed, 20 % (5%) were not sure, 60(15%)strongly disagreed and 40 (10%) that the few Secondary schools' textbooks available were not upto date. Also,160(40%) strongly agreed, 80(20%) agreed, 20% (5%) were not sure, 60(15%) strongly disagreed and 40 (10%) disagreed that schools lack the necessary Secondary schools' practical books.

Summary of Findings

The outcome of this study showed that in private secondary schools' resources are more available and adequate than in public secondary schools. Firstly, the inventory of educational resources in private and in public secondary schools has shown that there is a big gap between the demands and the supplies of educational resources in secondary schools of Tororo District while this gap is very little in public and seems to be inexistent in private secondary schools. These results allowed the rejection of Ho.2 and hence to state that in private secondary school's resources are more available and adequate than in public private schools. The important effects of inadequacy or lack of educational resources are lack of motivation, tiresome teaching and learning, inattention to individual learners, high rate of school dropout, low quality of teaching and learning etc. which cause finally the poor

academic performance. Secondly, in testing the degree of the difference between teachers and head teachers' views on the effects of inadequate educational resources on academic performance, the results showed that teachers and head teachers of private secondary schools of Tororo District are prouder to work in their school environment than their counterparts of public secondary schools. They also showed that they are generally satisfied with how their students learn and how they are evaluated. However, in public secondary schools, there is a big gap between what teachers and head teachers wish to deliver as education to their students and what they actually deliver because of very limited educational resources. When the difference in academic performance is compared to the difference in availability and adequacy of school resources in both private and public Secondary schools

Received: 06.12.2023**Accepted: 11.12.2023****Published on: 30.12.2023**

of Tororo District, it becomes clear that both adequate supply of good teachers and school resources greatly influenced students' academic performance in USE.

From the above findings and the ideas ad hoc; enrolling one's child in private Secondary school predicts his/her good future as there is no doubt that the private school proprietors pay

more attention to their teacher's input into the students than do the public schools. They also spend substantial amount of money to provide instructional materials for the teaching and learning process. They take their students out on fieldtrip, excursions and so on, which are not obtained in most public schools.

Conclusion

The students of private Secondary schools of Tororo District performed better than their counterparts of public secondary schools in USE programme. This doesn't come randomly, as they are well prepared from the early first classes. Though having the teachers of almost the same qualification, and students of almost the same background, private secondary schools motivate more their teachers and their Students than public secondary schools do through various ways: good pay to teachers, small classes, good working environment, conducive environment for learning (availability and adequacy of school resources), regular evaluations, good collaboration between school and parents/guardians, guidance and counseling services made operational, excursions etc.

In Uganda, students of high ranked politicians and other officials are more enrolled in private Secondary schools than in public Secondary schools. This gives a view that even politicians and these other officials recognize the low quality of public Secondary schools in comparison to private ones. On the third objective, the study concluded that the adequacy of teaching equipment has a bearing on Students' academic performance and that Students studying in private schools where textbooks are adequately available perform better than Students in some public schools where they are inadequate good textbooks.

Recommendations

The Government of Uganda should do its best to provide public and private subsidized Secondary schools with required facilities so as to create in them a welcoming environment for teaching/learning process by treating teachers humanly

The Ministry of Education should reduce the bureaucracy in the school administration, allowing public schools to diversify their sources of funding, providing public Secondary schools with staff in charge of guidance and counseling and increasing the number of teachers and classrooms to reduce the students-teacher ratio, as this would also contribute to close these segregation in education based on the choice of quality school where to enroll one's child

Politicians and other officials of Uganda should also keep monitoring and evaluating the quality of public education in Secondary schools and take general decision in favor of all citizens of Uganda instead of taking individual decisions of enrolling their own students into private Secondary schools (as they have financial means) because they realize the low quality of public Secondary schools.

UNEB should conduct a study on the factors of performance in USE and use its results to advise the government and to revise the way USE are prepared and administered if not, it kept saying that it combats segregation in education at all cost while it contributes to increase it by giving the same test to Students while their studying conditions have not been the same.

