

**THE IMPACT OF ENVIRONMENT ON PERFORMANCE IN SCHOOLS: A
CASE STUDY OF IGEMBE CENTRAL DIVISION IGEMBE
SOUTH DISTRICT**

BY

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**A DISSERTATION SUBMITTED TO THE INSTITUTE OF DISTANCE
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UNIVERSITY**

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DECLARATION

I, Thaguambi David, declare that this report is by my hard work, and it has never been submitted for this award here in or any other institution of higher education.

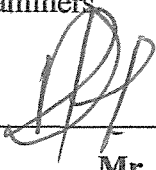
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APPROVAL

This piece of work has been under my supervision and now it is ready to be submitted to the internal examiners

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Supervisor

Date: _____

20/08/2010

DEDICATION

I dedicate this work to my wife Joyce Thaguambi for her care and support and my children; Kelvin Thaguambi and Brendah for the encouragement they have rendered to me.

ACKNOWLEDGMENTS

I would like to acknowledge my wife for her tireless efforts and encouragement she always showed to me.

Secondly I would like to thank my supervisor Mr. Oketcho who guided me through up to the completion of this work successfully.

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ACRONYMS

- ERA** : Environmental Protection Agency
IODL : Institute of Distance Learning
NGOs : Non Governmental Organisations

ABSTRACT

The study investigated the impact of environment on performance of schools in Igembe Central division of Igembe South district. The study was guided by specific objectives that included; Determining ways in which environment can be improved to be in line with school performance, Effect of environment on school performance and Roles of the school in our daily environment.

The research consists of five chapters. Chapter one with introduction, chapter two consists of the related literature, chapter three consists of the methodology, chapter four consists of data presentation and analysis and chapter five consists of summary of findings, recommendations and conclusions.

The study was descriptive and analytical in nature where purposive sampling was used to select population. It employed 60 respondents. Data was obtained from primary using purposive sampling, analyzed and presented using frequencies and percentages and were tabulated. Data was entered in EPIInfo and analysed using SPSS computer package.

The major findings of the study were; the study revealed that majority of the respondents were females and fell in the 5 – 14 age group.

Among the recommendations include, sensitize the community, create a good and favourable environment, provide or carry out research to address poverty among others. From the study it was concluded that the impacts of environment on school performance vary from community to community and affect the scientific performance of pupils. Out of school and in school factors have been shown to affect the performance.

CHAPTER ONE: INTRODUCTION

1.1 Background to the study

Ajuru (1997), environment concerns our surroundings and circumstances in a geographical area and how they affect the people or animals. In other words it includes living and non-living things around us. A change in any component of the environment may cause discomfort and affects normal life. Any unfavorable change or degeneration in the environment is known as 'Environmental Pollution.

Wambuzi (1997), in our daily environment there are many people who are illiterate i.e. they can not read or write and this gives a good idea of the level of education and development in the country. People need education to enable them read and write. All kinds of work today require people to be able to read and write. The world is changing very fast with new technologies being developed in all areas. Workers need to be able to learn new things through their lives.

A number of schools with severe, mild problems turned to the U.S. Environmental Protection Agency's (EPA) *Indoor Air Quality Tools for Schools (IAQ TFS)* Kit for assistance. EPA's *IAQ TFS* Program offers guidance to schools on how to prevent and resolve mild problems. Schools that commit to improving their IAQ can provide staff and students with cleaner, healthier places in which to work and learn. The schools featured in this case study have developed a variety of effective strategies that have helped them to identify, mitigate, and prevent mild-related problems. These strategies include replacing standard cellulose ceiling tiles with antimicrobial tiles; appointing a staff member in each building to check for signs of mould growth; involving teachers in the process of identifying and correcting problems; and establishing a preventive maintenance program.

1.2 Statement of the Problem

In some countries, shortage of learning materials, lack of finance for books. Writing materials and other needs and shortage of teachers in rural areas has affected the provision of education in our daily environment (Wambuzi 1997).

