

**IMPACT OF ENVIRONMENTAL FACTORS ON THE ACADEMIC
PERFORMANCE OF LEARNERS IN PRIMARY SCHOOLS OF NALWANZA SUB-
COUNTY, BUDUDA DISTRICT**

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**UGANDA CHRISTIAN
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DECLARATION

I, **Nabalula Stephen** of registration number **RJ22/MUC/BED/025** hereby declare that this research report is my original work and has never been submitted to any University or Higher Institution of learning for an academic award.

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APPROVAL

I affirm that this research report has been carried out under my supervision and is now ready for submission to the board of examiners of Uganda Christian University for the intended award.

Signed: 

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Date: 23-08-2024

DEDICATION

I dedicate this piece of work to my beloved family members especially my dear wife for her financial, spiritual moral guidance and compassion and to my dear children for their patience with me during my absence from home while at Uganda Christian University.

ACKNOWLEDGEMENT

Glory to God without whose grace and divine provision I could not have accomplished this laborious work. I express my humble gratitude to my supervisor Mr. Wasalaine Patrick for his scholarly guidance and perpetual encouragement. I extend my sincere thanks to my lecturers for their professional and academic nurturing. I also extend my sincere thanks to my course mates notably for their fruitful academic discussions, professional encouragement and support. I wish to extend a vote of thanks to my relatives as well for their academic and spiritual guidance that made me bold enough to face my study. Finally, I extend my heartfelt gratitude to my lovely aunt for her parental care and love that inspired me throughout my academic life. May God bless you all.

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LIST OF ABBREVIATIONS AND ACRONYMS

- SDGs:** Sustainable Development Goals
- UNEB:** Uganda National Examinations Board
- UCRC:** United Central Refugee Council
- UNICEF:** United Nations Children’s Fund
- USA:** United States of America.
- WHO:** World Health Organisation.

ABSTRACT

This study examined **the impact of environmental factors on the academic performance of learners in primary schools in Nalwanza Sub-county, Bududa District**. The study was guided by the objectives; i) to examine the physical factors affecting the teaching learning process, Bududa District, ii) to analyse the social environmental factors affecting academic performance of learners and iii) to suggest the solutions that can help to curb up examine the effect of the environmental factors that affect the academic performance. The study used a descriptive research design with mixed methods that are both qualitative and quantitative approaches in nature. The study sampled five (5) schools, both government and private out of the many in the Sub-county. The sample size of the study comprised 80 respondents and these were (36) teachers, (32) learners, (19) parents and (5) head teachers using Kjerchie and Morgan's population table in appendix V. The sampling techniques were used to select the respondents were purposive sampling, convenient and simple random sampling techniques. The sampling techniques that were used to select the respondents were purposive sampling, convenient and simple random sampling techniques. The results from the findings of objective one presented by the respondents showed that the leading physical school environmental factors are instructional materials and was reported by 20(25%). Objective two found out that social based factors which were represented by 16(20%) of the respondents showed it is triggered by teacher-pupil relationships. Majority of the respondents represented by 21(26.25%) indicated that environmental education be included in the curriculum. The study concluded that; school environmental factors greatly affect the academic performance of learners in all aspects. The researcher recommended that sensitisation of parents, teachers and learners should be carried out with regard to environmental protection and management in order to strengthen legal and policy for where our children learn.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background to the study, statement of the problem, purpose of the study, objectives, research questions, and scope of the study, significance, and conceptual framework, definition of significant terms used in the study, limitations and delimitations of the study.

1.1 Background to the Study

The learning environment is one of the factors that influence academic performance. A child's development and advancement are aided by a favorable environment, and children thrive in a calm and welcoming environment. However, it was noted that schools located near noisy urban streets are linked to poor mental focus and low student performance. Among educational professionals, the environmental component is one of the most researched and debated factors that contribute towards the academic performance of learners, despite most studies conducted in USA generally only focusing on determinants of the academic performance of students without focusing on the environmental factors Fels (1979). It is pertinent for educators to be aware and to study the environmental factors related to student performance. A study by Ramli and Zain (2018), concluded that conducive and sound facilities result in better performance or achievement of the students. As supported by Yeboah - Appiagyei et al. (2014), environmental factors will definitely influence the success of students. It is believed that the access to infrastructure and environmental services will affect academic performance.

Fraser (1986), divides the classroom learning environment into four major components which includes: physical equipment, the social interaction among its members, the characteristics of its members and systems, values, cognitive structures etc., so, a classroom learning environment can be explained with reference to either physical or social aspects. This study considers only the physical and social aspects of the classroom learning environment which includes infrastructure, safety, facilities such as desks, teachers' and learners' behavior (both verbal and non-verbal communications), teaching and learning methodologies, teachers' classroom management practices, teaching and learning styles, attitudes, personality traits,

beliefs, group dynamics, socio-economic status of the students, cultural diversity of the classroom called its social component of the classroom environment

According to Ene - Obong et al, (2012), in a study carried out in Ghana, physical environment of a school includes buildings, classroom furniture, equipment, instructional materials, laboratories, libraries, playgrounds. The physical environment also is made up of machinery, decorative objects, swimming pools, audio-visual equipment and playfields (McKay, 1964). The physical environment implies the physical location, buildings, furniture, infrastructural facilities, space and equipment for effective teaching and learning

Goodlard, (1948), asserts that physical learning environment in the classroom includes the spatial arrangement of furniture, walls, ceiling, chalkboard, lighting, fittings, decorative and all the physical enablers of teaching and learning in the classroom. In a study conducted in Nigeria, Goodlard, (1948), indicates that conducive physical environment is an agent of intellectual stimulation and an essential factor in strengthening the child's educational development. The factors that determine the success of the educational process include the nature of the school, teacher's attitude and learners' characteristics. The classroom context, school and the surrounding also influence learners' achievement. The nature of the classroom environment has a powerful influence on how well students achieve a wide range of educational outcomes. Classroom environment such as physical, emotional and aesthetic characteristics of the classroom tend to enhance learners' attitude towards learning (Neibuhr, 1995).

According to UNICEF (1990), poor learning environment in developing countries have always been identified as a key factor that lead to poor performance in public schools. The availability and adequacy of learning aids and resources are among the most influential factors which explain the differing performance levels. It's generally assumed that the use of teaching resources led to better performance in examinations. A study conducted by Leynemann (1998) and Ndiritu (1998), showed that a school library has a significant effect on the learners performance. They found out that the simple presence of a school library was significantly related to achievements in Brazil, Chile, Botswana and Uganda.

Cassdy and Lynn (1991) are of the view that in Tanzania, an effective school and classroom can be described as a place that naturally motivates students to learn. Students and teachers work well in a school culture where academic success and the motivation to learn, is

expected, respected and rewarded. Such an atmosphere where students learn to love learning for learning's sake, results in better academic achievement, is a chief characteristic of an effective school.

In Uganda, Shamaki, (2015) conducted a study to determine the influence of learning environment on learners' academic achievement at senior secondary school and found a significant difference between the mean performance of students taught in an ideal learning environment and that of students taught in a dull learning environment. The study revealed that a classroom building; class with adequate furniture; class with small class population and the use of instructional materials has an impact on the performance of learners' learning.

Several factors in the learning environment that significantly affect learners' learning outcomes such as open space, improper classroom layout and misplaced boards all constitute to variables that disrupt students in class (Gilavand, 2016). In addition, Katherine et al. (2012), assert that numerous factors affect students academically include; the personal factors of the students, their interactions with others such as parents, teachers and administrators and systems that surround them such as the school, district and neighborhoods. According to Upadhyay, (1983), environment can affect learners' academic performance as a result of the level of the education of their parents, teacher-pupil relationship, peer influence, cultural and home issues. That is to say, the kind of academic climate in school and among students promotes either a positive or negative attitude towards their work at school.

Based on reports made by the Government and pronounced in the Education Meetings in Bududa District, observations on the use of instructional materials of primary schools, and complaints made in various fora on monitoring performance such as; lack of funds to purchase materials to be used in the teaching and learning process, sketchy schemes of work without specific aids to use, non-monitoring of teachers, lack and poor classroom instruction and management, has prompted the researcher to carry out an investigation in the District with a particular focus on the impact of environmental factors on the academic performance of learners in primary schools in Nalwanza Sub-county, Bududa District. Although school success is influenced by many stake holders, the government plays a pertinent role in the provision of a conducive learning environment. It is against this background that the researcher seeks to answer the following questions in order to have an accurate conclusion on whether environmental factors impact on the academic performance of learners in primary schools in Nalwanza Sub-county, Bududa District; i) what are the physical environmental

factors that affect the academic performance of learners; ii) what are the social environmental factors that affect the academic performance of learners; iii) could there be effects of environmental factors that affect the academic performance of learners Nalwanza Sub-county, Bududa District?

Several factors in the learning environment that significantly affect learners' learning outcomes, such as open space and noise in classrooms, inadequate light, unsatisfactory temperature, overcrowded classes, improper classroom layout and misplaced boards.

All these constitute factors and confounding variables that disrupt students in class.

Finally, Gilavand (2016), proved that noise as well as negative and inappropriate colour-ing, poor classroom lighting and open space affect learning and academic achievement of elementary school students. Accordingly, Gilavand (2016), suggested that in design- ing educational settings, the school management must take environmental factors into account.

A study by Gilavand (2016), has established several factors in the learning environment that significantly affect learners' learning outcomes, such as open space and noise in classrooms, inadequate light, unsatisfactory temperature, overcrowded classes, improper classroom layout and misplaced boards.

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Finally, Gilavand (2016), proved that noise as well as negative and inappropriate colour- ing, poor classroom lighting and open space affect learning and academic achievement of elementary school students. Accordingly, Gilavand (2016), suggested that in design- ing educational settings, the school management must take environmental factors into account.

In addition, Katherine et al. (2012) was of the opinion that numerous factors affect students academically, including the personal factors of the students, their interactions with others such as parents, teachers and administrators and, last but not least, the larger systems surrounding them; for instance, school districts, neighbourhoods, local economy Academic achievement is dependent on school learning environment as well as home learning environment (Upadhyay 1983). Environment can affect learners' academic performance as a result of the level of education of parents, teacher- pupil relationship, peer influence, cultural issues and home issue. The kind of academic climate in school and among students promotes either a positive or a negative attitude towards their work at school. The negative attitudes are

bound to have a strong influence on their academic performance and manifest themselves in undesirable behavior such as inattentiveness and truancy which in turn further affects their academic achievements. On the similar dimension, Asiyai (2014), reports that the classroom environment has a significant impact on the motivation and learning of students including which is in line with Maxwell (2016) who also found that the students` performance is connected to the building condition mediated by social climate and student attendance; whether this is true with Nalwanza Sub-county, will be established from the findings. It is from the above background that the study seeks to answer questions such as; i) what are the possible causes of physical environmental factors that affect learning, ii) are there social factors that affect the academic performance of learners? iii) Is it possible for school environmental factors to influence the academic performance of learners

1.2 Statement of the Problem

Despite the fact that the government of Uganda has invested in education especially in primary schools through the Universal Primary Education (UPE), schools are still in crippled conditions to give quality education. The Country's provision of UPE is an effort by Government to increase and retain learners in school. There are learners who still fail to attend school due to physical, psychological, and Classroom environment. Fraser, B. J (1998), posits that the physical challenge is made worse because of lack of adequate facilities given that many of these physical facilities are broken-down. The poor school environment is worsened by poor family setup that fails to provide children with a strong and positive support base. According to Uganda National Examinations Board, results at Primary Leaving Examinations, (2018), Nalwanza Sub-county did not appear as the top best performing districts in the Eastern Region. A report by the district inspector of schools, Bududa, reveals that most secondary schools in the Sub-county do not have a supportive learning environment. No known study to the researcher has been conducted in Nalwanza Sub-county on how the school environment influences the academic performance. It was in this context that this study sought to examine the impact of learning environment on learners' academic performance in primary schools of Nalwanza Sub-county, Bududa District.

