

**STUDENT'S PERSPECTIVES ON THE INFLUENCE OF SCHOOL  
ENVIRONMENT ON ACADEMIC PERFORMANCE IN IMVEPI REFUGEE  
SETTLEMENT, TEREKO DISTRICT**

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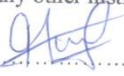


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**DECLARATION**

I, Raphael Baraka Kenyi hereby declare that this is my original work, is not plagiarized and has not been submitted to any other institution for any award.

Signature .....  ..... Date..... 27/05/2025 .....

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**APPROVAL**

The research titled "Students' Perspectives on the Influence of School Environment on Academic performance in Imvepi Refugee Settlement Terego District, Uganda" has been guided and supervised and accepted under my authority and therefore ready for submission to the School of Social Sciences, Uganda Christian University.

Signature... *Jackline Bwire* ..... Date... *27-05-2025* .....

DOCTOR JACKLINE BWIRE

(Academic Supervisor)

## **DEDICATION**

This work is dedicated to my beloved parents Mr. Charles Kenyi and Mrs. Jane Jendia, Joseph Malish Diko and my brother cousin Bidali Stephen for their moral, spiritual and financial support that they rendered to me at all stages of my studies. Your support and care gave me a positive transformation in life and may the almighty God bless you abundantly.

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## Contents

DEDICATION.....	iv
ACKNOWLEDGEMENT .....	v
ABSTRACT .....	ix
Chapter one.....	1
1.0 Introduction.....	1
1.1 Background of the study .....	1
1.2 Statement of the problem. ....	2
1.3 Purpose. ....	2
1.4 Objectives of the study.....	3
1.5 Research questions.....	3
1.6 Scope of the study .....	3
<b>Content scope.</b> .....	3
<b>Time scope.</b> .....	3
<b>Geographical scope.</b> .....	3
1.7 Justification.....	3
1.8 Significance .....	4
1.9 Theoretical framework.....	4
1.11 Conceptual framework.....	5
1.12 Definition of terms.....	6
Chapter two.....	7
Literature review.....	7
2.0 Introduction.....	7
2.1 Students’ perspectives on school infrastructure in relation to their academic performance. ....	7
2.2 Students’ perspectives on extracurricular activities in relation to their academic performance. ....	9
2.3 The students’ perspectives on school management in relation to their academic performance .....	11

2.4 Research gaps.....	12
Chapter three.....	13
Methodology.....	13
3.0 Introduction.....	13
3.1 Research design .....	13
3.2 Area of study.....	13
3.3 Sources of information.....	13
<b>3.3.1 Primary Data Sources.</b> ....	13
<b>3.3.2 Secondary data sources.</b> ....	14
3.4 Population and sampling techniques.....	14
3.5 Procedure for data collection.....	15
3.6 Data collection instruments/methods.....	15
<b>3.6.0 Questionnaire.</b> ....	15
<b>3.6.1 Interviews</b> .....	16
3.7 Quality/error control .....	16
3.8 Data processing and analysis.....	16
3.9 Measurement of variables.....	16
3.10 Ethical considerations.....	16
3.11 Methodological constraints.....	17
3.12 Limitations and Delimitations.....	17
Chapter four.....	18
Data Presentation, Analysis and Interpretation.....	18
4.0 Introduction.....	18
4.1 Response rate .....	18
4.2 Demographic characteristics.....	18
<b>4.2.1 Gender of the respondents</b> .....	18

<b>4.2 .2 Respondents Age</b> .....	19
<b>4.2.3 Class</b> .....	20
4.3 KEY STUDY FINDINGS .....	21
<b>4.3.1 to assess students’ perspectives on school infrastructure in relation to their academic performance</b> .....	21
<b>4.3. 2 the students’ perspectives on extracurricular activities in relation to their academic performance</b> .....	23
<b>4.3.3 Students’ perspectives on school management in relation to their academic performance..</b> 25	
Chapter five.....	28
Summary of Findings, Discussions, Conclusions, Recommendations .....	28
5.0 Introduction.....	28
Summary of Findings .....	28
5.1.1 Students’ perspectives on school infrastructure in relation to their academic performance .....	28
5.1.2 The students’ perspectives on extracurricular activities in relation to their academic performance .....	28
5.1.3 Students’ perspectives on school management in relation to their academic performance .....	29
5.2 Discussions .....	29
5.2.1 Students’ perspectives on school infrastructure in relation to their academic performance .....	29
5.2.2 The students’ perspectives on extracurricular activities in relation to their academic performance .....	30
5.2.3 The Students’ perspectives on school management in relation to their academic performance .....	30
5.3 Conclusion .....	31
5.4 Recommendations.....	31
REFERENCES .....	33
Adesemowo, P. & Olufunmilayo, T. (2022). <i>Basics of Education: The meaning and scope of Education</i> ...	33
APPENDICES .....	35
INTERVIEW GUIDE.....	35
QUESTIONNAIRE .....	37

## **ABSTRACT**

The study investigated student's perspectives on the influence of school environment on academic performance in Imvepi refugee settlement, Terego district. The study was guided by the following objectives: to assess students' perspectives on school infrastructure in relation to their academic performance, to examine students' perspectives on extracurricular activities in relation to their academic performance and to evaluate students' perspectives on school management in relation to their academic performance.

The study was guided by the descriptive survey research design since it involves the use of questionnaires and observation; it also describes the perception, attitude, and pattern in the population.

The students perceived school infrastructure to positively impacting students' ability to learn and concentrate (67%), good classroom size (58.5%) and the availability of learning resources such as textbooks, computers and libraries and their contribution to the students' achievement at school (58.4%) and the quality of classroom facilities such as temperature, lighting and seating arrangement (68.2%). Generally, the students had a positive impression with the school infrastructure in relation to their academic performance. Generally, most of the students believed that extracurricular activities in schools could better their academic performance.

It can be concluded that students' perspectives on the influence of school environment and academic performance in Imvepi Refugee Settlement Terego District were positive. Generally, the effect of the aspects of school environment were moderate though there a few areas that need improvement basing on the student's opinions.

The study recommended that the education officers in charge of Imvepi Refugee Settlement should lobby for education resources like computers to enhance effective teaching and learning.

there is need to organize leadership capacity workshops for head teachers so as to equip them with effective leadership styles that can inspire teachers to meet the student's educational goals.

## Chapter one

### 1.0 Introduction

Academic performance in Imvepi Refugee Settlement Camp Terego District is affected by numerous challenges. This study aims to explore students' perceptive on the influence of school environment on the academic performance of students; gaining an in-depth knowledge of these impacts will help in developing effective academic and educational strategies.