This study intends to identify the impact of environment in Igembe Central division Igembe South district and the entire population will be asked to give their suggestions about what can be done within their midst to curb down this problem.

1.3 Purpose of the Study

The purpose of this study is to investigate the impact of environment on performance of schools.

1.4 Objectives of the Study

The study will be guided by the following objectives.

- i. Determine ways in which environment can be improved to be in line with school performance
- ii. Effect of environment on school performance
- iii. Roles of the school in our daily environment

1.5 Research Questions

- i. What are the ways in which environment can be improved in order to be in line with school performance?
- ii. What are the effects of environment on school performance?
- iii. What are the roles of school in our daily environment?

1.6 Scope of the Study

The research was conducted in Igembe Central division of Igembe South district. The study focused on the impact of environment on performance of schools and was carried out in July, 2010.

1.7 Significance of the Study

The study will be helpful to school administrators in determining a good environment for the learners.

The study will be useful in curriculum development and in formulating policies that can address the problems of poor performance basing on environment.

The study will help to sensitize the general public about the causes, effects and mitigation measures of environment which is brought about as a result of conflicting noise from children, noise from nearby industries, factories among others.

The findings of this study will avail information to any scholar who may need the information for a related research.

Recommendations will be made from the findings which will be relevant to policy makers for the formulation of policies and implementation of future educational, health welfare and environment improving policies.

The study will be useful to the student as it is one of the requirements for the award of degree in education.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

The main purpose of this chapter is to present some general consensus on the theoretical and previous empirical studies on environment and their impact on the performance of children in schools in Kenya and Igembe Central division in Igembe South district in particular. In this respect, the chapter provides an empirical evidence for use in the investigation on how environment impacts on the performance of schools in Igembe Central division in Igembe South district. The materials used in the review includes magazines and journals on micro finance institutions.

To protect the interests of your schools, staff, and students a comprehensive education and analysis team is available to focus on specific environmental problems, and for the review of any case of information that exists. We have experience with consulting to attorneys and insurance companies in the environmental areas.

2.2 Ways in which environment can be improved to be in line with school performance

Plant trees: Plant trees in school and home premises, even if you are staying in flat, plants and creepers can be raised in pots and wooden boxes, in the balcony. These help the children to learn while seeing what is taught say, when they are studying about trees; types of trees, roots, leaves among others.

Building reading rooms: In schools reading rooms or libraries should be built so as to give an improved reading environment for the pupils as to improve on the school performance.

Dumping garbage: Landrigan, Et al (June, 1999), Avoid dumping garbage on the street. Dispose them in a garbage dump; you can also make a compost pit to convert garbage into manure. Waste paper, plastic, glass and metal pieces can be recycled this would reduce the pollution and conserve our resources. Avoid using plastic materials such as plates and carry bags which cannot be used again. In this process you will be preventing

diseases that may be a hazard to the learners hence a reduction in falling sick thus improved performance since the children will be attended daily.

Qualified Teachers: Winkins (1990) also say that a good and effective teacher should be able to deal with each student according to his or her own needs for the good performance. Poor or under qualified teachers means that performance is always bad or poor.

Evans Etal (1991) also argued that to rebuild a system, primary education must be improvised dramatically and that of course means and initial focus or substantially improving pre and up-grading training of teachers, this was from his book pre-investment study.

Mental and physical development: Schwartz, Wendy and Hanson, Katherine, (1992.) indicates that teachers must consider students' mental and physical development and the effect of their own attitudes and behaviors on girls' participation and performance in math. Teachers must consider girls' developmental issues as they interact with them, by drawing female students' attention away from their bodies and focusing it on their intellectual abilities, especially in math. Teachers should pose more cooperative tasks during math instruction in order to support girls' learning style. Finally, teachers must constantly evaluate their behavior toward male and female students to ensure that the attention they give students is not gender-biased.