1.3 Purpose of the Study

The study examined the impact of environmental factors on learners' academic performance in primary schools of Nalwanza Sub-county, Bududa District.

1.4 Objectives of the Study

The study was guided by the following objectives;

- i) To examine the physical environmental factors that affect the academic performance of learners in Nalwanza Sub-county.
- ii) To establish the social environmental factors that affect the academic performance in Nalwanza Sub-county, Bududa District?
- iii) To suggest ways of mitigating environmental factors that affect the academic performance of learners in Nalwanza Sub-county.

1.5 Research Questions

The study answered the following questions;

- i. What are the physical environmental factors that affect the academic performance of learners in Nalwanza Sub-county?
- ii. ii. What are the social environmental factors that affect the academic performance of learners in Nalwanza Sub-county?
- iii. What ways can the environmental factors be mitigated in primary schools in Nalwanza Sub-county?

1.6 The scope of the study

The scope of the study was limited to content, time and geographical scope.

1.6.1 Geographical Scope

Bududa District is bordered by Sironko District to the north, Kenya to the east, Manafwa District to the south, and Mbale District to the west. The district headquarters at Bududa are located approximately 36 kilometres (22.5 miles), by road, south-east of Mbale City, the largest city in the sub-region. Generally, the study was carried out in Nalwanza Sub-county because the area had very many issues concerning school environment which affect the academic performance of learners. Nalwanza Sub-county is bordered by Bushigayi sub-county to the north, Bubiita Sub-county to the east, Kaato sub-county to the west and Mount Elgon Forest to the south.

1.6.2 Content Scope

The study examined the impact of environmental factors on the academic performance of learners in primary schools of Nalwanza Sub-county, Bududa District.

1.6.3 Time Scope

The study was conducted in a period of five years from 2019-2023. This period was considered because it is when there was high failure rates of learners perhaps because of school environmental factors in the Sub-county despite all the innovations and government support.

1.7 Significance of the Study

The study may provide information to policy makers in the education Ministry, administration of schools; teachers, parents and other stakeholders which will enable them make improvements in education by allocating schools quality materials to enrich classroom environment.

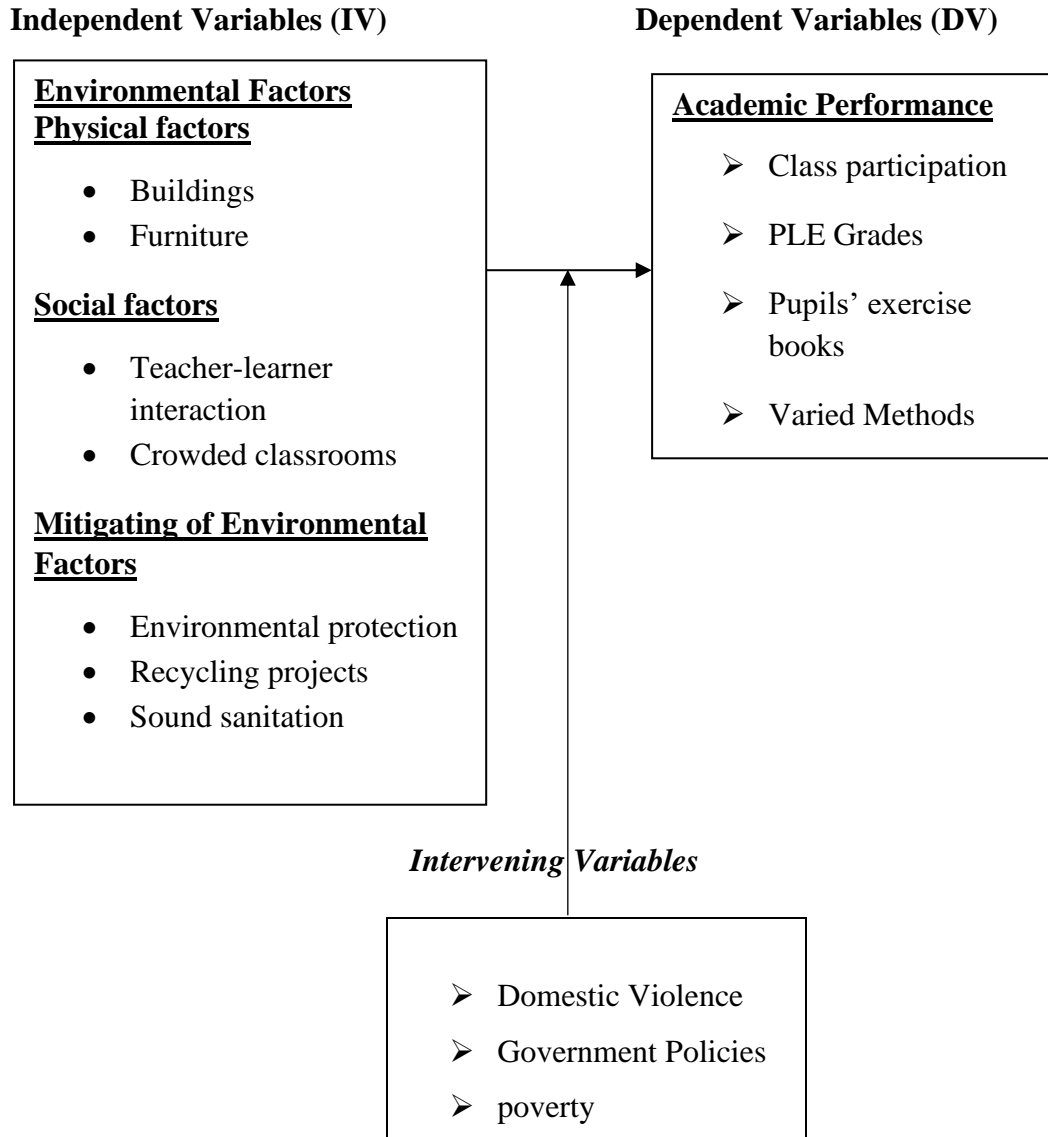
The study might help parents to identify schools in which children will study freely without environmental interference.

The study may also contribute to the existing literature about environmental factors and their effect on academic performance and provoke further research in this field. This may be through provision of resources and facilities which make the learning environment favorable hence make the schools child friendly.

The findings of the study may also propose solutions to the psychological and home factors that hinder learning hence seeking to improve performance, attitude and the social concern of the stake holders like parents and teachers.

1.8 Conceptual Framework

Figure 1.8: Conceptual Framework concerning environmental factors that affect academic performance of learners.



Source: Secondary Data (2024)

The figure above shows the independent variable, environmental factors for example, Physical factors; Buildings, Furniture; Social factors; Teacher-learner interaction, Crowded classrooms Effect; Environmental protection, Recycling projects, Sound sanitation and the dependent variable learners' academic performance for example, class participation, PLE Grades, Pupil's exercise books and varied methods. It further shows an interception of the

intervening variables with causal relationship by spurious associations which may result from
•Poverty •Domestic violence, Government Policies.

1.9 Definition of Operational Terms

The meaning of the following terms in the context of my study:

Learning: this is acquiring new or modifying existing knowledge, behaviors, skills, values or preferences and may involve synthesizing different types of information.

Learning environment: it's the social, physical, psychological and pedagogical context in which learning occurs and which affects learners' achievement and attitude.

School: this is an institution designed for the teaching of learners (students) under the direction of teachers

School environment: a school physical environment includes the school buildings and the surrounding.

Academic achievement: its knowledge attained or skills developed in school subject by test scores.

1.10 Limitations of the Study

The researcher encountered the following challenges:

Some respondents were biased during the time of giving their responses on the research tools.

Weather changes in Bududa for example during rainy season limited accessibility to some respondents.

Limited time to collect data as the researcher was on course as well as executing daily school duties and family obligations

Financial constraints also posed a threat especially during printing, collecting data from respondents and transport costs.

1.11 Delimitations

The study was conducted Nalwanza sub-county due to limited time and funds that didn't allow the researcher to explore the whole Bududa district. The research tools had difficult terms for respondents to interpret and make a response. However, they were simplified through a translation if any.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter explores the different variables that constitute to a learning environment that is the psychological, social and economic as well as home environment. Analysis of this chapter was based on the related literature of the previous works, documentaries study journals and archives.

2.1 Physical Environmental Factors Affecting Academic Performance

The physical environment of a school includes buildings, classroom furniture, equipment, instructional materials, laboratories, libraries, playgrounds (Ene - Obong et al, 2012). The physical environment also is made up of machinery, decorative objects, swimming pools, audio-visual equipment and playfields (McKay, 1964). The physical environment implies the physical location, buildings, furniture, infrastructural facilities, space and equipment for effective teaching and learning.

The physical learning environment in the classroom includes the spatial arrangement of furniture, walls, ceiling, chalkboard, lighting, fittings, decorative and all the physical enablers of teaching and learning in the classroom. The conducive physical environment is an agent of intellectual stimulation and an essential factor in strengthening the child's educational development. The factors that determine the success of the educational process include the nature of the school, teacher's attitude and learners' characteristics (Ukeje, Akabogu, & NDU, 1992). The classroom context, school and surrounding also influences learners' achievement. The nature of the classroom environment has a powerful influence on how well students achieve a wide range of educational outcomes. Classroom environment such as physical, emotional and aesthetic characteristics of the classroom tend to enhance learners' attitude towards learning (Goodlard, 1984).

Hall, R (1982), opines that modern school site, buildings and equipment, school facilities affect learning. It is well known fact that individuals work better in a room with an attractive atmosphere. A teacher cannot completely recondition a dull dilapidated room yet a better planning and efforts can work wonders in the improvement of its condition. Actually it all

depends on the up keep of the room. Careless disorder of the room, waste papers on the floor and the untidy storage space, book shelves, teachers tables and students desk definitely give a shabby look to a room. Thus the room should be attractive, neatness, clean, orderliness and suitable decorations that will encourage students to take pride in their room and should largely eliminate scrubbing on the walls and desks. This will prove to be a boosting environment for learning (Hall, R 1982).

According to (Dorman 2008), environment in an education setting refers to the atmosphere, tone, ambience setting. Consequently studies in the field of classroom environment focused on psychological behavior of human mind. (Dorman 2008) states that successful teachers monitor the behavior in the classroom. They make each pupil responsible for some work during the learning activity and then monitor to see that it was actually accomplished. The teachers are strong learners' motivation, (Wood 2000).

To Dunn and Harries, (1998), the inside classroom environment is concerned with the feelings, experience and perception of the students. Learning is influenced by lack of seating facilities like desks, school infrastructure and location. Dunn and Harries, (1998), contends that learners' achievement is interdependent on physical interaction that happens in the classroom. These interactions that happen sometimes make a difference with reference to learners' achievement and their academic goals (McRobbie et al, 1997). With the growing trend and focus on the field of classroom learning environment it becomes a rich area of interest for the researches.

The availability of instructional materials makes it easier and possible to investigate into learning environment in specific context. Teacher factors such as teacher- learners' interaction and relationship were investigated and perceived in different context indicating interesting results (Frases, 1998). Limo (1993) conducted a study in secondary school environment which attempted to compare different types of learning environment and educational streams. He concluded that teacher-pupil relations greatly affect the teaching learning process and portrays a bad environment.