### 1.1 Background of the study

Education is a powerful tool that has shaped society for a long time and has influenced and shaped a person's entire life. It is important to note that education is not the same as schooling; schooling is only one method of providing education, whereas education deals with the entire process of human learning through which knowledge is imparted, faculties are trained, and different skills are developed. Education can also be defined as the act of teaching or applying discipline to the mind or the process of character training (Adesemowo & Tumininu 2022). During their early years, many students spend the majority of their lives in school, which involves learning and applying knowledge.

According to Akande (2015), learning can happen as a result of interactions with one's surroundings. Here, "environment" refers to the space and resources that facilitate education; examples of these include textbooks, computers, libraries, and furniture that are essential to learning.

Both the 1951 Convention relating to the Status of Refugees and the 1989 Convention on the Rights of the Child recognize education as a fundamental human right. Additionally, education is vital in promoting social cohesiveness, meeting psychosocial needs, and offering a secure and stable environment to those who most require it during displacement.

According to Amanchukwu & Olulube (2015), school facilities are educational resources that allow a skilled teacher to attain a level of instructional effectiveness that surpasses what is feasible when those resources are unavailable. These resources can include a variety of tools and resources that support teaching and learning. They are made up of land, structures, playgrounds, school farms, labs, assembly halls, classrooms, flip charts for slides, and more.

## **1.2 Statement of the problem.**

Students perform better academically when they concentrate and study in conducive and favorable school environments that are well-equipped with learning and study materials. School environment notably influences the academic performance of students when they interact and engage with qualified teachers, this encourages student participation and achievement. School setting is supposed to be equipped with essential facilities and resources that support and foster academic success. High academic attainment can be obtained by providing a pleasant environment and other physical amenities like restrooms and playgrounds (Hunter, 2006).

However, lack of instructional facilities, poor infrastructure, and inadequate teacher support can negatively impact students' academic performance. Classrooms are overcrowded and too small to accommodate all the learners hence teachers find it hard to effectively engage and monitor learners in class. Many schools do not have enough furniture to cater to the students as a result they boycott lessons which leads to failure and poor academic performance. Teachers' effectiveness and academic performance are affected by classrooms with many students since it has issues of a loud noise level and hot atmosphere. Outdated infrastructure with poor air quality, temperature, lighting, and leaking roofs makes teaching and learning uninteresting (Wargocki, 2017).

Many scholars have written about the academic performance of students, but study mainly focuses on students' perceptive on school environment and it influences the academic performance of students. The core issue or the problem is that academic performance cannot be completely connected to the individual intelligence and competence of teachers however school environment plays a significant role in determining students' outcomes. Efforts have been put in place to improve teaching and have a better curriculum but still, students continue to perform poorly. To improve the academic performance of students more emphasis should be put on identifying a specific environment that influences academic performance and future interventions to improve student academic performance.

## **1.3 Purpose.**

The main aim of the study was to find out students' perspectives on the influence of school environment and academic performance in Invepi Refugee Settlement Terego District,

Uganda.

#### **1.4 Objectives of the study.**

1. To assess students' perspectives on school infrastructure in relation to their academic performance.
2. To examine students' perspectives on extracurricular activities in relation to their academic performance
3. To evaluate students' perspectives on school management in relation to their academic performance.

#### **1.5 Research questions.**

1. What are the students' perspectives on school infrastructure in relation to their academic performance?
2. What are the students' perspectives on extracurricular activities in relation to their academic performance?
3. What are the students' perspectives on school management academic performance?

#### **1.6 Scope of the study**

**Content scope.** This study explained and focused on Students 'perspectives on the influence of the school environment on the academic performance of and it was guided by three objectives.

**Time scope.** The study was guided by scholarly literature and information about students' perceptive on school environment and academic performance within the years 2014-2024 in reviewing this study.

**Geographical scope.** The study was carried out in the Imvepi Refugee Settlement Camp located in Odupi sub-county; Terego District carved out of Arua district in the 2020 West Nile sub-region of Northern Uganda.

#### **1.7 Justification**

The study was carried out to provide practical solutions to create and enhance the school

environment to improve student academic performance. School environment is an important aspect as far as student academic performance is concerned. Many factors contribute to academic performance in school, but this study aims to provide a supportive and favorable school environment that is enhanced with well-appropriate and essential learning materials and facilities. So that students are focused, concentrate on their education, and effectively interact with their teachers to achieve high academic attainment and perform better academically in a supportive environment that facilitates learning.

### **1.8 Significance**

The findings of this study were of great importance to parents, school administrators, policy makers and social workers.

**Parents.** The findings of this study will be of benefit to parents informing school choice of their children, the study on school environment and academic performance will ease parent's decision-making process in choosing schools that are well equipped with infrastructures and facilities that support studies and learning.

**School administrators.** The findings of the study provided insights for school administrators in resource allocation; it will help them to allocate limited resources like teachers, funds, and facilities to have a positive, conducive learning environment for the students.

**Social workers.** The results of the research enabled social workers to work and collaborate with school administrators, teachers, and parents to formulate and implement plans for improving the whole school climate and facilities that aid student learning.

**Policymakers.** The findings of the study equipped policy makers with this research evidence to inform policy decisions and reforms by offering interventions, and strategies and prioritizing educational policies aimed at creating supportive and conducive school environments for learning.

### **1.9 Theoretical framework.**

The study was guided by the school climate theory. The theory was developed by Gregory,

Cornell, and Fan (2011). The theory presumes that various factors create a school environment and learning. This includes academic programs and activities that have an impact on the cognitive, behavioral, and psychological development of students. The school environment has direct and indirect effects on student's academic attainment and outcomes. (Gregory, Cornell, & Fan 2011).

According to the school climate theory, student growth and academic achievement are influenced by the general environment of a school as viewed by both teachers and students. It covers a wide range of topics, including student and staff morale, school satisfaction, and the psychological environment in the classroom.