Personality: With this their fast learners and slow learners in that a person is naturally weak in academics and Entwistle (1990) under study among first year university students that "introverts perform better than extroverts"

2.3 Effects of Environment on School Performance

Spitzer, Eliot, NYS Atty. Gen.(2000), we like to think schools are safe, healthy places that create an atmosphere conducive to learning, creativity and mind broadening experiences. In some cases, quite the opposite is true.

Modern construction materials, toxic chemical exposure and poor indoor air quality can impede learning, dull mental acuity, induce behavior disorders, and contribute to myriad health problems, not the least of which is asthma.

Parents, educators, and physicians need to become more aware of these environmental issues in order to act as true advocates for children's health. Administrators, teachers, custodial and cafeteria staff need to learn more about the products they are exposed to in the workplace.

It is immature to expect government regulatory agencies to always act on our behalf. There are too many reasons why this often does not work. This column will highlight a few problems affecting children's health in the school environment.

Brodeur, P. (1995) another poor choice for locating a school is near high power lines. Electromagnetic fields (EMFs) may be invisible, but that does not mean they are safe for scientific studies are controversial and inconclusive, depending on the source of information.

Most of the studies indicating a health risk have been done outside the United States. Swedish researchers observed a clear dose-response relationship between increasing magnetic-field exposure and the occurrence of childhood leukemia. Children in homes exposed to average power-line fields of more than one mill gauss had twice the risk of developing leukemia as children living in homes exposed to fields of less than one mill gauss. Children exposed to more than two mill gauss had almost three times the risk; and children exposed to more than three mill gauss had nearly four times the risk.

2.4 Roles of a School in Keeping Environment

Continuous Improvement: The school causes the continuous assessment of all conditions affecting education and ensures that schools are accountable for results in student learning. Boards monitor student achievement, make program corrections as necessary, keep the public informed of the status of education programs and progress,

and ensure that all functions of the school work together well, hence a development process.

Climate and Culture: Climate is an essential aspect of system culture. Climate is a by-product of culture and is dependent on it. Leading-edge organizations are very conscious of climate because of its powerful effect on behavior. Effective school boards give priority attention to climate as well, because it is in what students and teachers are able to accomplish. Climate also is a critical determinant of how parents and others in the community view schools.

Collaborative Relationships: Relationships are an important dimension in effective organizations. We know that when individuals work together effectively, the product of their efforts will almost always be superior to the efforts of any single individual. In the Information Age, relationships are not just important, they are critical. The quality of relationships in an organization will largely determine how well that organization produces.

Alignment: Alignment is another key component of a systems approach to school. A critical role of the school is to establish high quality standards and system priorities focused on enhancing student achievement. The board is responsible to create the conditions under which excellent teaching and student performance will take place. The next critical step is to align the organization by harnessing the system's resources to the achievement of the system's standards and priorities.

Vision: The board envisions the community education future and then formulates the goals, defines the outcomes, and sets the course for its public schools. Vision is not about what we are, but what we want to be. Vision captures a critical dimension of dynamic systems. For school boards, it is about where we are going and what kind of school systems we are trying to create now and for the future.