Koo and Frazer (1997) explored the learning environment in adult's education computer education in secondary and secondary classes. The whole process of teaching and learning contributed towards the physical-social dimensions of the classroom environment. However various scholars have specifically focused on school location, classroom ventilation, poor

lighting and inconsistent temperature as factors that affect students health, behavior, and achievement (Crandell and Smaldino 2000; Tanner,2000; Davis, 2000; Johnson 2000;Moore 2000 and Strichers 2000).

Menmott, Jay and Brennan: (1998), assert that health, visual and physical defects, nutrition and physical development affect the learning process. Malnutrition interferes with the whole aspects of personality of a child. This will affect the visual, auditory as well as the physical health of a child that will alter his ability to learn and concentrate.

According to Asiyai, (2011), an appropriate learning environment is essential to safety and active learning and development. She maintained that such a situation is supportive and productive for functional training of head, heart and hand. All students and youth deserve a safe, respectful, caring and positive learning environment. The learning environment should foster a sense of belonging, enhance the joy of learning, honour, diversity and promote respectful, responsible and caring relationships.

Nworgu, (2006), contends that good healthful living calls for the provision of good lighting and ventilation, particularly in overcrowded classrooms, sewage and proper disposal of refuse. A review by Edmonds (1979), argued that one of the school factors that have contributed to creating effective instructional schools is an orderly but not oppressive school climate and a classroom surrounding conducive to the instructional process. Besides, Mgbodile, (1997) agree that the school environment must be such that allows each student to increase his/her feelings of satisfaction, sense of belonging, identification and achievement in present and future situations, hi the light of the above, Davis-Langston, (2012), noted that the environment of a school has the greatest of all influence that affects learning and academic performance of students.

The quality of the physical classroom setting significantly affects academic achievement of the students. Physical facilities in classrooms ensure effective and successful teaching learning process. Without these facilities, effective teaching learning process cannot be guaranteed. Students tend to get more details from their instructors in a well facilitated classroom and therefore they perform in a good way. On the other hand, if classroom setting in not conducive, students feel uncomfortable in classroom then they tend to be giving divided or distracted attention to the lesson.

Umar (2015) found that school environment as portrayed in the design, desks' arrangement and books availability in the classroom firmly associated with the performance of learners in English language. Researchers like Lyons (2001), Tylor and Vlastos (2009) reported that classroom with large class size poses a difficult condition for students to focus and therefore minimize the duration teachers can use in actual instruction of learners.

2.2 Social Environmental factors that affect Learning

There are some cultural demands and social expectations that also influence learning display. That is the spirit of culture which is reflected in its social and educational institutions. For instance in industrialized culture, the emphasis mostly centers mechanical sciences and preparing children for highly mechanized vocations. Relationship with teachers, parents and peers can be explained under the set-up of learning is an important constituent in the instructional process. The way a teacher teaches and manages the students has an effect on the learning. The democratic environment leads students to constructive and cooperative behavior. Generally students learn better in a democratic set up because they like democratic procedures (Hall, R 1982).

Moss and Trickit (1974) said that the classroom learning environment is a dynamical social system which includes not only teachers' behaviour and teacher - student interaction but student - student as well". Fraser (1991) explained the concept of classroom environment as: "Classroom learning environment carries a variety of meanings; it generally refers to the total climate, structures, processes, ethos within class-rooms which are integral elements affecting student's learning" (P231)

Adediwura and Tayo (2007) considered perception as psychological and soical perspective and elaborated their effect on learning. The perception is described as, the way we judge or evaluate others with whom we are familiar in everyday life. It is important that background knowledge of the students in the form of schemas affects their perception and subsequent learning. This is called the cognitive dimension of the perception that is why, in this study, the researcher was interested in perception of students about the classroom learning environment.

Chuma (2012) reported that crowd within a classroom delays teaching-learning process. This is because the teacher may not find it easy to move around the classroom to offer individualized attention to some students sitting in the rare angles of the classroom. Adequate and sufficient arrangement of classroom environment plays a significant role in enabling instructional process more effective and establishes an optimum atmosphere for both learners and the teachers.

Fraser, B.J (1998), claims that inclusive climate helps all students likely to volunteer different perspectives and thus enrich discussions; conversely, if some students or groups feel that their contributions are not as valued as those of others, they will withdraw from the conversation. As an example, women in technical fields often report feeling undervalued compared to their male peers (Fraser, B.J 1998). In a productive classroom students can learn to work in groups with students different from them in ways that facilitate the development of skills such as leadership, communication, and conflict resolution. At the opposite end of the spectrum, non-inclusive learning environments facilitate the perpetuation of stereotypes about students from other groups (Fraser, B.J 1998).

According to Ford, (1992), in a productive class, the learning experience is characterized by excitement for discovery, joy, satisfaction and pride at one's accomplishments. All these positive emotions have the effect of motivating students for further learning. Conversely, if the predominant emotions in a class are fear, shame or embarrassment for being wrong, or boredom and apathy about the content, these negative emotions will be highly demotivating to students (Ford, 1992). For instance, if gay or lesbian students feel it is not safe for them to be out in class, they tend to carefully monitor their participation for fear of inadvertently exposing themselves, limiting their engagement with the material.

2.3 Solutions to the environmental factors

Environment is bestowed with abundant natural resources to support, develop and enrich human life on this planet. Enormous amounts of these resources are exhausted unethically to create a few islands of prosperity leaving behind seas of poverty which later become the dumping ground for all the waste thereby leading to environmental imbalances. Environment is a school subject of learning and is termed as Environment science or Environment studies. The term Environment is derived from the word 'environ' which comes from the old French word 'environner' and it means everything that surrounds the world. It denotes the

sum total of all living beings and non-living beings and their interactions. According to Matingwina (2018), “A person’s environment consists of the sum total of simulation which he receives from his conception until his death. Schools can conserve environment to suit the education standards. “Conservation of environment is not taken seriously by people. There is a “who cares” attitude or “the little I pollute, how does it matter much?” Attitude. These attitudes are because of the lack of awareness of how precious our environment is and how our small actions whether deliberate or ignorant force us to pay a big price to environmental degradation.

According to Joan (2010), the key to Environmental protection, management of earth resources and sustainable development is education, both formal and informal. It intends to raise public awareness on the need for environment protection and motivates them on sustainable development. The teachers and the school should take up activities to alert the students towards environmental problems and also assist them to find solutions to tackle them.

Environmental education should be included in the curriculum from an early stage. Helping our schools mitigate their environmental impact enables schools to create healthy sustainable learning environments for children and communities. Providing these learning environments improves the health and learning outcomes that can reduce longer-term healthcare costs and improve participation in the economy by the learners. Sustainability efforts also reduce costs for schools and districts on maintenance and operations, allowing schools to repurpose funding previously spent on operational costs to teaching and learning, (Tinto, (1993).

Freibery (1998), suggests that recycling projects can be started in schools for two main purposes; to keep the environment clean and give unemployed parents to learners at the school an income. According to the recycling project policy the aim of the project is to collect wastes to improve the school environment and also to use unemployed parents contribute to poverty alleviation. Recycling is also aimed at educating the learners on health issues by ensuring the clean environment.

Rightly, Robertson (2016) groups the strategies for effective management as preventive-oriented, maintenance-oriented and remedial-oriented activities. Preventive-oriented activities are carried out to ensure that damages do not occur. In the school, to avoid environmental degradation, teachers and students can engage in such preventive

activities like tree planting, planting of flowers, mulching or development of healthy attitudes towards environment or climate change. The maintenance-oriented activities are those that aim at maintaining the status quo. The essence is to ensure that facilities are in good working conditions. Such activities manifest in regular maintenance of school facilities and recycling of school generated wastes. Remedial activities are carried out when all preventive measures failed. Remedial activities are carried to make up for the damages that occurred. Such activities include, for instance- repainting the school blocks, planting of trees or flowers to check erosion, mitigating the class greenhouse gases emissions by developing and implementing an action plan among others. Rightly, Robertson (2016) groups the strategies for effective management as preventive-oriented, maintenance-oriented and remedial-oriented activities. Preventive-oriented activities are carried out to ensure that damages do not occur. In the school, to avoid environmental degradation, teachers and students can engage in such preventive activities like tree planting, planting of flowers, mulching or development of healthy attitudes towards environment or climate change. The maintenance-oriented activities are those that aim at maintaining the status quo. The essence is to ensure that facilities are in good working conditions. Such activities manifest in regular maintenance of school facilities and recycling of school generated wastes. Remedial activities are carried out when all preventive measures failed. Remedial activities are carried to make up for the damages that occurred. Such activities include, for instance- repainting the school blocks, planting of trees or flowers to check erosion, mitigating the class greenhouse gases emissions by developing and implementing an action plan among others.

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check erosion, mitigating the class greenhouse gases emissions by developing and implementing an action plan among others.

A study by Ramli and Zain (2018), concluded that conducive and sound facilities result in better performance or achievement of the students. As supported by Chuma (2012), posits that environmental factors will definitely influence the success of students. It is believed that the access to infrastructure and environmental services will affect academic performance. For example, if a student is in a learning environment that has access to reasonable infrastructure and environmental services, such as good drainage system, appropriate disposal of wastes, containers for rubbish disposal, good classroom display, e.t.c, helps a student to learn comfortably to achieve better academic performance.

Philips (1997), suggests that lighting of classroom is critical and a physical characteristics of a classroom that facilitates learning. An appropriate visual environment for learning task deserves careful consideration of good lighting to boost academic performance. If the visual environment is not catered for, it affects a learner's ability to perceive visual stimuli and affects his/her mental attitude and thus, performance. Dunn (1985), is in agreement when he insisted that the lighting of a school should be considered on active element of the total educational environment. He found out that good lighting contributes significantly to the aesthetics and psychological character of the teaching space; students perform well than in a dark classroom. Freibery (1998), suggest that the ability of individuals in school to concentrate on instructions was strongly influenced by factors such as lighting. Classroom lighting plays a particularly critical role because of the direct relationship between good lighting and students' performance. Students cannot study unless lighting is adequate. The effectiveness of information collection is reduce in bad light seeing in bad light can lead to the development of ineffective programming of the information collection process which may become habitual. Bad light leads to discomfort and poor academic performance. Color choice can also impact the teaching-learning process.

Sinofsky and Hayness et al., (1993), asserts that classroom colouring motivates learners to study. He found out that colour influences students attitudes, behaviors and learning. This is because colour affects both a student' and teacher's sense and time. Papadatons (1973) in his findings suggests that proper use of colour in schools can convert an atmosphere that is depressing and monotonous into one that is pleasing, exciting and stimulating leading to better academic performance.

Furthermore, Nepal (2016), claimed that proper infrastructure always supported the educational enterprise, and his research proved that air quality, lighting, temperature, comfortable and safe environment, good buildings and decent learning conditions, maintenance quality and colour could affect students' health and safety as well as their self-esteem and psychological state. Many researchers, such as Ali et al. (2009), Shamaki (2015), AlQahtani (2015), Javed (2017), Zotorvie (2017), Malik and Rizvi (2018) and Shrestha et al. (2019), explained that those good learning environments are important for students' academic achievement. A previous study by Joan (2010), found that the sanitation of schools has a positive influence on secondary school students in Uganda in terms of their academic performance. In that study, the good sanitation refers to the cleanliness of the toilets and the bathrooms, the cleanliness of the school drainage system, the access to hand washing facilities and the garbage bin condition provided for student facilities. Based on the World Health Organization, sanitation means provision of facilities and the services provided for the safe disposal of human waste, the maintenance of proper hygienic conditions by the sustainable collection of solid waste and water waste treatment.