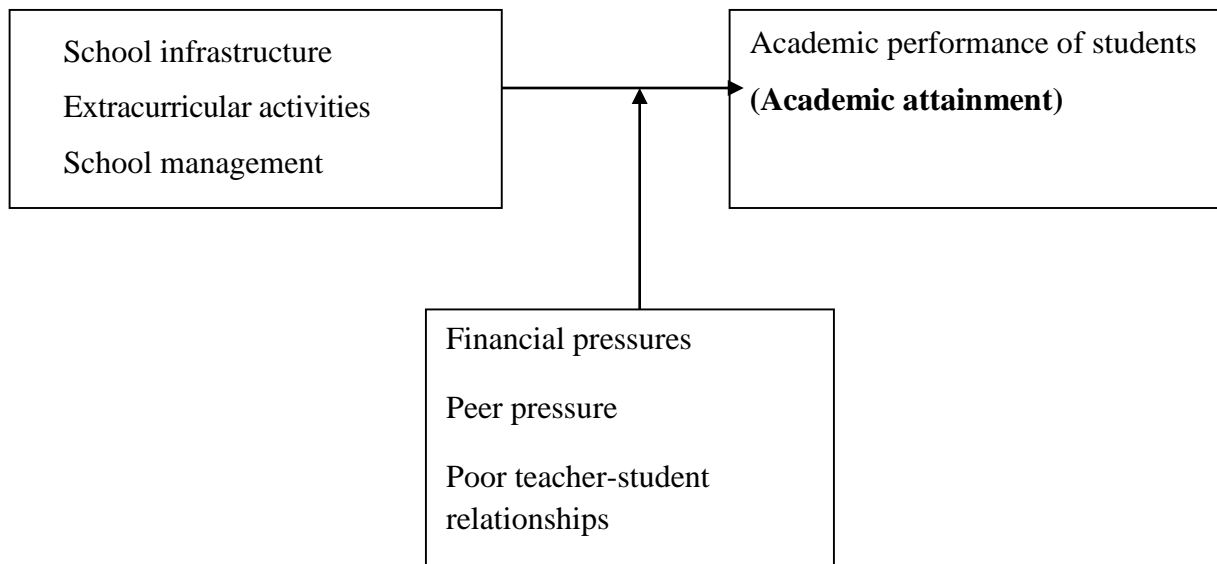
It has been discovered that a supportive school environment benefits kids' emotional and physical well-being, personality development, drive to learn, self-awareness, and self-control. A supportive and consistent work environment from teachers, student autonomy, academic support, pleasant peer connections, disciplinary rigor, and cooperative peer learning are all factors that contribute to a positive school climate. A positive school climate creates an atmosphere for students to express themselves, a conducive school learning environment will improve the academic outcomes of students, and the opposite is true.

### **1.11 Conceptual framework.**

The independent variable of this study is the students' perceptive on school environment and it is broken into extracurricular activities, school infrastructure, and school management. The dependent variable is the academic performance of students. The conceptual framework is drawn below.

## Independent variable

## dependent variable



### 1.12 Definition of terms.

**School environment.** Refers to the physical, social, and academic aspects of a school setting that can influence student's learning, behavior, and overall wellbeing

**Academic performance.** A student's achievement after completing a course or subject from an institution.

**Student.** A person is enrolled in a school or other educational institution to learn and acquire Knowledge.

**School infrastructures.** These are facilities that guides learning, teaching and practical

**Extracurricular activities.** These are activities take place outside classroom and not are designed in the tradition curriculum of the school.

**School management.** This is the process of running the school and it encompasses policies, planning, human resource and staff management.

## **Chapter two**

### **Literature review**

#### **2.0 Introduction**

This chapter explains and describes scholarly information from journals, books, and websites that are relevant to the study. To understand the relationship between the school environment and academic performance of students including the research gaps.

#### **2.1 Students' perspectives on school infrastructure in relation to their academic performance.**

A school infrastructure notably classroom is an important place in a school setting where the teaching and learning process takes place. A classroom should be equipped with necessary instructional materials that aid and facilitate learning and studies, a conducive classroom atmosphere that accommodates all students with enough space for open discussion, and furniture movement of students and teachers to facilitate participatory and interactive learning.

Overcrowding, classes in Imvepi refugee camp have an average of 100 students exceeding the required teacher-student ratio (UNHCR, 2020). A teacher in Imvepi refugee settlement justified that he has 120 students in a classroom making it hard to effectively engage and provide individualized attention to each student. Large classes with many students have issues with increased noise levels and teachers may struggle to maintain order in the class, this can hinder effective participation and ultimately lead to poor academic outcomes. According to Schorn (2014), teachers who small class sizes have time dedicated to reading, grading, and giving written feedback per student, this process helps teachers to check on the progress of the children.

Classroom setting plays a significant role in shaping students, outcomes, experiences, and learning. Class, classrooms with physical space, teacher-student interactions, and good instructional methods impact student teaching (Cargirgan et al., 2021). Students perform well if they embrace teacher-student relationships since they are in a position to meet their tutors once they fail to comprehend whatever is taught in class. Small class size facilitates effective learning since it has enough physical space that enable students to conduct face-to-face

discussions, ultimately contributing to better academic performance of students in class. Small classes more easily lend themselves to active and individualized learning for students, which varies greatly from the typical lecture method used in many larger courses (Benton & Pallet, 2013). Teachers who teach in small classes have time to provide individualized learning and feedback to students compared to large class sizes. The student's academic and educational needs are catered for by their tutor since in small classes teachers can meet the demands of the student during their free time.

Baafi (2020) remarked that noise was another reason for class distraction and it was associated with a bigger class size. Teachers may struggle to engage learners in a noisy classroom as far as learning and teaching are concerned, students on the other side struggle to listen to their teacher during teaching and learning sessions. Large classroom size has issues with noise pollution due to the many students in class, students may not be attentive in class and the rate of concentration and comprehension will be low hence imparting student educational and learning outcomes.

School infrastructures are facilities used for delivering, instructing, and teaching learners, these include classrooms, computer laboratories, science laboratories, libraries, and playgrounds. These facilities are used for carrying out practical learning. A school must have these facilities, they play a very important role in the life of a student to gain new skills and carry out research to supplement whatever is taught in class. Sometimes students understand and comprehend work easily when is done practically. Inadequate instructional facilities have an impact on the academic outcomes of the students because science subjects require practical experiments.

Dilbil and Basaran (2017) remarked that playgrounds in school assuredly affect cognitive development and levels of attachment of children to school. Studies require rest, and refreshment, students who have time and play after a hectic day of studying may perform well compared to those who do not. Physical exercise helps students to acquire high retention memory and capacity, which aids decision-making and thinking. This will eventually contribute to better academic outcomes. Schools that have playgrounds keep children in school because are emotionally bonded and connected with friends hence not missing classes.

According to the United Nations High Commissioner for Refugees (UNHCR), report (2016). Stated that the need for schools for classrooms, libraries, and basic facilities existing in schools.

The availability and provision of these facilities will increase student enrolment and academic performance. Students struggle academically in schools where libraries have a shortage of textbooks and science laboratories with no equipment for practical. They will not be able to experiment and conduct self-learning and research, which negatively affects academic performance.

Jato (2014) remarked school library impacts students' academics positively since it provides a quiet place for studies. Students comprehend concepts easily in a room that is quiet and conducive to mental concentration. Students who study in a quiet place grasp concept more easily than those who study in noisy environments, thus poor academic performance. According to Hilts (2016), school libraries provide students with a variety of textbooks to supplement information acquired from class, this enables learners to have adequate information to carry out and do assignments given by teachers on their own. Schools that lack well-stocked libraries impact students' academics negatively since there is a lack of references and inadequate information to supplement the work given to the teacher.