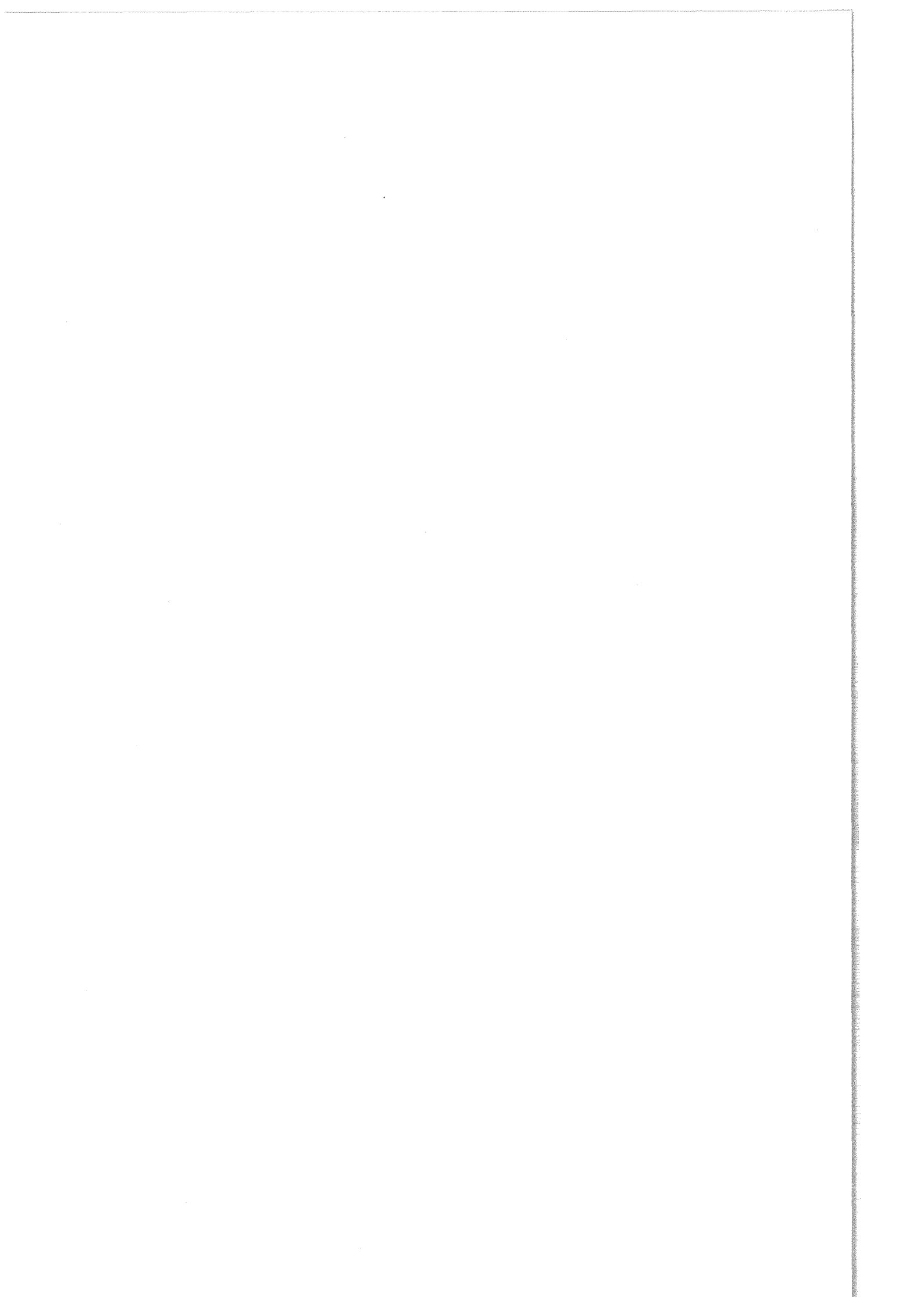
Closely related to vision is mission. At one level, the mission of an organization is what it is created to do. In effective organizations, the mission statement also captures and reflects the core values and beliefs that guide the organization and its members in pursuit of stated aims and goals.

Standards: Another major component of a systems approach is the establishment of standards for performance. In order to know whether we are performing in accordance with expectations, we need to establish specific and clearly delineate standards. Those standards need to be tied in realistic ways to the expectations of the community.

Assessment: Promoting outstanding student performance based on clearly delineated standards is central to the key work of school boards. The next step is to determine how well students are doing in meeting those standards. School boards need information in order to make decisions, not only about how well they are doing, but also about what may be needed in order to ensure that system goals will be met.

2.5 Relationship between Environment and School Performance

According to Spitzer (2000), there is a positive relationship between environment and school performance.



CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter shows the procedures that will be followed in data collection and processing. These include the type of data, data collection, methods of data analysis, presentation of findings, definitions and measurement of variables and limitations of the study.

3.1 Research Design

The study was gender based or focused where mainly pupils were studied. The design was basically quantitative. These quantitative methods were used in gathering and analysing data.

This design was used because of its suitability in data collection because it enabled the researcher to study small samples in depth.

3.2 Area and Population of the Study

The study was conducted in Igembe Central division of Igembe South district taking Mava Primary School, Antubochiu Primary School and Luluma Primary School as case study.

3.3 Sample Framework

3.3.1 *Sample size*

Sixty (60) respondents were interviewed whereby 28 females and 32 males were selected to represent the whole population of Igembe Central division of Igembe South district.

3.3.2 *Sample technique*

A purposively sampling technique was used in order to increase the precision of estimates. Purposive selection was used among the people who are to be considered as having key information to contribute and these included; headteachers, teachers, pupils and parents.

3.3.3 *Sample Procedures*

The researcher first defined the population, listed the elements of the population, determined an appropriate sampling methodology, decided an adequate sample size.

3.4 Methods

3.4.1 Instruments

In order to achieve the objective of this study, the researcher used the following methods of data collection to get information on the impact of environment on school performance.

(i) Questionnaire

The questionnaires were administered to pupils, teachers, parents and heads of schools in order to get a clear view about the impact of environment on school performance. The methods enabled the researcher to generate enough information so as to make conclusions and draw conclusion appropriately to this issue.

(ii) Interview Method

The researcher conducted face-to-face interviews with the headteachers, teacher and pupils.

(iii) Focus Group Discussions

The researcher used this to answer opinion questions like, how is the performance of pupils? However it is very difficult to organize respondents for a meeting.

3.4.2 Sources of Data

(a) Primary Source

Data was got from the field by use of questionnaires, observation, and focused group discussion.

(b) Secondary Source

Text books and other related work of outstanding scholars either Published or not, Magazines, Newspapers were referred to so as to give more light on issues about the factors responsible for the effects of environment on school performance.

3.5 Data Processing

Different data sets were used in analyzing data collected. Data was entered using Epiinfo and analyzing was done using SPSS. Bar graphs and other graphs were done in Microsoft Excel. Bar graphs were used to give a clearer outlook on the environment's impact on primary schools' performance. Recommendations were made using the outcome of the result of the analysis.

3.7 Data Analysis

Qualitative and quantitative techniques were used to analyse data. Bar charts and tables were used to show the impact of environment on performance in primary schools and giving recommendations basing on results of the analysis.

3.8 Ethical Procedure

In collecting the data the researcher first got an introductory letter from Kampala International University, Department of IODL. This letter was presented to the members interviewed.

3.9 Limitations to the Study

The research study was faced by a number of problems and constraints and hence may not adequately meet the intended objectives to the required level.

The unwillingness of the respondent's posed a problem to the research study, as he did not get what he expected to do within a short time.

Problem of distance between the researcher and his supervisor while in the field impeded proper continuous assessment of research, thus research process could only be dictated when it's already late.

However, the researcher tried his level best using various research skills and tactics to avoid the problems or at least to reduce their impact on the study.

There was use of unstructured interviews where questions were administered in form of conversation. This enabled the researcher to gather data without being known by the respondents.