In a study by, Matingwina (2018), notes that in order to achieve quality excellence in schools as the key priority of any educational institutions, it is evidently indicated that there exists a consequential link between academic accomplishment and students' well-being resulting from pollution. Hence, it is vital to take care of students' health in order to achieve high performance by avoiding any pollution. A study by Matingwina (2018) also supported that the academic risk increases as the health risks of the students are compromised.

There are limited studies in Uganda on environmental factors and academic performance. As stated by Fauziah and Agamuthu (2010), the current study has some improvements where dumpsites are upgraded and more sanitary landfills are established. This study also takes into consideration the solutions to the environmental factors which have not been done in Nalwanza sub-county.

2.4 Literature Gap

From the literature survey, it is clear that learning environment plays a powerful role in the academic performance of students. This is because the environment has the ability to affect personal development and is capable of sending strong subconscious messages such as "this is where I can learn" and "I am welcome here". It is also clear that individual, physical and

emotional stability is linked to effective learning. There were several gaps that had emerged from the literature survey from by the fact that physical, psychological and classroom environment had not been explicitly studied to give a justified reason for poor school environment in government aided schools. The second gap emanates from lack of significant literature on the subject in the area of study. It is clear that the current study contributed significantly in terms of literature and policy recommendations on the subject. It can be emphasized that this study is original work, and that no known study regarding the impact of environmental factors on learners' academic performance in primary schools of Nalwanza Sub-county, Bududa District had been done.

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.0 Introduction

This chapter presents the research design, area of study, target population, sample size and sampling techniques, research instruments, instrument reliability, instrument validity, data collection procedure, data analysis techniques and operationalization of variables and ethical considerations.

3.1 Research Design

According to Mugenda & Mugenda (2010), research design is the overall strategy that you choose to integrate the different components of the study in a coherent and logical way, thereby, ensuring you effectively address the research problem. The study used a descriptive research design. This helped to provide answers to the questions of who, what, when, where and how associated with the research problem. This study described the impact of environmental factors on learners' academic performance in primary schools of Nalwanza Sub-county, Bududa District. It is considered because the design focuses on the collection, analysis and interpretation of information on the teaching of impact of environmental factors with the view of making value judgment. The qualitative approach was used as an in-depth probe to collect information from respondents using a focus group method. The researcher acted as an interviewer as the respondents as interviewees and elicited information in the note book for data analysis. Quantitative approach is a formal, objective and systematic process in which numerical data are used to obtain information about the variables used to describe variables, determine cause and effect interaction between variables and examine relationship between variables (Burns and Grove, 2015). This was selected on grounds that the gaps left by qualitative approach would be solved by quantitative approach.

3.2 Area of Study

Bududa District is bordered by Sironko District to the north, Kenya to the east, Manafwa District to the south, and Mbale District to the west. The district headquarters at Bududa are located approximately 36 kilometres (22.5 miles), by road, south-east of Mbale City, the largest city in the sub-region. Generally, the study was carried out in Nalwanza Sub-county because the area had very many issues concerning school environment that lead to poor

performance. Nalwanza Sub-county is bordered by Bushigayi sub-county to the north, Bubiita Sub-county to the east, Kaato sub-county to the west and Mount Elgon Forest to the south. The following schools were used in the study; Buwagiyu primary school, Bukhatelema primary school, Bumakita primary school, Nalwanza Junior primary school and Agape Junior –Nalwanza primary school.

3.3 Population of Study

The study population consisted of 100 respondents based on Morgan and Krejcie table as given by Amin, (2005) (Appendix IV) which comprised (40) teachers, (35) learners, (20) parents or guardians and (05) head teachers. A population is the complete (or universe) of all the elements (units) that are of interest in a particular investigation. Mugenda & Mugenda (2010), asserts that population is an aggregate or totality of objects or individuals having one or more characteristics in common that are of interest to the researcher and where inferences are to be made.

3.4 Sampling Size and Procedures

According to Mugenda (2010) and Peter (2012), identified that, sampling is the process of choosing the research units of the target population, which are to be included in the study. The sample size of 80 respondents was selected out of the population of the study populations of 100 which comprised 36 teachers, 32 learners, 19 parents and 05 head teachers. The sample size was determined using Morgan and Krejcie table as given by Amin, (2005) (Appendix: V).

Table 3.1: Table 1: Showing Category, Population, Sample Size and Sampling Technique.

Category of Respondents	Population	Sample Size	Sampling Technique
Teachers	040	036	Convenient sampling
Learners	035	032	Random sampling
Parents	020	019	Convenient sampling
Head teachers	05	05	Purposive
Total	100	080	
Source: Primary data from the field 2024			

Sampling is the process of selecting elements from population in such a way that the sample elements selected represent the population. The sample size is determined using Morgan and Krejcie table as given by Amin, (2005), (Appendix: V). A sample in this case is a portion of the population whose results can be generalized to the entire population. This study considered a sample size of 80 respondents to participate in the study by presenting their views and opinions in accordance with the study's objectives.

3.5 Sampling Techniques

Simple random sampling technique was used on the teachers and learners since this allows respondents to participate without discrimination. Convenient sampling was used to select parents while purposive sampling was used to select head teachers since they are believed to have had the authentic information about the study.

3.6 Data Collection Methods and Instruments

Data was both primary and secondary and was intended to enrich the study. Secondary data was obtained through documentary reviews and the main sources include child rights reports, text books, internet sources like the journals and articles, among others. According to Amin (2013), secondary data was helpful in the research design of subsequent secondary research. Here it was used to provide a baseline with which the collected primary data results are compared. To obtain primary data, the following methods were employed;

3.6.1 The Questionnaire

Hannan (2009) defines a questionnaire as a device used to gather information about peoples' opinions often by asking respondents to give their views about the subject. The questionnaire is applied on respondents who know how to read and write, but also who are not readily available for interviews. The questionnaires were therefore used to collect data from respondents who were not readily available. It basically means to collect data to a wide extent by getting both facts and opinions.

3.6.2 Interview

According to Gubrium, (2012), an interview is essentially a structured conversation where one participant asks questions, and the other provides answers. In common parlance, the word "interview" refers to a one-on-one conversation between an interviewer and an interviewee. Interviews are discussions, usually one-on-one, between an interviewer and an individual meant to gather information on a specific set of topics (Gubrium, 2012). The researcher used semi-structured interviews, which are essentially and verbally administered questionnaires in which a list of predetermined questions were asked with no variation but with some scope for follow-up questions to responses that warrant further elaboration. Interviews also gave the researcher an opportunity to revisit some of the issues that have been over-looked in other methods and yet they are deemed vital for the study. In this study, interviews were used on the head teachers.

3.7 Data Quality Control

In an attempt to achieve quality data, the researcher made an analysis with respect to instrument validity and reliability.

3.7.1 Validity of Research Instruments

Validity refers to quality of data gathering instrument or procedures that enables it to measure what it sought to measure (Best and Kahn, 2004). The following methods were used for validation of the questionnaires; the researcher conducted a preliminary survey at Bukigai primary school located in Bukigai Town council since it is hoped to have the same demographic characteristics of the schools in the study area. The questionnaires and interviews was piloted on 8 teachers and 5 parents before the larger actual survey was conducted. It's possible to discover the ambiguities and some grammatical errors in the question items before they are corrected. This helped to cross check the validity of the instruments (interviews and questionnaires). The researcher also had an opportunity to discuss with the respondents especially on difficult vocabularies and grammatical errors or rather with ambiguity statements and rephrased them. In addition, the researcher sought for expert advice from his supervisor who helped improve the clarity on the items from the questionnaires and interviews. The content validity of the instrument was calculated using the formula below. The instruments were considered valid because the value of 0.7 is achieved.

CVI= total number of relevant items

Total number of items

3.7.2 Reliability of Research Instrument

Reliability means the degree of consistency and precision in which the measuring instruments demonstrates. The Statistical Packages of Social Scientists (SPSS) was used to ascertain it. Cronbach's Alpha of a minimum reliability analysis of 0.70 was taken as reasonable measure of internal reliability. Since the score obtained was jeered towards 0.818 which was above 0.7; the instrument was then adopted as being reliable.

Table 2: Reliability statistics

Cronbach's Alpha	No of Items
0.818	21

3.8 Data Analysis Procedures

Data analysis is a systematic process involving working with organizing data and breaking them into manageable unity (Bagdon & Biklen, 1992). It is also concerned with systematizing data ,searching for patterns, discovering what is important, what is to be leant and deciding what to tell others (Cohen et al, 2007). All information that was collected from interviews and documentary review was subjected to content analysis which involved identifying coherent and important examples, themes and patterns in data collected from the field work. Qualitative approach was therefore analyzed through thematic analysis where data was categorized according to their relevant themes and patterns that was developed accordingly. Quantitative data from the questionnaires was analyzed through simple descriptive statistics after tabulation and conversion into frequencies and percentages for descriptive purposes. In the first place, data was cleaned from errors and then coded. After coding, data was analyzed through content analysis to examine its influence on learners' academic performance.

3.9 Ethical Considerations

Research ethics refers to moral principles guiding research (Horman, 1991). It means conducting research in a way that goes beyond merely adopting the most appropriate research methodology, but conducting research in a responsible and morally defensible way. Mugenda & Mugenda (2008) notes that protecting the rights and welfare of the participants should be the major ethical obligation of all parties involved in a research. To provide these protections, all parties must be able to review, conduct or oversee research that involves human participants in an ethically and sound manner. Mcburney & White (2010) notes that ethical principles fall into four major categories. They include avoiding harm to participants, ensuring informed consent, respecting the privacy of participants and avoiding deception. This was through use of friendly language, being honest and having high level of integrity.

Crow et al. (2006) add that the principle of consent means that research participants are provided with sufficient and accessible information about the study so that they make an informed decision as to whether to become involved or not. To ensure these ethical considerations are taken into account, the consent of the respondents and confidentiality was sought and they are assured that the data they had provided was strictly for purposes of the study. In addition, to enhance the participant's privacy, the respondents' names were not used thus; Confidentiality was practised by avoiding the use of names but rather initials or codes. The researcher endeavored to respect the rights of the respondents in the process of getting the information; sought for permission from the local leadership before carrying out the study. Coercive approach was avoided in trying to access information from the respondents but rather observed professional ethics in conducting the study. It can be emphasized that this report is original work, and that no known study regarding the impact of environmental factors on the academic performance of learners in Nalwanza Sub-county Bududa had been done before.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter presents findings on the impact of environmental factors on the academic performance of learners in Nalwanza Sub-county Bududa. Data was analysed using self-administered questionnaires and interviews. It contained the response rate, demographic characteristics of the respondents and the data already existing and the information collected as being presented and discussed below.

4.1 Response rate of the respondents

Table 4.1 the response rate of the respondents

Response	Frequency	Percentage
Expected respondents	80	100
Actual respondents	78	97.5
Non response	02	2.5

Source: Primary Field Data (July, 2024)

In this study, the researcher expected to interview 80 respondents (100%), however, the researcher was able to interview 78(97.5%) with only 02(2.5%) that did not participate. This implies that the researcher was successful in getting majority of the expected respondents who participated in the study.

4.2 Demographic characteristics of respondents

This section described the age, sex, marital status, level of education and religious affiliation.

4.2.1 Age of the respondents

Table 4.2: the age of the respondents.