Libraries create a space and environment for learning for both small groups and large groups, students and teachers who are interested in research and need information, Chorum et al (2016). A library also provides opportunities to subscribe to clubs like book clubs, they host events like author visits, teaching how to reference and find books relevant to students for their studies, this will boost the reading culture of students and ultimately contribute to better academic outcomes

## **2.2 Students' perspectives on extracurricular activities in relation to their academic performance.**

Yildiz (2015) defined extracurricular activities carried out in class or outside class but do not belong to the tradition curriculum of the school or the country. Extracurricular activities like sports, music dance and drama, clubs like debate club, science club and peace club create opportunities for students to develop self-esteem, confidence and improve e on their mental health. These activities outside classroom that are not enshrined in the curriculum are important

are as far academic excellence is concerned.

Siddiqi (2018) remarked that extracurricular activities foster sense engagement and involvement. This encourages students to proactively participate in sports and music dance and drama and eventually leading to better academic performance. Sitting in class from morning up to evening learning may cause fatigue and tiredness. Involvement in sports relaxes the body and hence makes it easy to concentrate and revise. Students who participate in any of the extracurricular activities prosper in academics (Pros et al; 2015). Participation in extracurricular activities have academic and social benefits, students who participate and engage freely in activities outside class obtain friends who may help them in interpreting and solving puzzles. This kind of interaction and socialization enhance their attention skills which is vital in solving puzzles and area of mathematics where lot reasoning demands an effort.

Putting more time in extracurricular activities especially sports can result into worse marks than balanced physical activity which may relate to better academic outcomes (Clariana et al; 2015, Pros et al; 2015). Students who spend a lot of time in extracurricular activities like sports may perform poorly because they have limited time for studies and concentration. On the other hand, students who have minimal time for sports may perform better since they have enough to carry out research and revise. Kanar and Bouckenoghe (2021) students who engage in extracurricular activities acquire high grades; these students have diminished possibility to use abuse drugs and alcohol, commit crime at the school. This will lead to exceptional learning adaptation; more days attended in school hence better academic performance.

As remarked by Ortolano (2016), extracurricular activities have a vital role in student team work and collaboration. Students who engage in some type of extracurricular activity find it easy to work with other colleagues when it comes group discussion. This kind of collaboration helps in improving the student's interest in learning and education and their ability to build sound reasoning. If students are given chance to participate in extracurricular activities proactively, their zeal to study increases and ultimately academic performance may improve. Students who engage in extracurricular activities have high chances for active participation (King et al; 2021). They are active in interactive mode of teaching where students are required to provide insights. Distinct extracurricular activities have their importance for examples debate clubs helps students to come up with opinions and counter reasons (Ramey, Lawford &

Rose Krasnor, 2019). In the new curriculum, teaching and learning involves case studies and practical work which requires reasoning. Studies who take part in debates may perform better than others.

### **2.3 The students' perspectives on school management in relation to their academic performance**

Paul Monroe (1913) defined school management as a body of educational doctrine, comprises of principles and precepts relating primarily to the technique classroom procedure, and derived largely from the practice of successful teachers. School management encompasses a variety of concepts; these include staff management, student enrolment, compliance and policy, leadership, facility management and curriculum development to mention but a few. Running the school effectively and efficiently also contributes to better academic performance.

Liebowitz (2019) remarked that students perform well when heads of school prioritize proper guidance and counseling. Students have many academic stressors and issues they navigate through in school. Setting up guidance and counseling centers and sessions for students have a positive impact on the students as far academic attainment is concerned. Heads of school and class teachers in particular should offer proper guidance on teaching and learning so that they deal teachers with academic issues and strengthen rules and regulations and promoting team work.

School head teachers being the head of the school, they play a vital role in promoting academic performance (Muia 2018). School principals formulate policies and teachers formulate policies into action. Good policies formulated by the school management will yield into better academic performance. Ineffective leaders and poor school management would contribute and lead to deterioration in academic progress. Mwangi (2016) found out that school managers should participate in the accomplishment of quality management. They should draft and formulate vision, strengthen values by considering set goals, allow flow of communication, ensure that staffs are trained and provide necessary resources for educational programs and carryout supervision to track on the progress of the school; this may ultimately lead to better academic performance.

Kapur (2018) remarked by teachers are interested and motivated to teach when schools provide incentives to teachers, this will equally make students motivated to learn by their tutors. If a

teacher motivates a learner to study this will increase anxiety since the learner wanted to meet the demands of the person motivating him or her. This may lead to high expectations in tests and examinations. Hence a lot of effort would be needed and contemplating about the consequences of not meeting the demands thus leading to better academic outcomes. School supervision makes teacher to work towards academic performance and teaching (Tan 2018). Teachers who are supervised daily by head of departments may not miss classes hence providing individualized support to supports and completing syllabus on time. According to Jengo (2016) students perform better when heads of schools conduct supervision on teaching and learning, implementing school rules and regulations, spending a quality time in school to deal with academic concerns and issues and assign duties and tasks to teachers this will promote teamwork among teachers. This will ultimately contribute to better academic outcomes

#### **2.4 Research gaps.**

According to the review of the literature for the first objective that is students' perceptives on school infrastructure in relation to academic performance. Most authors are interested on the influence of small class size on academic outcomes of students, but he studies aims at exploring small class size and large class size influence learning and academic performance of students.

Most of the literatures have contextual differences, the literatures are from different countries and may reflect the exact the problem on the ground, another gap in reviewing literature most of the authors did not indicate that ideal number of students in a class being a small class and a large class size.

## **Chapter three**

### **Methodology**

#### **3.0 Introduction.**

This chapter covers research design, area of study, sources of information, population, sampling techniques, procedure for data collection, data collection instruments, data processing and analysis, methodological constraints, and ethical considerations.

#### **3.1 Research design**

This study utilized descriptive survey research design since it involves the use of questionnaires and observation; it also describes the perception, attitude, and pattern in the population. The research design will be centered on qualitative and quantitative research since it involves collecting data through verbal communication, telling stories, experiences, and expression of feelings and use of numbers and figures to represent data. Data will be collected a school to find out how infrastructures contributed to academic performance of students.

#### **3.2 Area of study**

The study was carried out in the Imvepi Refugee Settlement camp located in the Odupi sub-county of Terego District. Terego District was carved out of Arua District in 2020, West Nile sub-region, Northern Uganda. Since most of the schools in the Imvepi Refugee settlement have semi-permanent structures, the school enrolment is low, academic performance is poor and dropout rates are high. Imvepi Refugee Settlement camp is a home to people who left their home country South Sudan due to conflicts instigated by hatred and dictatorship. Among the challenges faced by refugees was lack of access to education which is connected to the school environment and its impact on academic attainment by the refugee students.

#### **3.3 Sources of information.**

The researcher collected information and data from primary and secondary sources.