The researcher mobilized funds from various sources that mainly included family members.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

4.0 Introduction

In this section, core of the study is presented. Data collected from the respondents is analysed. The discussion is presented in accordance with research questions and objectives of the study

4.1 Socio-Demographic Background of the Respondents

4.1.1 Sex of the Respondents

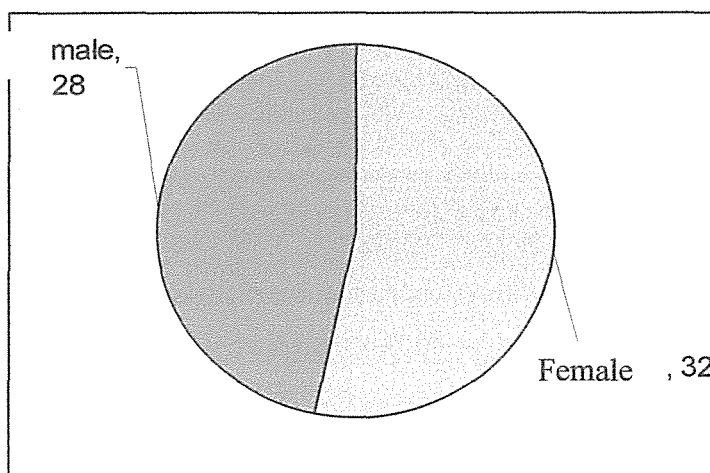
Table 1: Sex of the respondents

Sex	Frequency	Percentage
Female	32	53.33
Male	28	46.67
Total	60	100.00

Source: Fieldwork 2010

From the study it was established that females were more than males, males 32 (53.333%) and females 28 (46.67%). The males were many since the area has more males than females.

Figure 1: Sex of the respondents



Source: Fieldwork 2010

4.1.2 Age

Table 2: Age of the respondents

Age	Frequency	Percentage
5 - 14	38	63.33
15 - 24	15	25.00
25 - 34	5	8.33
35+	2	3.33
Total	60	100.00

Source: Fieldwork 2009

From table 2, it can be established that most of the respondents fell between 5 – 14 years with 63.33% followed by 15 – 24, 25 – 34, and 35+ with 25.00%, 8.33% and 3.33% respectively. Those in the age group of 5 – 14 were many as the study was for young children.

4.1.3 Marital Status

Table 3: The marital status of the respondents

Status	Frequency	Percentage
Married	8	13.33
Divorced	2	3.33
Single	9	15.00
Never married	41	68.33
Total	60	100.00

Source: Fieldwork 2010

From the table above, it is shown that most of the respondents have never married with 68.33%, followed by married, single, and divorced with 13.33%, 15.00%, and 3.33% respectively. Never married status included pupils who are still studying.

4.1.3 Education Background

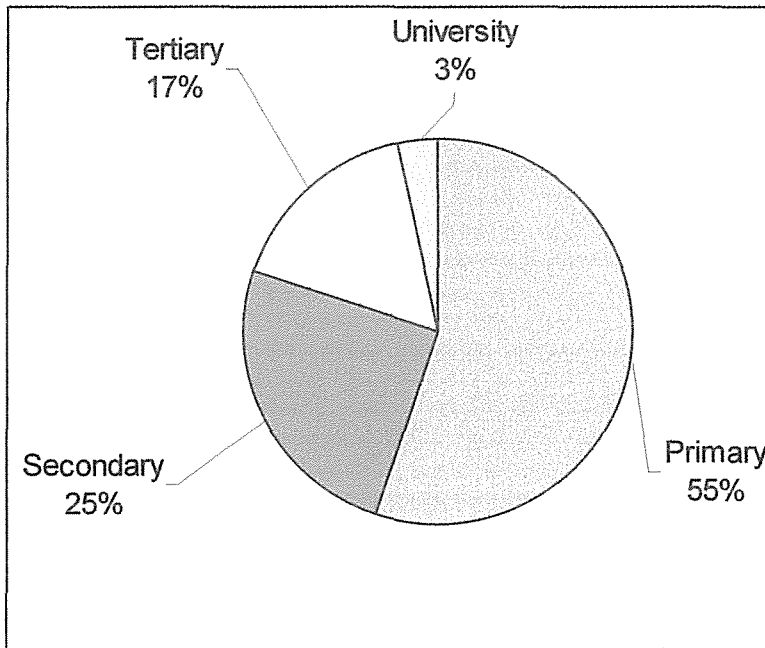
Table 4: The educational background

Education Level	Frequency	Percentage
Primary	33	55.00
Secondary	15	25.00
Tertiary	10	16.67
University	2	3.33
Total	60	100.00

Source: Fieldwork 2010

The study established that more academic background was primary with 33 responses (55.00%), followed by secondary, tertiary, and university with 25.00%, 16.67% and 3.33% respectively. Those who were in university were headteachers of the selected schools.