Years	Frequency	Percentages
13-20	32	40.0
21-30	18	22.5
31-35	15	18.75
40-49	09	11.25
50 above	06	7.5
TOTAL	80	100

Source: Primary Field Data (July, 2024)

The data from research study showed that the respondents in the age bracket of (13-20) were represented by 32(40.0%), (21-30) were represented by 18(22.5%), (31-35) were represented by 15(18.75%), (440-49) were represented by 9(11.25%) and the least being 50 above with 06(7.5%).The implication behind this is that the majority of the pupils are below the age of 19 years,. This was followed by 21-35and this indicates that most of the teachers are at the age of 21years and above while those above of 50 years were the least and it includes head teachers and few retired parents and local leaders. These were few and had problems of sight. In most cases they use spectacles. This also implied that, the researcher provided an equal opportunity for all respondents of different age groups to participate in the study for accuracy and uniformity

4.2.2 Sex of the respondents

Table 4.3: the sex composition of the respondents

Sex	Number	Percentage
FEMALE	43	53.75
MALE	37	46.25
TOTAL	80	100

Source: Primary Field Data (July, 2024)

Findings from the table 4.4 above showing the sex of respondents indicated that (43)53.75% were females whereas the male respondents represented by (165) (46.25%), this indicates that the researcher was gender sensitive and provided opportunity to both genders to express their views however the large female response could be attributed to the fact there were more females in comparison to the males in the research study area.

4.2.3 Marital status of the respondents

The table 4.4: the marital status of the respondents.

Category	Number of respondents	Percentages
Single	32	40
Married	19	23.75
Separated	17	21.25
Widowed	07	8.75
Divorced	05	6.25
Total	80	100%

Source: Primary Field Data (July, 2024)

According to table 4.4 above, single respondents were represented by 32(40%) and this made the highest response. These were mainly school children and had information about the study in question. This was followed by the married respondents who made 19(23.75%). The separated were represented by 17(21.25%), the widowed were represented by 7(8.75%) and divorced were rated at 5(6.25%). From the table above, it therefore revealed that the majority of the respondents were single and these were children taking on studies at school.

4.2.4 Level of education

The table 4.5: The level of education of the respondents.

Level of Education	Frequency	Percentages
Unskilled	38	47.5
Certificate	29	36.25
Degree	12	15
Master	01	1.25
Total	80	100

Source: Primary Field Data (July, 2024)

The findings from the table 4.5 above indicated that 38(47.5%) were unskilled though had reached primary. 29(36.25%) had acquired certificates. This is attributed to the fact that having a certificate was one of the requirements to be recruited in the public service as teacher. 12(15%) had acquired degrees while 1(1.25%) of the respondents were masters' holders. From the findings, it is true that the majority of the respondents were learnt and live in the civil society. Most of the respondents who had acquired degrees were mainly head teachers hence a requirement for one to appointed as a head teacher in primary schools. Those with a masters degree had an added advantage for becoming head teachers.

4.2.5 Religion

Table 4.6: the religious affiliations of the respondents

Religion	Number	Percentage
Islam	31	38.75
Christianity	49	61.25
TOTAL	80	100

Source: Primary Field Data (July, 2024)

In line with table 4.6 above, the research findings indicated that the majority of the respondents 49(61.25%) were Christians and this could be because generally the Christians were more than the Muslims in most primary schools in Nalwanza Sub-county, Bududa District. The least response came from the Muslims who made 31(38.75%). The low response was attributed to the fact there were few Muslims generally compared to the Christians counterparts in the Sub-county.

4.3 Physical environmental factors that affect the academic performance of learners

The respondents were asked to state the physical environmental factors on the academic performance of learners. The following responses were captured as indicated below;

Table 4.7: the physical environmental factors affecting the academic performance of learners

Response Rate	Frequency	Percentage
Instructional materials	20	25
Buildings and equipment	16	20
Seating facilities	13	16.25
Lighting and fittings	11	13.75
Physical setting	09	11.25
School atmosphere	07	8.75
Safety and security	04	5
Total	080	100%

Source: Primary Field Data (July, 2024)

From the table above, 20(22%) of the respondents indicated that physical environment is triggered by instructional materials. Instructional materials beautifies the classroom on top of its ability to foster incidental learning. This observation rhymes with that of Frases, (1998), when he says availability of instructional materials makes it easier and possible to investigate learning process in the learning environment in specific context. Teacher factors such as teacher- pupils' interaction and relationship were investigated and perceived in different context indicating interesting results (Frases, 1998). This is also in line with Limo (1993), who conducted a study in secondary school environment which attempted to compare different types of learning environment and educational streams. He concluded that instructional materials greatly affect the teaching learning process and advocates for incidental learning.

Physical buildings and equipment was proposed by 16(20%) of the respondents who affirmed that buildings, classrooms, furniture, equipment and playgrounds facilitate for good teaching learning environment which fosters the academic performance of learners. These findings are in agreement with Ene-Obong et al, (2012), who assert that the physical environment of a school includes buildings, classroom furniture, equipment, instructional materials,

laboratories, libraries, playgrounds. The physical environment also is made up of machinery, decorative objects, swimming pools, audio-visual equipment and playfields (Mckay, 1964). Mckay says that the physical environment implies the physical location, buildings, furniture, infrastructural facilities, space and equipment for effective teaching and learning. Ukeje, Akabogu & Ndu, (1992), contend with the findings. They say that physical learning environment in the classroom includes the spatial arrangement of furniture, walls, ceiling, chalkboard, lighting, fittings, decorative and all the physical enablers of teaching and learning in the classroom. This is also supported by Goodlard, (1984), as he asserts that conducive physical environment is an agent of intellectual stimulation and an essential factor in strengthening the child's educational development. Classroom environment such as physical, emotional and aesthetic characteristics of the classroom tend to enhance students' attitude towards learning.

Accordingly, seating facilities was reported by 13(16.25%). They asserted that the seating facilities such as desks, lockers and benches must be up to date to enhance the academic performance of learners. This is supported by Dunn and Harries, (1998), who propose that the inside classroom environment is concerned with the feelings, experience and perception of the pupils. Learning is influenced by lack of seating facilities like desks, school infrastructure and location. Dunn and Harries, (1998), contend that pupils' achievement is interdependent on physical seating facilities and interaction that happens in the classroom. These interactions that happen sometimes make a difference with reference to pupils' achievement and their academic goals (McRobbie et al, 1997). With the growing trend and focus on the field of classroom learning environment it becomes a rich area of interest for the researches.

In addition, 11(13.75%) of respondents opined that poor lighting, walls, ceiling and fitting of a classroom affects learning. To various scholars such as (Crandell and Smaldino 2000; Tanner, 2000; Davis, 2000; Johnson 2000; Moore 2000 and Strichers 2000), they have specifically focused on poor lighting, school location, classroom ventilation, and inconsistent temperature as factors that affect pupils health, behavior, and achievement. This is in agreement with Koo and Frazer (1997), who explored the learning environment in adult's education computer education in secondary and primary classes. The whole process of teaching and learning contributed towards the physical-social dimensions of the classroom environment which lifts academic performance.

9(11.25%) of the respondents believe that the physical setting of the school affects the teaching learning process of a learner. The findings are in agreement with Dorman (2008), who says that environment in an education setting refers to the atmosphere, tone, ambience setting. Consequently studies in the field of classroom environment focused on psychological behavior of human mind. (Dorman 2008) states that successful teachers monitor the behavior in the classroom. They make each pupil responsible for some work during the learning activity and then monitor to see that it was actually accomplished. The teachers are strong pupils' motivation because they make the physical setting attractive to the learners, (Wood 2000).

Furthermore, school atmosphere was proposed by 7(8.75%) of the respondents who strongly believed that school atmosphere; location, sanitation, staff, ventilation among others affect the academic performance of learners. This is in line with Koo and Frazer (1997), who explored the school environment in adult's education computer education in secondary and secondary classes. The whole process of teaching and learning contributed towards the physical-social dimensions of the school atmosphere. However various scholars have specifically focused on school location, classroom ventilation, poor lighting and inconsistent temperature as factors that affect students health, behavior, and achievement (Crandell and Smaldino 2000; Tanner,2000; Davis, 2000; Johnson 2000;Moore 2000 and Strichers 2000).

Findings of the study reveal that 4(5%) of the respondents state that children's safety and security in the school environment contribute a lot towards the teaching learning process and academic progress of the learners. Asiyai, (2011), contends that an appropriate learning environment is essential to safety and security of the learners which leads to active learning and development. She maintained that such a situation is supportive and productive for functional training of head, heart and hand. All students and youth deserve a safe, respectful, caring and positive learning environment. The learning environment should foster a sense of belonging, enhance the joy of learning, honour, diversity and promote respectful, responsible and caring relationships. From the findings, it implies that physical school environmental factors affect the academic performance of learners.

4.4 Social school environmental factors that affect the academic performance

After interaction with respondents on different fora's, they reported various ways in which social school environmental factors can influence the academic performance of learners. Table 4.8 below gives the following responses;

Table 4.8 social school environmental factors can influence the academic performance of learners

Response Rate	Frequency	Percentage
Teacher-pupil interaction	16	20
Inclusive climate	14	17.5
Fear and shame	13	16.25
Psychological perception	12	15
Worry and emotional distress	10	12.5
Learners' discovery	09	11.25
Crowded classes	06	7.5
Total	080	100%

Source: Primary Field Data (July, 2024)

In accordance to table 4.8 16(20%) of the respondents reported that teacher-pupil interaction is essential and if not well handled in time affects the learners by creating impulsive decision making and leads to school dropout. This contends with Hall, R (1982), when he opines that relationship with teachers, parents and peers can be explained under the set-up of learning is an important constituent in the instructional process. The way a teacher teaches and manages the pupils has an effect on their academic performance. The democratic environment leads pupils to constructive and cooperative behavior. Generally pupils learn better in a democratic set up because they like democratic procedures (Hall, R 1982)

Secondly, 14(17.5%) of respondents state that learner-centered lessons or inclusive climate allows free interaction which result into positive learning. This is supported by Fraser, B.J (1998), who claims that inclusive climate helps all pupils likely to volunteer different perspectives and thus enrich discussions; conversely, if some pupils or groups feel that their contributions are not as valued as those of others, they will withdraw from the conversation. Fraser, B.J (1998), adds that in a productive classroom pupils can learn to work in groups with pupils different from them and are included in decision making in ways that facilitate

the development of skills such as leadership, communication, and conflict resolution. However, Fraser, B.J (1998), proposes that at the opposite end of the spectrum, non-inclusive learning environments facilitate the perpetuation of stereotypes about pupils from other groups.

Additionally, 13(16.25%) of respondents reported that fear and shame in a learning environment affects the academic performance of learners. The findings of the study are in agreement with Ford, (1992), who contends that the predominant emotions in a class are fear, shame or embarrassment for being wrong, or boredom and apathy about the content, these negative emotions will be highly demotivating to pupils and hence a poor social environment. This if not boosted affects the academic performance of learners.

12(15%) of the respondents said that psychological perception is a social environmental factor. They supposed that if teachers judge some learners as being academically disadvantaged, they end up losing self-esteem and eventually feel out of place. The findings of the study are in agreement with Adediwura and Tayo (2007), who considered perception as psychological and physiological perspective and elaborated their effect on learning. The perception is described as, the way we judge or evaluate others with whom we are familiar in everyday life. It is important that background knowledge of the students in the form of schemas affects their perception and subsequent learning. This is called the cognitive dimension of the perception that is why, in this study, the researcher was interested in perception of students about the classroom learning environment.