##### **3.3.1 Primary Data Sources.**

The researcher collected and gathered primary data from the field of study through

observation, interviewing, and use of questionnaires.

### **3.3.2 Secondary data sources.**

The researcher obtained data and information from newspapers, journals, textbooks, websites, and organizational reports that are relevant to the study. Secondary data will be obtained from reviewing existing pieces of literature about the students' perceptiveness on school environment and the academic performance of students.

### **3.4 Population and sampling techniques.**

Population is the total number of items and elements from which a sample is drawn to be studied. According to Creswell (2018), a population is a group of individuals, objects, or items taken to measure the sample. In this study population will be students of Imvepi Secondary School. In obtaining a sample for the study I will use purposive sampling, according to Creswell (2014) purposeful sampling involves selecting participants you believe that they might contribute something to your analysis. The researcher will select participants basing the specific purpose of the research and judgment. Stratified random sampling will be used in the study. The population will be divided into strata (class) and a random sampling is applied in each stratum to act as the representative of the entire population.

The sample size will be determined using Yamane's formula

$$n = \frac{N}{1 + N(e^2)}$$

where N= population

$$n = \frac{592}{1 + 592(0.05^2)}$$

n= sample

$$n = \frac{592}{1 + 1.48}$$

e= margin of error

$$n = 239$$

Class	Population	percentage	Sample
S.1	262	44.2	106
S.2	180	30.4	73
S.3	120	20.3	49
S.5	30	5.1	11
Total	592	100%	239

### **3.5 Procedure for data collection**

The researcher distributed questionnaires to the selected individuals in paper form, and provide explicit directions on how to complete the questionnaire, the aim of the study, and promises of confidentiality. The researcher also provided support or clarification to participants who had any questions or difficulties completing the questionnaire. Set a reasonable timeframe for participants to return their completed questionnaires and follow up with non-respondents to increase the response rate.

### **3.6 Data collection instruments/methods.**

#### **3.6.0 Questionnaire.**

The researcher used a questionnaire to collect and gather information from respondents. A questionnaire is a carefully designed form consisting of interrelated questions prepared by the researcher about the research problem under investigation, based on the objectives of the study (Amin, 2005). Questionnaires were given and distributed to students because they are convenient and address issues of confidentiality.

The interview guide, the researcher drafted questions that are in line with the objectives of the study and identified respondents based on the topic, the researcher started with some talk to create rapport so that the respondents feel safe then conducted one on one interaction with the respondent, recorded relevant information and took notes. The researcher transformed the recording into texts, identified patterns and responses to generate findings that suits objectives and implications of the study.

### **3.6.1 Interviews**

The researcher used an interview guide; interviews are structured questions and conversations between the respondents and the researcher. The researcher asked questions and the participant responded to provide insights, perceptions and experiences relevant to the topic of study. It built a rapport with the respondent and provided in depth information about the topic.

### **3.7 Quality/error control**

To ensure reliable and quality data, interpreters were trained and measures such as pilot testing of instruments will used to get accurate and reliable data, thorough techniques of data analysis will have used to validate findings.

### **3.8 Data processing and analysis.**

This process included a series of processes such as data collecting, editing, and interpretation following data acquisition. The qualitative data was analyzed by thematic analysis, which involves identifying themes for understanding and gaining the feelings, perceptions, and behaviors of participants. It allowed researchers to get a piece of in-depth knowledge and insights about the behaviors and experiences of the respondents. The data collected was sorted by identifying missing values and inconsistencies in data and converted data into a format that enabled easy manipulation and analysis. The quantitative data obtained was examined and analyzed using statistical techniques provided in forms of tables, proportions and percentages and descriptive statistics that involved use of mean, median and standard deviation

### **3.9 Measurement of variables.**

Measurements is the process of assigning numbers to varying degrees of observation, views and attitude toward variables and the level of measurements is a result of the rules under which the numbers are allocated (Kothari, 20007). For the questionnaire that was used in this study, the variables were school infrastructure, extracurricular and school management. Likert scale was used where strongly disagree=1. Disagree=2 neutral=3 agree=4 strongly agree=5.

### **3.10 Ethical considerations.**

The study was being guided by ethical principles and guidelines such as informed consent Ethical guidelines, including informed consent, confidentiality, and voluntary participation, was strictly adhered to throughout the research process. Approval was sought from relevant

authorities and ethical review boards.

**Informed consent.** The researcher first sought permission from the respondent and explained the purpose of carrying out the study.

**Confidentiality.** The information that was collected from the respondent was kept confidential and was not leaked to a third party.

**Voluntary participation.** Respondents were not forced to participate in the study.

### **3.11 Methodological constraints.**

These are limits within your research process, how you gather and interpret data, which limit or qualify the validity of the end conclusions. The challenges that affect the validity and reliability of the research include non-compliance and low turn-up by participants to fill in the questionnaire, research facilitation cost, and bias in selecting a suitable sample to represent the entire population may affect the reliability and validity of research findings.

### **3.12 Limitations and Delimitations.**

The study was affected by several limitations that included failure to interpret questions asked in the questionnaire, and failure to interpret questions and concepts correctly leading to giving wrong and inappropriate responses. The researcher dedicated his time to interpret and explain all the questions and concepts used in the questionnaire to the respondents.

Financial constraints, facilitation of research assistants and the data collection process was hindered the data collection process. The researcher sought financial support from friends of goodwill and relatives.

Some respondents were unwilling to participate and give data that will be used for the study. This was overcome by explaining the purpose of the research, creating a friendly atmosphere for respondents, and ensuring data security so that the respondent's information was not leaked to other people.

## Chapter four

### Data Presentation, Analysis and Interpretation

#### 4.0 Introduction

This chapter consist of findings from students about their perspectives on the influence of school environment on academic performance of students in Imvepi Refugee Settlement Terego District, Uganda. The findings in this chapter are represented in form of tables showing frequency, percent and cumulative percentage. The findings from this chapter reflects the objectives of the study.

#### 4.1 Response rate

Response rate is the proportion of the sample that participated as intended in all the research procedures. Out of the 239 questionnaires administered to the students, 176 of them were returned. The response rate computation was presented in table 1 below.

**Table 1: response rate**

Target number of respondents	Actual number reached	Response rate in percentage
239	176	73.6%

#### *Primary data 2024*

The study response rate was 73.6% which was deemed adequate for the study as recommended by Amin 2005.

#### 4.2 Demographic characteristics

This section was segmented into; gender, age of respondents and class of respondents. The demographic information was included to represent the larger population and draw some meaningful insights.

##### 4.2.1 Gender of the respondents

The table below shows the gender of the respondents who took part in the study. Both females and males took part in the study as shown below.