References.

- Aisha, B., Rebecca, N., & Alex, O. (n.d.). *THE IMPACT OF EARLY MARRIAGES ON GIRL CHILD EDUCATION IN SECONDARY SCHOOLS; A CASE STUDY OF BWAMBARA SECONDARY SCHOOL RUKUNGIRI DISTRICT*.
- Alamri, M. M. (2019). Students' academic achievement performance and satisfaction in a flipped classroom in Saudi Arabia. *International Journal of Technology Enhanced Learning*, 11(1). <https://doi.org/10.1504/IJTEL.2019.096786>
- Julius, A. (n.d.). *UNIVERSAL EDUCATION AND POVERTY REDUCTION IN KISORO DISTRICT: A CASE STUDY OF KISORO MUNICIPALITY 1 Okwana Enock, 2 Dr Ariyo Gracious*.
- Kazaara, A. I. (2023). THE IMPACT OF DIFFERENT TYPES OF EDUCATION SERVICES PROVIDED BY CURRENT EDUCATION ACTORS AND HUMANITARIAN EDUCATION AGENCIES TO THE REFUGEES SETTLING IN WEST NILE REGION FROM 2010-2023. In *METROPOLITAN JOURNAL OF BUSINESS & ECONOMICS (MJBE)* (Vol. 2, Issue 6).
- Kokkinos, C. M., Tsouloupas, C. N., & Voulgaridou, I. (2022). The effects of perceived psychological, educational, and financial impact of COVID-19 pandemic on Greek university students' satisfaction with life through Mental Health. *Journal of Affective Disorders*, 300. <https://doi.org/10.1016/j.jad.2021.12.114>
- Ninsiima, P., Wamimbi, D., & Kazaara, A. I. (2023). Impact of Forced Migration in A Society. A Case Study of Kwango Culture, Democratic Republic of Congo. In *International Journal of Academic Multidisciplinary Research* (Vol. 7). www.ijeais.org/ijamr
- Pauline, N. (2023). Effects of Physical Education on the Learners Academic Performance in Secondary School. A Case of Kabojja Secondary School. In *International Journal of Academic Multidisciplinary Research* (Vol. 7). www.ijeais.org/ijamr
- Peter, L., Julius, A., & Deus, T. (2023). THE IMPACT OF TEACHER'S TEACHING EXPERIENCE AND ACADEMIC

Received: 06.12.2023

Accepted: 11.12.2023

Published on: 30.12.2023

PERFORMANCE IN MATHEMATICS IN SELECTED SCHOOLS OF KATABI TOWN COUNCIL. In *METROPOLITAN JOURNAL OF BUSINESS & ECONOMICS (MJB)* (Vol. 2, Issue 6).

Peterson, A., & Sarah, A. (2023). TEACHING AIDS AND TEACHER PERFORMANCE IN PRIMARY SCHOOLS, A CASE STUDY OF BUYANJA PRIMARY SCHOOL, HOIMA DISTRICT. In *METROPOLITAN JOURNAL OF BUSINESS & ECONOMICS (MJB)* (Vol. 2, Issue 6).

Rebecca, N., Jill Margaret, O., & Nicholas, K. (2023). EFFECTS OF HOME SCHOOLING ON CHILD DEVELOPMENT: A CASE STUDY OF RUBAGA DIVISION KAMPALA DISTRICT. In *METROPOLITAN JOURNAL OF BUSINESS & ECONOMICS (MJB)* (Vol. 2, Issue 6).

Richard, A., Deus, T., James, T., Ijeoma, A., & Janice, B. (2023). The impacts of using music instruments on learning in post-secondary institutions in Uganda. In *International Journal of Academic Multidisciplinary Research* (Vol. 7). www.ijeais.org/ijamr

Richard, K., Gracious Kazaara, A., Julius, A., & Vincent, O. (n.d.). *METROPOLITAN JOURNAL OF SOCIAL AND EDUCATIONAL RESEARCH CULTURAL BELIEFS AND GIRL CHILD EDUCATION IN SECONDARY SCHOOLS IN KISORO DISTRICT: A CASE STUDY OF HILLSIDE HIGH SCHOOL IN KISORO MUNICIPALITY*.