12(15%) of the respondents posited that crowded classes delay teaching. Crowd does not ease learning neither does it facilitate free interaction of the learners. The findings are in agreement with Chuma (2012), who reported that crowd within a classroom delays teaching-learning process. This is because the teacher may not find it easy to move around the classroom to offer individualized attention to some students sitting in the rare angles of the classroom. This kind of environment does not also allow free interaction with the learners. Adequate and sufficient arrangement of classroom environment plays a significant role in enabling instructional process more effective and establishes an optimum atmosphere for both learners and the teachers.

From the findings, it was revealed that 10(12.5%) of the respondents revealed that worry and emotional distress among the learners affect the learning environment. The findings are in

line with The Science-Daily (July 28, 2009), which maintains that “psychological distress appears to be caused by peers and causes school dropout especially among girls from poor households. Bettsnirvana (2009) in Science-Daily (July 28, 2009) postulates that health, social and emotional problems are common among teenagers. Bridges & Alford, (2010:2), denial and an initial shock from teachers or even hatred can make a learners develop mood swings, abnormal reactions, conflict with fellow learners resulting from anger, hurt, or disapproval and a serious emotional distress. (Wirkus & Maxwell, 2012:5).

9(11.25%) of the respondents contend that learners’ discovery is influenced by social school environment. They asserted that as learners are given freedom to discuss issues that affect them, it boosts their performance as they learn from one another. This is supported by Moss and Trickit (1974), who said that the classroom learning environment is a dynamical social system which includes not only teachers' behaviour and teacher - student interaction but student - student as well". Fraser (1991) explained the concept of classroom environment as: “Classroom learning environment carries a variety of meanings; it generally refers to the total climate, structures, processes, ethos within class-rooms which are integral elements affecting student's learning.”

The findings of the study also reveal that 6(7.5%) of the respondents agree that cultural demands affect learners’ academic performance. This contends with Hall, R (1982), who asserts that there are some cultural demands and social expectations that also influence learning display such as girls not mixing with boys. That is the spirit of culture which is reflected in its social and educational institutions. For instance in industrialized culture, the emphasis mostly centers mechanical sciences and preparing children for highly mechanized vocations.

4.5 Solutions to the environmental factors in primary schools

After interaction with respondents on different fora’s, they reported various ways in which school environmental factors can be improved upon to increase the academic performance of learners. Table 4.9 below gives the following responses;

Table 4.9 Solutions to the environmental factors

Response Rate	Frequency	Percentage
Environmental education to be included in the curriculum	21	26.25
Recycling projects to be enacted	18	22.5
Preventive, maintenance and remedial oriented activities to be done	14	17.5
Conducive and sound facilities to be procured	11	13.75
Lighting of the classrooms is crucial	09	11.25
Proper infrastructure supports good learning.	05	6.25
Environmental protection and management is needed	02	2.5
Total	080	100%

Source: Primary Field Data (July, 2024)

From table 4.9, it was clearly indicated that schools can conserve environment to suit the education standards. This is possible through environmental education that should be included in the curriculum. Environmental education to be included in the curriculum was supported by 21(26.25%) of the respondent who strongly believed that environmental education is the solution to reducing the impact of environmental factors in schools. In an interview with the head teachers, they reported that;

“For me what I see is for the government to include environmental education in the curriculum. Our children should be introduced to the knowledge of environmental protection as early as possible. The government should also have training and workshops sessions about environmental education organized and taken to communities. Perhaps, this will shed light on the dangers of environmental degradation. It’s very true that those who degrade our environment are educated people and so, I feel there is a gap in sensitization...”

The assertion was in agreement with Tinto, (1993), who opines that environmental education should be included in the curriculum from an early stage. Helping our schools mitigate their environmental impact enables schools to create healthy sustainable learning environments for children and communities. Providing these learning environments improves the health and learning outcomes that can reduce longer-term healthcare costs and improve participation in the economy by the learners. Sustainability efforts also reduce costs for schools and districts

on maintenance and operations, allowing schools to repurpose funding previously spent on operational costs to teaching and learning.

Recycling projects to be enacted was suggested by 18(22.5%) of the respondents who strongly said that schools should be sensitized about the importance of recycling. Some of the respondents said;

“Previously, schools involved learners in waste collection and management. Today, things have changed. Schools have gone ahead to hire people who pick rubbish, trim the compound and burn waste. They no longer involve children in waste management practices which actually does not make learners understand the importance of keeping our environment clean. Because children are not involved in rubbish collection, dumping of rubbish is too extensively spread. This makes them very irresponsible. Therefore, learners need to be involved in recycling...”

This is in agreement with Freiberg (1998), who suggests that recycling projects can be started in schools for two main purposes; to keep the environment clean and give unemployed parents to learners at the school an income. According to the recycling project policy, the aim of the project is to collect wastes to improve the school environment and also to use unemployed parents contribute to poverty alleviation. Recycling is also aimed at educating the learners on health issues by ensuring the clean environment.

14(17.5%) of the respondents strongly believe that preventive, maintenance and remedial oriented activities to be done to reduce on improve on waste management. The respondents in line with this assertion said;

“Formally, schools had flower gardens around classrooms. Trees and grass were planted in school compounds to reduce on soil erosion. Learners in some instances went ahead to dig terraces and to make profound maintenance of environment in schools. It is very different this days. Learners have become primary environmental degraders. Since these children are not involved in picking the cleaning the toilets and their urinals, it is practically impossible for them to maintain the environment. However, schools should wake up to see that maintenance activities are done and above all, cherished by all the school stakeholders to have our school environment clean...”

Chidi (2015), is in agreement with the suggestion when he says that environmental protection is grouped into strategies for effective management as preventive-oriented, maintenance-oriented and remedial-oriented activities. Preventive-oriented activities are carried out to ensure that damages do not occur. In the school, to avoid environmental degradation, teachers and students can engage in such preventive activities like tree planting, planting of flowers, mulching or development of healthy attitudes towards environment or climate change. The maintenance-oriented activities are those that aim at maintaining the status quo. The essence is to ensure that facilities are in good working conditions. Such activities manifest in regular maintenance of school facilities and recycling of school generated wastes. Remedial activities are carried out when all preventive measures failed. Remedial activities are carried to make up for the damages that occurred. Such activities include, for instance-repainting the school blocks, planting of trees or flowers to check erosion, mitigating the class greenhouse gases emissions by developing and implementing an action plan among others.

Conducive and sound facilities to be procured was suggested by 11(13.75%) of the respondents who strongly said that good and sound facilities facilitate good learning and makes environment specious for pupils to learn. In an interview with the head teachers, they reported;

“Meaningful learning takes place in a conducive environment. If learners have access to a reasonable infrastructure and environmental services, such as good seating facilities, desks which are in a good shape, chairs that are not broken, flow which is not cracked, a good, clean and smooth chalkboard, a good drainage system, appropriate disposal of wastes, containers for rubbish disposal, good classroom display, among others helps a learner to learn comfortably...”

This is in agreement with a study by Ramli and Zain (2018), who concluded that conducive and sound facilities result in better performance or achievement of the students. As supported by Chuma (2012), posits that environmental factors will definitely influence the success of students. It is believed that the access to infrastructure and environmental services will affect academic performance. For example, if a student is in a learning environment that has access to reasonable infrastructure and environmental services, such as good drainage system, appropriate disposal of wastes, containers for rubbish disposal, good classroom display, etc, helps a student to learn comfortably to achieve better academic performance.

Furthermore, lighting of the classrooms was proposed by 9(11.25%) of the respondents who strongly believed that good lighting system facilitates good performance. In an interaction with head teachers, they strongly affirmed that;

“Since the government has allowed private entities to open up schools, it is evident that some have very smart rooms with very little or even no light. Bad light leads to discomfort and poor academic performance. Good learning takes place in a good learning environment with good lighting. Students cannot study unless lighting is adequate. Good lighting boosts academic performance.

This assertion is in agreement with Philips (1997), who suggested that suggests that lighting of classroom is critical and a physical characteristics of a classroom that facilitates learning. An appropriate visual environment for learning task deserves careful consideration of good lighting to boost academic performance. If the visual environment is not catered for, it affects a learner's ability to perceive visual stimuli and affects his/her mental attitude and thus, performance. Dunn (1985), is in agreement when he insisted that the lighting of a school should be considered on active element of the total educational environment. He found out that good lighting contributes significantly to the aesthetics and psychological character of the teaching space; students perform well than in a dark classroom. Freibery (1998), suggest that the ability of individuals in school to concentrate on instructions was strongly influenced by factors such as lighting. Classroom lighting plays a particularly critical role because of the direct relationship between good lighting and students’ performance. The effectiveness of information collection is reduce in bad light seeing in bad light can lead to the development of ineffective programming of the information collection process which may become habitual.

In addition to that, proper infrastructure was proposed by 5(6.25%) of the respondents who strongly believed that proper infrastructure creates a friendly and conducive learning. In an interaction with some respondents, they said;

“Good set-up of the school supports both enrolment and positive learning. The painting, the topography of the place and the general outlook of the school encourages positive learning. Classroom temperature, comfortable and safe environment, good buildings and decent learning conditions, maintenance quality and color could affect students’ health and safety as well as their self-esteem and

psychological state. Therefore, good lighting is needed for proper teaching and learning...”

Furthermore, Nepal (2016), claimed that proper infrastructure always supported the educational enterprise, and his research proved that air quality, lighting. Many researchers, such as Ali et al. (2009), Shamaki (2015), AlQahtani (2015), Javed (2017), Zotorvie (2017), Malik and Rizvi (2018) and Shrestha et al. (2019), explained that those good learning environments are important for students' academic achievement. A previous study by Joan (2010), found that the sanitation of schools has a positive influence on secondary school students in Uganda in terms of their academic performance. In that study, the good sanitation refers to the cleanliness of the toilets and the bathrooms, the cleanliness of the school drainage system, the access to hand washing facilities and the garbage bin condition provided for student facilities. Based on the World Health Organization, sanitation means provision of facilities and the services provided for the safe disposal of human waste, the maintenance of proper hygienic conditions by the sustainable collection of solid waste and water waste treatment.

Environmental protection and management was supported by 2(2.5%) of the respondents. In an interaction with interviews, head teachers said that;

“Teachers, learners and school heads should involve themselves in environmental protection and management...”

This was in agreement with Matingwina (2018), who notes that in order to achieve quality excellence in schools as the key priority of any educational institutions, it is evidently indicated that there exists a consequential link between environmental protection and management, academic accomplishment and students' well-being resulting from environment. Hence, it is vital to take care of students' health in order to achieve high performance by avoiding any pollution and other environmental flaws. A study by Matingwina (2018) also supported that the academic risk increases as the health risks of the students are compromised.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussions, conclusions and recommendations on study findings. These are all based on research objectives. The research objectives are as follow; i) to examine the physical environmental factors that affect the academic performance of learners in Nalwanza Sub-county, ii) to establish the social environmental factors that affect the academic performance in Nalwanza Sub-county, Bududa District and iii) to suggest ways of mitigating environmental factors that affect the academic performance of learners in Nalwanza Sub-county.

5.1 Discussion of findings on objective one

Objective one aimed to examine the physical environmental factors that affect the academic performance in Nalwanza sub-county. The results from the findings presented by the respondents show the leading physical school environmental factors are instructional materials. Instructional materials play an important role as they encourage and facilitate incidental learning as reported by 20(25%). This is followed by other factors such as buildings and equipment 16(20%), seating facilities 13(16.25%), lighting and fittings 11(13.75%), Physical setting 09(11.25%) and School atmosphere 7(8.75%) and safety and security 4(5%) respectively.