**Table 2: Gender**

S/N	Gender	Frequency	Percent	Cumulative percentage
1	Male	96	54.5	54.5
2	Female	80	45.4	100
	<b>Total</b>	176	100	

**Source: Primary data 2024**

According to the findings in table 1 indicate that majority of the respondents 54.5% were male and 45.4% females. Therefore, more males participated in the study compared to the number of females.

#### **4.2 .2 Respondents Age**

The age of the respondents was segmented into five age categories; 10-15 years, 16-20 years, 21-25 years and 26 years and above as indicated and shown in table 2.

**Table 3: Age**

s/n	Age	Frequency	Percent	Cumulative percentage
1	10-15	67	38	38
2	16-20	102	57.9	95.9
3	21-25	07	4	100
4	26 above	00	00	100
	<b>Total</b>	176	100	

**Source: Primary data 2024**

According to the findings in table 2 shows majority of the respondents 57.9% were in age category 16-20 years illustrated by, followed by 38% in the age range of 10-15 years and only 4% were in the age range of 21-25 year.

### 4.2.3 Class

The table below shows classes who participated in the study namely S.1, S.2, S.3 and S.5

**Table 3: Class**

s/n	Class	Frequency	Percent	Cumulative percentage
1	S.1	46	26.1	33.3
2	S.2	40	22.7	56.6
3	S.3	45	25.6	73.3
4	S.5	45	25.6	100
	Total	176	100	

**Source: Primary data**

According to the findings in table3 shows that majority of the respondents 26.1% were from S.1, followed by S.5 and s.3 represented by 25.6% respectively, then followed by S.2 represented by 22.7%.

### 4.3 KEY STUDY FINDINGS

The findings of the study were presented objective by objective and were in line with the research questions.

#### 4.3.1 to assess students' perspectives on school infrastructure in relation to their academic performance

This was first objective of study and the findings were illustrated in the table below

**Table 5: Descriptive statistics on students' perspectives on school infrastructure in relation to their academic performance (n=176)**

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly disagree	
	Fre q	%	Fre q	%	Freq	%	Freq	%	Freq	%
The school provides textbooks and other learning materials like computers	32	18.2%	57	32.4%	11	6.2	43	24.4	33	18.85
The school infrastructure positively impacts your ability to learn and concentrate	44	25%	74	42	14	8.0	33	18.8	11	6.2
The classroom sizes are good for learning and teaching	38	21.6%	65	36.9	24	13.6	26	14.9	24	13.6

The availability of learning resources such as textbooks, computers and libraries contribute to my achievement at school	77	43.7	26	14.7	13	7.4	32	18.2	29	16.5
The quality of classroom facilities such as temperature, lighting and seating arrangement positively affects my capacity to study	38	26.7	73	41.5	19	10.8	37	21	10	5.7

**Source: Primary data 2024**

In regard to the statement does the school provide textbooks and other learning like computers 50.6% of the respondents agreed as opposed to 43% who disagreed with the statements.

On the school infrastructure positively impacting students' ability to learn and concentrate 67% of the respondents were in agreement as opposed 25% who disagreed. This implies that the students' perception was positive.

In relation to the classroom sizes being good for learning and teaching most of the respondents 58.5% agreed with the statement as opposed to 28.5% who disagreed with the statement. This reflects that the students perceived the class room size as good for teaching and learning.

Furthermore, the availability of learning resources such as textbooks, computers and libraries and their contribution to the students' achievement at school was assessed, 58.4% of the respondents agreed while 34.75% disagreed.

Finally, in regard to the quality of classroom facilities such as temperature, lighting and seating arrangement positively affecting the students' capacity to study, 68.2% of the

respondents agreed with the statement as opposed to 26.7% who disagreed with the statement.

Generally, the students had apposite impression with the school infrastructure in relation to their academic performance.

**To complement some of the respondents were interviewed**

**One of the students interviewed said** “*in our school we have computers and computer laboratories, the teachers teach both theory and practical. The hands-on practical skills make us to enjoy learning* “

Another student “*said in my opinion school infrastructure motivates students to learn and make discoveries* “

One asserted that “*school libraries help students to read conveniently and do more research on concepts they don’t comprehend easily in class and also help students to widen their knowledge by reading different types of textbooks. Computer labs helps students to online studies and research*”.

**4.3. 2 the students’ perspectives on extracurricular activities in relation to their academic performance**

This was the second objective of the study and the findings were demonstrated in the table below

**Table 6: Descriptive statistics on students’ perspectives on extracurricular activities in relation to their academic performance. (n=176)**

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly disagree	
	Fre q	%	freq	%	freq	%	Fre q	%	freq	%
engaging in extracurricular activities has improved students’	27	15.3	66	37.5	13	7.4	25	14.2	45	25.6

academic performance										
I successfully manage and balance my time well between activities outside class and academic responsibility	21	11.9	87	49.4	14	7.9	26	14.8	28	15.9
Participating in extracurricular activities has increased my motivation to perform well in school	24	13.6	89	50.6	21	11.9	16	9.1	26	14.8
Extracurricular activities assist me build abilities that can benefit my academic performance	36	20.4	67	38.1	14	7.9	33	18.8	26	14.8
I believe students should be given time to engage in extracurricular activities	43	24.4	74	42.5	12	6.8	21	11.9	26	14.8

**Source: Primary data 2024**

The findings in table 6 above revealed mixed reactions on students' perspectives on extracurricular activities in relation to their academic performance.

In regard to engaging in extracurricular activities has improved students' academic performance, most of the students 52.8% agreed with the statement while 39.8% disagreed. This indicates that the students' involvement in extracurricular activities positively influenced their academic performance.

As to whether students successfully manage and balance their time well between activities outside class and academic responsibility 61.3% of the respondents were in agreement as opposed to 31.7% who disagreed.

In regard to students Participating in extracurricular activities increasing student’s motivation to perform well in school, a majority of the respondents 64.2% agreed as opposed to only 23.9% who disagreed with the statement.

As to whether students were given time to engage in extracurricular activities, most of the respondents 66.9% were in agreement as opposed to 26.7% who disagreed with the statement. Generally, most of the students believed that extracurricular activities in schools could better their academic performance.

**Some of the students interviewed had different opinions:**

**One of the students said** *“in our school specific time is allocated to extra- curricular activities, every learner must choose his /her area of interest and participate actively, this is meant to refresh the students’ minds and make the brain rest”*.

Another student said *“extracurricular activities have helped students develop social skills and their talents that have led to academic success and talent development “*

Another replied. *“Debates influenced his academics positively since it helps him to engage in a team as far as academics is concerned”*

In the interview one student remarked that *“participating in school’s sports boosted his morale to continue studying because he got many friends who help him academic related issues.*

One asserted that *Playing football and participating in physical activities helped him to relieve stress, feel fresh and have a good reading time which contributed positively to his academics”*.