Figure 2: Education background of the respondents



Source: Fieldwork 2010

4.1.4 Occupation of the respondent

Table 5: The occupation of the respondents

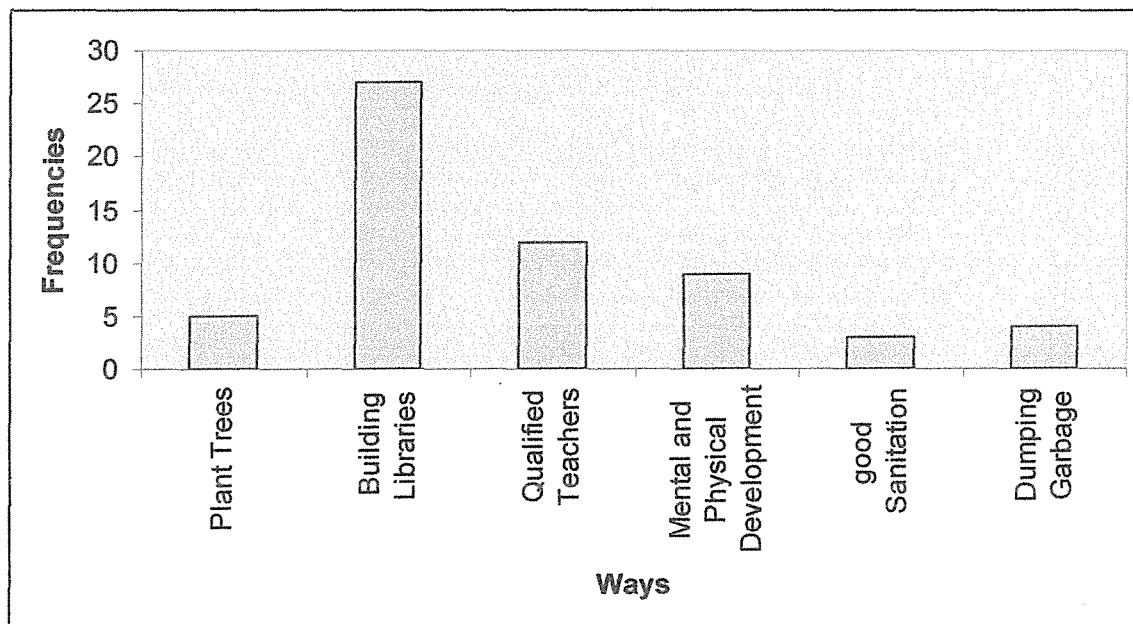
Occupation	Frequency	Percentage
Farmer	12	20.00
Civil Servant	20	33.33
others	28	46.67
Total	60	100.00

Source: Fieldwork 2010

Most of the respondents were in others category and they were 28 with a percentage 46.67% followed by civil servant and farmers with 33.33%, 20.00% respectively. Others were many as this category included children who are still studying.

4.2 Ways to Improve School Environment

Figure 3: Ways to improve school environment



Source: Fieldwork 2010

From table 6, it can be concluded that building of school libraries or book store is the leading way of improving performance and environment of the school with 45.00%

followed by having qualified teachers, mental and physical development, planting trees, good sanitation and dumping garbage with 20.00%, 15.00%, 8.33%, 6.67% and 5.00% respectively.