Objective two found out that to establish the social environmental factors that affect the academic performance in Nalwanza sub-county, Bududa District. Social based factors that influence are triggered by teacher-pupil relationships which was reported by 16(20%) of the respondents. Other factors as per the findings included; inclusive climate which was reported by 14(17.5%), fear and shame with 13(16.25%), Psychological perception which was supported by 12(15%), Worry and emotional distress 10(7.5%) or the respondents respectively. This implies that school environmental factors affect over 98% of the learners' academic performance in Nalwanza.

Objective three sought to examine the ways of mitigating environmental factors that affect the academic performance of learners in Nalwanza Sub-county. Majority of the respondents represented by 21(26.25%) indicated that environmental education should be included in the

curriculum. From the interviews conducted by the researcher, respondents gave their views as below;

“For me what I see is for the government to include environmental education in the curriculum. Our children should be introduced to the knowledge of environmental protection as early as possible. The government should also have training and workshops sessions about environmental education organized and taken to communities. Perhaps, this will shed light on the dangers of environmental degradation. It’s very true that those who degrade our environment are educated people and so, I feel there is a gap in sensitization...”

The assertion was in agreement with Tinto, (1993), who opines that environmental education should be included in the curriculum from an early stage. Helping our schools mitigate their environmental impact enables schools to create healthy sustainable learning environments for children and communities. Providing these learning environments improves the health and learning outcomes that can reduce longer-term healthcare costs and improve participation in the economy by the learners. Sustainability efforts also reduce costs for schools and districts on maintenance and operations, allowing schools to repurpose funding previously spent on operational costs to teaching and learning.

Recycling projects to be enacted was suggested by 18(22.5%) of the respondents who strongly said that schools should be sensitized about the importance of recycling. Some of the respondents said;

“Previously, schools involved learners in waste collection and management. Today, things have changed. Schools have gone ahead to hire people who pick rubbish, trim the compound and burn waste. They no longer involve children in waste management practices which actually does not make learners understand the importance of keeping our environment clean. Because children are not involved in rubbish collection, dumping of rubbish is too extensively spread. This makes them very irresponsible. Therefore, learners need to be involved in recycling...”

This is in agreement with Freiberg (1998), who suggests that recycling projects can be started in schools for two main purposes; to keep the environment clean and give unemployed parents to learners at the school an income. According to the recycling project policy, the aim of the project is to collect wastes to improve the school environment and also to use

unemployed parents contribute to poverty alleviation. Recycling is also aimed at educating the learners on health issues by ensuring the clean environment.

14(17.5%) of the respondents strongly believe that preventive, maintenance and remedial oriented activities to be done to reduce on improve on waste management. The respondents in line with this assertion said;

“Formally, schools had flower gardens around classrooms. Trees and grass were planted in school compounds to reduce on soil erosion. Learners in some instances went ahead to dig terraces and to make profound maintenance of environment in schools. It is very different this days. Learners have become primary environmental degraders. Since these children are not involved in picking the cleaning the toilets and their urinals, it is practically impossible for them to maintain the environment. However, schools should wake up to see that maintenance activities are done and above all, cherished by all the school stakeholders to have our school environment clean...”

Chidi (2015), is in agreement with the suggestion when he says that environmental protection is grouped into strategies for effective management as preventive-oriented, maintenance-oriented and remedial-oriented activities. Preventive-oriented activities are carried out to ensure that damages do not occur. In the school, to avoid environmental degradation, teachers and students can engage in such preventive activities like tree planting, planting of flowers, mulching or development of healthy attitudes towards environment or climate change. The maintenance-oriented activities are those that aim at maintaining the status quo. The essence is to ensure that facilities are in good working conditions. Such activities manifest in regular maintenance of school facilities and recycling of school generated wastes. Remedial activities are carried out when all preventive measures failed. Remedial activities are carried to make up for the damages that occurred. Such activities include, for instance- repainting the school blocks, planting of trees or flowers to check erosion, mitigating the class greenhouse gases emissions by developing and implementing an action plan among others.

Conducive and sound facilities to be procured was suggested by 11(13.75%) of the respondents who strongly said that good and sound facilities facilitate good learning and

makes environment specious for pupils to learn. In an interview with the head teachers, they reported;

“Meaningful learning takes place in a conducive environment. If learners have access to a reasonable infrastructure and environmental services, such as good seating facilities, desks which are in a good shape, chairs that are not broken, floor which is not cracked, a good, clean and smooth chalkboard, a good drainage system, appropriate disposal of wastes, containers for rubbish disposal, good classroom display, among others helps a learner to learn comfortably...”

This is in agreement with a study by Ramli and Zain (2018), who concluded that conducive and sound facilities result in better performance or achievement of the students. As supported by Chuma (2012), posits that environmental factors will definitely influence the success of students. It is believed that the access to infrastructure and environmental services will affect academic performance. For example, if a student is in a learning environment that has access to reasonable infrastructure and environmental services, such as good drainage system, appropriate disposal of wastes, containers for rubbish disposal, good classroom display, etc, helps a student to learn comfortably to achieve better academic performance.

Furthermore, lighting of the classrooms was proposed by 9(11.25%) of the respondents who strongly believed that good lighting system facilitates good performance. In an interaction with head teachers, they strongly affirmed that;

“Since the government has allowed private entities to open up schools, it is evident that some have very smart rooms with very little or even no light. Bad light leads to discomfort and poor academic performance. Good learning takes place in a good learning environment with good lighting. Students cannot study unless lighting is adequate. Good lighting boosts academic performance.

This assertion is in agreement with Philips (1997), who suggested that suggests that lighting of classroom is critical and a physical characteristics of a classroom that facilitates learning. An appropriate visual environment for learning task deserves careful consideration of good lighting to boost academic performance. If the visual environment is not catered for, it affects a learner's ability to perceive visual stimuli and affects his/her mental attitude and thus, performance. Dunn (1985), is in agreement when he insisted that the lighting of a school should be considered on active element of the total educational environment. He found out

that good lighting contributes significantly to the aesthetics and psychological character of the teaching space; students perform well than in a dark classroom. Freibery (1998), suggest that the ability of individuals in school to concentrate on instructions was strongly influenced by factors such as lighting. Classroom lighting plays a particularly critical role because of the direct relationship between good lighting and students' performance. The effectiveness of information collection is reduce in bad light seeing in bad light can lead to the development of ineffective programming of the information collection process which may become habitual.

In addition to that, proper infrastructure was proposed by 5(6.25%) of the respondents who strongly believed that proper infrastructure creates a friendly and conducive learning. In an interaction with some respondents, they said;

“Good set-up of the school supports both enrolment and positive learning. The painting, the topography of the place and the general outlook of the school encourages positive learning. Classroom temperature, comfortable and safe environment, good buildings and decent learning conditions, maintenance quality and color could affect students' health and safety as well as their self-esteem and psychological state. Therefore, good lighting is needed for proper teaching and learning...”

Furthermore, Nepal (2016), claimed that proper infrastructure always supported the educational enterprise, and his research proved that air quality, lighting. Many researchers, such as Ali et al. (2009), Shamaki (2015), AlQahtani (2015), Javed (2017), Zotorvie (2017), Malik and Rizvi (2018) and Shrestha et al. (2019), explained that those good learning environments are important for students' academic achievement. A previous study by Joan (2010), found that the sanitation of schools has a positive influence on secondary school students in Uganda in terms of their academic performance. In that study, the good sanitation refers to the cleanliness of the toilets and the bathrooms, the cleanliness of the school drainage system, the access to hand washing facilities and the garbage bin condition provided for student facilities. Based on the World Health Organization, sanitation means provision of facilities and the services provided for the safe disposal of human waste, the maintenance of proper hygienic conditions by the sustainable collection of solid waste and water waste treatment.

Environmental protection and management was supported by 2(2.5%) of the respondents. In an interaction with interviews, head teachers said that;

“Teachers, learners and school heads should involve themselves in environmental protection and management...”

This was in agreement with Matingwina (2018), who notes that in order to achieve quality excellence in schools as the key priority of any educational institutions, it is evidently indicated that there exists a consequential link between environmental protection and management, academic accomplishment and students’ well-being resulting from environment. Hence, it is vital to take care of students’ health in order to achieve high performance by avoiding any pollution and other environmental flaws. A study by Matingwina (2018) also supported that the academic risk increases as the health risks of the students are compromised.

5.2 Conclusion

5.2.1 Objective one

The first objective concluded that respondents recognize the fact that physical environmental factors affect the academic performance of learners. The respondents show the leading physical school environmental factors are instructional materials. Instructional materials play an important role as they encourage and facilitate incidental learning as reported by 20(25%). This is followed by other factors such as buildings and equipment 16(20%), seating facilities 13(16.25%), lighting and fittings 11(13.75%), Physical setting 09(11.25%) and School atmosphere 7(8.75%) and safety and security 4(5%) respectively.

5.2.2 Objective two

The second objective concluded that social environmental factors that affect the academic performance in Nalwanza sub-county, Bududa District. Social based factors that influence are triggered by teacher-pupil relationships which was reported by 16(20%) of the respondents which was the leading factor. Other factors as per the findings included; inclusive climate which was reported by 14(17.5%), fear and shame with 13(16.25%), Psychological perception which was supported by 12(15%), Worry and emotional distress 10(7.5%) or the respondents respectively. This implies that school environmental factors affect over 98% of the learners’ academic performance in Nalwanza.

5.2.3 Objective three

This objective concluded that for proper learning to take place, there should be ways of mitigating the school environmental factors that affect performance. These factors could be mitigated as follows; inclusion of environmental education in the curriculum was supported by 21(26.25%) of the respondents as the leading factor. This was followed by other ways of mitigation such as; recycling projects to be enacted 18(22.5%), preventive, maintenance and remedial oriented activities was proposed by 14(17.5%), conducive and sound facilities to be procured which was forwarded by 11(13.75%), lighting of the classrooms 9(11.25%), Proper infrastructure was proposed by 5(6.25%) and environmental protection and management which was proposed by 2(2.5%) of the respondents respectively.

5.3 Recommendations

Sensitisation of parents and teachers should be carried out with regard to their role and responsibility to make instructional materials that boosts environment.

Rewarding of learners and teachers should be done to help in reinforcing their performance. Such rewards such as verbal like thank you for always being there for your class may motivate them to staying at school. The teacher can as well be rewarded through the monetary terms.

Government should try as much as possible to renovate school buildings, avail toilets play grounds strengthen legal and policy framework for teachers to follow the teachers' code of conduct seriously by preparing pedagogical instruments before going to teach.

Teachers and parents whose learners are victims of poor conduct should condemn the act seriously in order to boost the social environment among the learners.

Teachers should see to it that crowded classes are split. Government has a task of ensuring construction of more classes to cater for the overwhelming numbers.

Finally, the researcher acknowledges that this research is not the end on the impact of school environmental factors on the academic performance of learners; it is therefore recommended that further research should be undertaken in both private and government schools to have a comparative analysis of what go on in these settings.

5.5 Areas for further study

- Carrying out a comparative study on the physical and social school environment on academic performance in primary schools
- Examining the role of stakeholders in combating school environment in primary schools
- Investigating the effect of teacher-learner intimate relationships in primary schools and how it socially affects their academic performance.

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APPENDICES

APPENDIX: I

QUESTIONNAIRE FOR THE TEACHERS

My name is Nabalula Stephen an undergraduate student at Uganda Christian University, Mbale College is carrying out research on “impact of environmental factors on the academic performance of learners in Nalwanza Sub-county, Bududa District.” With this therefore, I humbly request you to share with me your insight on the same topic. The information given will be kept confidential and for academic purposes so feel free to share.