**4.3.3 Students’ perspectives on school management in relation to their academic performance**

**Table 7: Descriptive statistics on students’ perspectives on school management in relation to their academic performance. (n=176)**

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly disagree	
	Fre q	%	Fre q	%	fre q	%	freq	%	freq	%

The school management supervise teachers' daily	32	18.1	82	46.5	23	13.1	30	17.0	9	5.1
The school administrators promote a positive and a good learning environment	39	22.2	77	43.7	13	7.4	31	17.6	16	9.1
school management seeks feedback from students about academic programs and rules	19	10.8	92	52.3	16	9.1	30	17.0	19	10.8
The school management supports teachers in providing high quality education	43	24.4	82	46.6	14	11.9	21	11.9	16	9.1
School administration provides enough resources and help learners who are failing academically	32	18.2	28	15.9	14	8	79	44.9	23	13.1

**Source: Primary data 2024**

Table 7 above presents the findings on students' perspectives on school management in relation to their academic performance.

In regard to the school management supervising teachers' daily a majority of the respondents 64.6% were in agreement while only 22.1% disagreed. This implies that school management was supervising teachers for the benefit of the students.

In relation to the school administrators promoting a positive and a good learning environment. A majority of the respondents 65.9% agreed with the statement as opposed to 26.7% who disagreed with the statement. This is evidence that school administrators promote a positive and a good learning environment for the students.

In regard to the school management seeking for feedback from students about academic programs and rules 63.1% of the respondents agreed as opposed to 27.8% who disagreed.

Finally, in relation to School administration providing enough resources and helping learners who are failing academically 34.1% of the respondents agreed as opposed to 58% who disagreed. This indicates that school administrators were not fully helping learners who are failing academically.

During interviews some of the students had this to say “

One of the students said “*in my school there is good school community relations and the parents are supporting school administrators in monitoring students' academic performance*”

Another student said “*in my school the management has set academic standard and students who excel are given rewards and bursaries and this has promoted academic excellence in the school*”

One student also said that “*the school administration offered counselling sessions and helped students who have personal issues and it gave them courage to continue with studies*”.

## **Chapter five**

### **Summary of Findings, Discussions, Conclusions, Recommendations**

#### **5.0 Introduction**

This chapter presents the discussion of the major findings, in relation with the background and literature review. The researcher's personal views are also included arising observation and interpretation of situations encountered during the study. The conclusions are given based on the findings and consequently, recommendations were made based on the conclusions.

#### **Summary of Findings**

##### **5.1.1 Students' perspectives on school infrastructure in relation to their academic performance**

The students perceived school infrastructure to positively impacting students' ability to learn and concentrate (67%), good classroom size (58.5%) and the availability of learning resources such as textbooks, computers and libraries and their contribution to the students' achievement at school (58.4%) and the quality of classroom facilities such as temperature, lighting and seating arrangement (68.2%). Generally, the students had apposite impression with the school infrastructure in relation to their academic performance.

The qualitative findings also revealed that the school had computers and computer laboratories, the teachers taught both theory and practicals. However, the classrooms were congested due to high pupil to teacher ratio which contributed to limited teacher – pupil interaction.

##### **5.1.2 The students' perspectives on extracurricular activities in relation to their academic performance**

From the analysis of the responses to various statements the study established those extracurricular activities had improved students' academic performance (52.8%), students had successfully managed and balance their time well between activities outside class and academic responsibility (61.3%) and students Participating in extracurricular activities increased students motivation to perform well in school (64.2%). Generally, most of the students believed that extracurricular activities in schools could better their academic performance.

From the qualitative analysis it was established that the school had allocated specific time for

extra- curricular activities and extracurricular activities had helped students develop social skills and talents that had led to academic success.

### **5.1.3 Students' perspectives on school management in relation to their academic performance**

The study established that the school management supervised teachers' daily (64.6%), school administrators promoted a positive and a good learning environment (65.9%) and the school management sought for feedback from students about academic programs and rules (63.1%). generally, the students demonstrated that their school administration was positive towards their academic performance.

From the qualitative analysis it was revealed that the parents were supporting school administrators in monitoring students' academic performance. It was also noted that the school management had set academic standard and students who excelled were given rewards and bursaries.

## **5.2 Discussions**

### **5.2.1 Students' perspectives on school infrastructure in relation to their academic performance**

The students perceived school infrastructure to positively impacting students' ability to learn and concentrate (67%). The students perceived their classroom size as good (58.5%) this was in agreement with Schorn (2014), who revealed that teachers with small class sizes had time dedicated to reading, grading, and giving written feedback per student, this process helps teachers to check on the progress of the children.

The study established that the availability of learning resources such as textbooks, computers and libraries contributed to the students' achievement at school. These findings are in agreement with Jato (2014) who found that school library impacts students' academics positively since it provides a quiet place for studies. The study findings are also supported by Hilts (2016) who reported that school libraries provide students with a variety of textbooks to supplement information acquired from class, this enables learners to have adequate information to carry out and do assignments given by teachers on their own.

The qualitative findings also revealed that the school had computers and computer laboratories, the teachers taught both theory and practical. However, the classrooms were

congested due to high pupil to teacher ratio which contributed to limited teacher – pupil interaction. These findings are in agreement with the UNHCR (2020) report which stated that classes in Imvepi refugee camp had an average of 100 students exceeding the required teacher-student ratio. Congestion in the classrooms is supported by Schorn (2014), who established that teachers who small class sizes have time dedicated to reading, grading, and giving written feedback per student, this process helps teachers to check on the progress of the children.

### **5.2.2 The students’ perspectives on extracurricular activities in relation to their academic performance**

From the analysis of the responses to various statements the study established those extracurricular activities had improved students’ academic performance (52.8%). these findings are in agreement with pros et al (2015) who found out that Students who participate in any of the extracurricular activities prosper in academics. Participation in extracurricular activities have academic and social benefits, students who participate and engage freely in activities outside class obtain friends who may help them in interpreting and solving puzzles. The study further established that students who participate in extracurricular activities are motivation to perform well in school (64.2%). Generally, most of the students believed that extracurricular activities in schools could better their academic performance. This finding is in agreement with Kanar and Bouckenooghe (2021) who revealed that students who engage in extracurricular activities acquire high grades; these students have diminished possibility to use abuse drugs and alcohol, commit crime at the school. This will lead to exceptional learning adaptation; more days attended in school hence better academic performance.

From the qualitative analysis it was established that the school had allocated specific time for extra- curricular activities and extracurricular activities had helped students develop social skills and talents that had led to academic success. These findings are supported by Siddiqi (2018) who remarked that extracurricular activities foster sense of engagement and involvement which encourages students to proactively participate in sports and music dance and drama and eventually leading to better academic performance.