Sharon Ruth, N. (2023). *TEENAGE PREGNANCY AND SCHOOL DROPOUT ON A GIRL CHILD IN SECONDARY SCHOOLS: A CASE STUDY OF ZANA MIXED SECONDARY SCHOOL MAKINDYE DIVISON WAKISO DISTRICT*.

Sylvia, M., & Kimwise Alone, D. (n.d.). *FACTORS AFFECTING THE ADOPTION OF E-LEARNING IN INSTITUTIONS OF HIGHER LEARNING IN UGANDA, A CASE OF METROPOLITAN INTERNATIONAL UNIVERSITY*.

Anthony, D., Kazaara, A. G., Kazaara, A. I., Ismail, L., & Prudence, K. (2023). *The Impact of Teachers ' Teaching Methods on Students ' Performance in English Subject in Secondary Schools In Uganda , A Case Study Of Selected Secondary Schools In Kampala & Wakiso*. 7(3), 290–297.

Christopher, F., Komunda, T. R., & Milton, N. (2022). *The Impact of Supervision on the Quality-Of-Service Delivery at Kirima Community Secondary School in Kanungu District , South Western Uganda*. 6(5), 157–162.

Christopher, F., Moses, N., Muhindo, M. E., & Komunda, T. R. (2022). Employee Training and Organizational Performance: A Case Study of African College of Commerce and Technology in Kabale District, South Western Uganda. *International Journal of Academic Pedagogical Research*, 6(5), 1–7.

Godfrey, W., Silvia, N., Kazaara, A. G., Nelson, K., Christopher, F., Deus, T., Micheal, T., & Catherine, M. (2023). *The Effect Of Teacher ' s Instructional Methods On The Learners Academic Performance In Mathematics Subject In Secondary Schools , A Case Study Of Buwesswa Secondary School In Manafwa District*. 7(2), 100–107.

Joventa, K., Kazaara, A. G., & Kazaara, A. I. (2023). *Assessing the Impact of Early Marriage on Girl Child Education in Uganda a Case Study of Nyankwanzi Sub-County , Kyejono District*. 7(3), 183–190.

Nelson, K., Christopher, F., & Milton, N. (2022). *Teach Yourself Spss and Stata*. 6(7), 84–122.

Ntirandekura, M., Ainebyoona, A., Registrar, D., District, B., & Commission, E. (2022). *HUMAN RESOURCE MANAGEMENT*

Received: 06.12.2023

Accepted: 11.12.2023

Published on: 30.12.2023

STRATEGIES AND ENHANCEMENT OF STAFF RETENTION IN PUBLIC SECTOR ORGANISATIONS : AN EMPIRICAL INVESTIGATION IN KABALE. 6(7), 89–103.

Ntirandekura, M., Friday, C., & Muhammad, M. (2022). Rewards and Staff Retention in Public Sector in Uganda: An Empirical Study from Kabale District Local Government. *International Journal of Academic Management Science Research*, 6(7), 165–170.

Richard, A. (2022). *Students ' Physical Activities as a Health Behavior and Course Completion in Public and Private Universities in Uganda* . 6(6), 21–23.

Victoria, N., Nelson, K., Kazaara, A. G., & Kazaara, A. I. (2023). *The Impact Of Staff Development On The Pupils ' Academic Performance In Primary Schools In Kimaanya Sub-County , Masaka District A Case Study Of Kimaanya Sub-County , Masaka District.* 7(3), 179–186.

Zulaikah, W., & Rebecca, N. (2023). *The Study on the Effect of Child Labour on the Learners Academic Performance in Secondary Schools . A Case Study of Nansana Municipality.* 7(3), 160–167.