(Give an appropriate answer) put a tick (✓) where applicable

A: DEMOGRAPHIC INFORMATION

1. What is your gender?

a) Male

b) Female

2. How old are you?

a) 24-30

b) 31-40

c) 41-50

d) Above 50

4. For how long have you been in this school?

a) Less than 1 year

b) 1 - 6 years

c) Above 6 years

B: PHYSICAL SCHOOL ENVIRONMENT

1) Are the classrooms fitted with windows?

a) Yes

b) No

2) Do you as a teacher teach well?

a) I agree

b) I disagree

c) I strongly disagree

d) I strongly agree

3) Do you like your work?

a) Yes

b) No

c) Some

4) Do you give your learner homework?

a) Yes

b) No

c) Sometimes

5) Do you ask your learners questions?

a) Yes

b) No

c) Sometimes

6) I help my learners with homework?

a) Yes

b) No

c) Rarely

SECTION C: SOCIAL ENVIRONMENT

1) Do students complain about poor working environment at home?

a) Yes

b) No

2) If yes, what does the school do to help sort out this problem?

a) Finish home work at school

b) Sensitize parents

c) Have school barazas

d) Reduce the home work

3) What is the economic status for most of the parents?

a) Below average

b) Average

c) Above average

4) Are some of the students affected by lack of school levies?

a) Yes

b) No

5) Do students sometimes fail to come school?

a) Yes

b) No

6) If yes, what reasons bar them from coming to school? (Tick appropriately)

a) Lack of school uniform

b) Lack of sanitary towels (Girls)

c) Sickness

d) Hunger

e) Domestic chores including searching for water

SECTION C: SOLUTIONS TO CURB THE PROBLEMS

1) Identify the possible solutions to both the physical and social environmental factors in a school (Tick Appropriately)

a) Environmental awareness, protection and management among the learners

b) Including environmental education in the curriculum

c) Recycling projects to be started in schools

2) Do you have enough lights for all the classrooms?

a) Yes

b) No

3) Do you have conducive and sound farcicalities in your school?

a) Yes

b) No

APPENDIX: II

QUESTIONNAIRE FOR LEARNERS

My name is Nabalula Stephen an undergraduate student at Uganda Christian University, Mbale College is carrying out research on “impact of environmental factors on the academic performance of learners in Nalwanza Sub-county, Bududa District.” With this therefore, I humbly request you to share with me your insight on the same topic. The information given will be kept confidential and for academic purposes so feel free to share.

(Give an appropriate answer) put a tick (✓) where applicable

SECTION A: DEMOGRAPHIC INFORMATION

1. What is your gender?

a) Male

b) Female

2. How old are you?

a) 13

b) 14

c) 15

d) Above 15

4. For how long have you been in this school?

a) Less than 1 year

b) 1 - 6 years

c) Above 6 years

SECTION B: SCHOOL ENVIRONMENT

1) Are the classrooms fitted with windows?

a) Yes

b) No

2) Teachers teach well

a) I agree

b) I disagree

c) I strongly disagree

d) I strongly agree

3) Do you like your teachers?

a) Yes

b) No

c) Some

4) Do your teachers give homework?

a) Yes

b) No

c) Sometimes

5) Do you ask your teacher questions?

a) Yes

b) No

c) Sometimes

6) The teacher helps me when I have problems with homework

a) Yes

b) No

c) Rarely

SECTION C: SOCIAL ENVIRONMENT

1) Do your parents quarrel with each other in front of you?

a) Yes

b) No

c) Never

2) Are your parents happy with the kind of friends that you have?

a) Yes

b) No

3) If no, give reasons for their reaction

a) They are school drop outs

b) They are undisciplined

c) They do not perform well

d) They waste a lot of time

4) Are you happy with your school?

a) Yes

b) No

5) If no, why?

a) There is a lot of work

b) I am sent home sometimes

c) I do not perform well

d) The teachers are bad

SECTION C: SOLUTIONS TO CURB THE PROBLEMS

1) Identify the possible solutions to both the physical and social environmental factors in a school (Tick Appropriately)

a) Environmental awareness, protection and management among the learners

b) Including environmental education in the curriculum

c) Recycling projects to be started in schools

2) Do you have enough lights for all the classrooms?

a) Yes

b) No

3) Do you have conducive and sound farcialities in your school?

a) Yes

b) No

4) Are your buildings well-painted with a specious classroom environment that facilitate incidental learning?

a) Yes

b) No

7) If yes, what its impact on academic performance?

a) Poor grades

b) Lowers mean score

c) Students drop out of school

d) Truancy

8) Has your school been drained well with modern terraces?

a) Yes

b) No

9) What other things can you put in place to support children's academic environment? a) 1:1

b) 1: 2

c) 1: 3

THANK YOU SO MUCH

APPENDIX: III

INTERVIEW GUIDE FOR PARENTS

1. Do the classrooms in your school have shutters?
2. Do all the learners sit on desks?
3. How often do the sweep their classrooms?
4. What are some of the physical environmental factors affect the teaching and learning process?
5. How do the social factors affect the learning process in the school?
6. What are some of the remedies put in place the boast the school environment?

Thank you

APPENDIX: IV

INTERVIEW GUIDE FOR HEAD TEACHERS

1. Do the classrooms in your school have shutters?
2. Do all the learners sit on desks?
3. How often do the sweep their classrooms?
4. What are some of the physical environmental factors affect the teaching and learning process?
5. How do the social factors affect the learning process in the school?
7. What are some of the remedies put in place the boast the school environment?

Thank you

APPENDIX: V

Table for Determining Sample Size from a Given Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

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APPENDIX VI

INTRODUCTORY LETTER



UGANDA CHRISTIAN UNIVERSITY
A Centre of Excellence in the Heart of Africa
MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To HEADTEACHER
BUWAKYU PLS



Received Kibareffrance

Dear Sir/Madam,
Re: Academic Research
Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss. NABAWULA STEPHEN

Of Registration Number; RJ22/MUC/BED/025 pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree

He/ she is required to carry out an academic research on the topic

IMPACT OF ENVIRONMENTAL FACTORS ON THE ACADEMIC PERFORMANCE OF LEARNERS IN PRIMARY SCHOOLS OF NALWANZA SUB-COUNTY, BUWAKYU DISTRICT.

and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK) copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,

26 MAR 2024

[Handwritten signature]

Mr. Akampurira Timothy
Academic Registrar

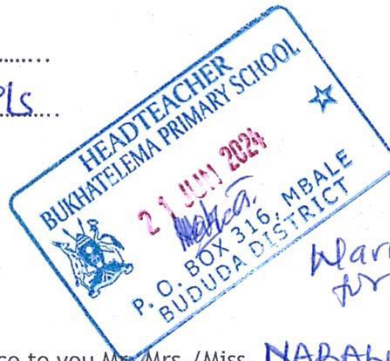


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MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

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*Warmly welcomed
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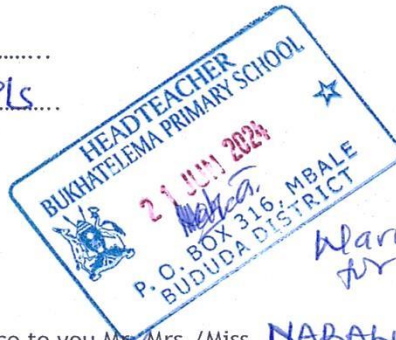


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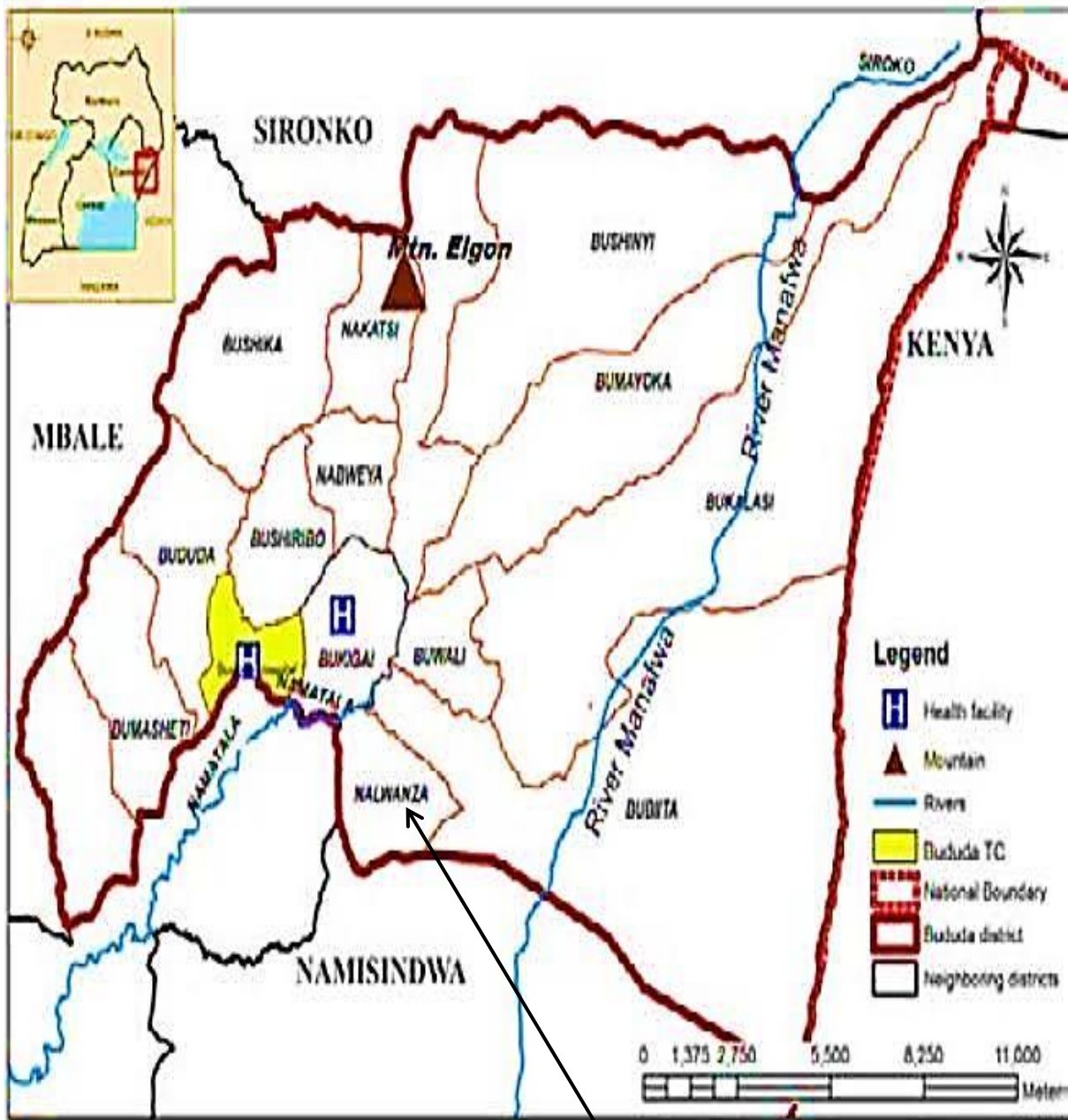
Yours faithfully,

26 MAR 2024

Mr. Akampurira Timothy
Academic Registrar

APPENDIX VII

A MAP OF BUDUDA SHOWING THE AREA OF STUDY



Research area