### **5.2.3 The Students’ perspectives on school management in relation to their academic performance**

The study established that the school management supervised teachers’ daily (64.6%) which is

in agreement with Tan (2018) who found out that School supervision made teacher to work towards academic performance and teaching. Teachers who are supervised daily by head of departments may not miss classes hence providing individualized support to supports and completing syllabus on time.

It was also revealed that School administrators promoted a positive and a good learning environment (65.9%) this was in line with Mwangi (2016) who found out that school managers participated in the accomplishment of quality management. They draft and formulate vision, strengthen values by considering set goals, allow flow of communication, ensure that staffs are trained and provide necessary resources for educational programs and carryout supervision to track on the progress of the school; this may ultimately lead to better academic performance among teachers.

From the qualitative analysis it was revealed that the parents were supporting school administrators in monitoring students' academic performance. It was also noted that the school management had set academic standard and students who exceled were given rewards and bursaries. This finding are in agreement with Muia (2018) who revealed that School head teachers play a vital role in promoting academic performance (School principals formulate policies and teachers formulate policies into action. The findings are also supported by Mwangi (2016) who found out that school managers should participate in the accomplishment of quality management.

### **5.3 Conclusion**

On the basis of the discussion of the findings on each of the objectives the following conclusions were made. It can be concluded that students' perspectives on the influence of school environment and academic performance in Imvepi Refugee Settlement Terego District were positive. Generally, the effect of the aspects of school environment were moderate though there a few areas that need improvement basing on the student's opinions. From the analysis of the qualitative findings it was concluded that the school had computers and computer laboratories, the teachers taught both theory and practical. It was also concluded that the parents were supporting school administrators in monitoring students' academic performance.

### **5.4 Recommendations**

On the basis of the above findings and conclusions, the following recommendations were

made:

The education officers in charge of Imvepi Refugee Settlement should lobby for education resources like computers to enhance effective teaching and learning.

there is need to organize leadership capacity workshops for head teachers so as to equip them with effective leadership styles that can inspire teachers to meet the student's educational goals.

The development partners such as UNHCR and IRC should support refugee communities with more classrooms and recreational facilities

Counselling and Guidance services need to be affected for students so as to make them understand and appreciate the contemporary learning environment.

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## APPENDICES

### INTERVIEW GUIDE.

**Dear respondent,**

My name is **RAPHAEL BARAKA KENYI**, a student of Uganda Christian university- Mukono pursuing bachelor of social work and social administration. Presently am carrying out a study on **SCHOOL ENVIRONMENT AND ACADEMIC PERFORMANCE OF STUDENTS IN IMVEPI REFUGEE SETTLEMENT CAMP, TEREKO DISTRICT**. The information obtained is purely for academic purposes and will not be leaked to a third party and will be handled with utmost confidentiality. I humbly request you to fill in the spaces provided below.

#### Questions

##### **Part A: students' perspectives on school infrastructure in relation to their academic performance**

1. How does the availability of resources like libraries, computer labs and class rooms affect learning and academic achievement in your school?
  2. How would you define the current state of your school infrastructure, which includes classrooms, libraries and computer laboratories? What specific elements do you believe assist or improve academic performance?
3. In your, how do teachers perceive the impact of school infrastructure on teaching effectiveness and student engagement
4. What feedback have you received from students regarding how the school's infrastructure influences their learning experiences and academic performance?

##### **Part B: students' perspectives on extracurricular activities in relation to their academic performance**

1. How do students manage extracurricular activity and academic responsibilities?
2. How do extracurricular activities help students develop social skills that lead to academic success?
  3. How do you believe participation in extracurricular activities affect students'

academic performance and overall engagement?

4. Can you share examples of how extracurricular activities affect students' academic achievement negatively or positively?

**Part C: students' perspectives on school management in relation to their academic performance**

1. How does communication between staff, students and parents impact academic success for students?
2. How does resource management including funding, staff, and facilities affect educational quality and student outcomes?
3. How effective are academic policies (e.g., grading, attendance and curricular requirements and their impact on student achievement
4. How do you believe your school's leadership and management techniques effect student's academic performance?

**Thank you for cooperation**

## QUESTIONNAIRE.

**Dear respondent,**

My name is **RAPHAEL BARAKA KENYI**, a student of Uganda Christian university- Mukono pursuing bachelor of social work and social administration. Presently am carrying out a study on **SCHOOL ENVIRONMENT AND ACADEMIC PERFORMANCE OF STUDENTS IN IMVEPI REFUGEE SETTLEMENT CAMP, TEREKO DISTRICT**. The information obtained is purely for academic purposes and will not be leaked to a third party and will be handled with utmost confidentiality. I humbly request you to fill in the spaces provided below.

### **PART A BIO DATA**

Name (optional)

Gender male  female

Age: 10-15  16-20  21-25  26 and above-

### **Section B: students' perspectives on school infrastructure in relation to their academic performance**

**In a scale of 1-5 rate the following responses as 1=strongly disagree 2=disagree 3= neutral 4=agree and 5= strongly agree**

	<b>Statement</b>	1	2	3	4	5
a	Does the school provide textbooks and other learning materials like computers?					
b	Do you believe school infrastructure positively impacts your ability to learn and focus?					
c	Are classroom sizes good for learning and teaching?					

d	The availability of learning resources such as textbooks, computers and libraries contribute to my achievement at school					
e	The quality of classroom facilities such as temperature, lighting and seating arrangement positively affects my capacity to study					

f) Is it easy to access libraries, computer labs at your school and how does it impact academics.....  
 .....  
 ?

**Section C: students’ perspectives on extracurricular activities in relation to their academic performance**

**In a scale of 1-5 rate the following responses as 1=strongly disagree 2=disagree 3= neutral 4=agree and 5= strongly agree**

	Statement	1	2	3	4	5
a	Do you believe engaging in extracurricular activities has improved your academic performance?					
b	I successfully manage and balance my time well between activities outside class and academic responsibility					
c	Participating in extracurricular activities has increased my motivation to perform well in school					
d	Extracurricular activities assist me build abilities that can benefit my academic performance					
e	Do you believe students should be given time to engage in extracurricular activities					

f) Would you provide any extracurricular activity that affected your academics positively or negatively?

**Section D: students' perspectives on school management in relation to their academic performance**

**In a scale of 1-5 rate the following responses as 1=strongly disagree 2=disagree 3= neutral 4=agree and 5= strongly agree**

	<b>Statement</b>	1	2	3	4	5
a	Does school management supervise teachers daily?					
b	Do school administrators promote a positive and a good learning environment?					
c	Does school management seek feedback from students about academic programs and rules					
d	The school management supports teachers in providing high quality education					
e	School administration provides enough resources and help learners who are failing academically					

F) How happy are you with the help offered by school management for academic success, such as counseling and teaching.....?