4.3 Roles of school in protecting environment

Table 6: roles of school in protecting environment

Roles	Frequency	Percentage
Continuous improvement	4	6.67
Collaborative relationships	17	28.33
Climate and culture	8	13.33
Alignment	6	10.00
Vision	3	5.00
Assessments	13	21.67
Standards	9	15.00
Total	60	100.00

Source: Fieldwork 2010

From the table 7, it can be identified that most of the respondents gave collaborative relationship as the leading role of the school with 28.33% followed by assessments, climate and culture, standards, alignment and continuous improvement with 21.67%, 15.00%, 13.33%, 10.00%, 6.67% and 5.00% respectively.

4.4 Effects of Environment on School Performance

Table 7: Effects of environment on school performance

Effects	Frequency	Percentage
Health problems	12	20.00
Poor performance	13	21.67
Power lines	34	56.67
Others	1	1.67
Total	60	100.00

Source: Fieldwork 2010

From the study it was established that power lines is the leading effect of environment on school performance with 56.67% followed by poor performance with 21.67%, health problems with 20.00% and others with 1.67% respectively.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussions and conclusions of the study

5.2. Discussions

From the study it was established that females were more than males, males 28(46.67%) and female 32 (53.33%). The females were many since the area has more females than males. Most of the respondents fell between 5 – 14 years with 63.33% followed by 15 – 24, 25 – 34, and 35+ with 25.00%, 8.33% and 3.33% respectively.

The study revealed that most of the respondents have never married with 68.33%, followed by married, single, and divorced with 15.00%, 13.33%, and 3.33% respectively. Most academic background was primary with 33 responses (55.00%), followed by secondary, tertiary, and university with 25.00%, 16.67% and 3.33% respectively.

Most the respondents were in others category and they were 28 with a percentage 46.67% followed by civil servant and farmers with 33.33%, 20.00% respectively. Others were many as this category included children who are still studying.

Building of school libraries or book store is the leading way of improving performance and environment of the school with 45.00% followed by having adequate teachers, mental and physical development, planting trees, good sanitation and dumping garbage with 20.00%, 15.00%, 8.33%, 6.67% and 5.00% respectively.

Most of the respondents gave collaborative relationship as the leading role of the school with 28.33% followed by assessments, climate and culture, standards, alignment and continuous improvement with 21.67%, 15.00%, 13.33%, 10.00%, 6.67% and 5.00% respectively.

From the study it was established that power lines is the leading effect of environment on school performance with 56.67% followed by poor performance with 21.67%, health problems with 20.00% and others with 1.67% respectively.

5.3. Conclusion.

The impacts of environment on school performance vary from community to community and affect the scientific performance of pupils. Out of school and in school factors have been shown to affect the performance.

5.4 Recommendations

In view of the results of the study, the researcher made the following recommendations.

The ministry of Education should mind about providing all the schools with enough teaching and learning materials e.g. textbooks to favour the learners and help them perform well.

The Ministry of Education should encourage teachers to teach well willing by increasing on the salaries of the teachers and paying them in time such that they also get motivated.

The ministry of education should emphasize to teachers to encourage girls, and motivate them especially in sciences by rewarding good performances.

Both government and NGOs of women should employ public campaigns, seminars and workshops to modify or eliminate the aspect of culture that there is equality between boys and girls and both should have equal chances to study and excel especially in sciences.

The ministry of education should expand the enrolment of girls in science subjects and increase educational training opportunities for girls in sciences.

Health and environment education can be used to increase participation and broaden science education of girls. In other words teaching and learning science should be made applicable to everyday lives for the learners.

Teachers should provide continual assistance to weak students especially in sciences so that they are not out competed in class.

School administration should organize and invite resource persons to always talk to girls about their lives, that is to say, schools should have counselors to help girls in their daily life and career choice.

Teachers should ensure maximum discipline in school and good academic atmosphere in all aspects by instilling seriousness in learners especially girls.

There is need for more funding either from the Government of Kenya, other NGOs or even humanitarians within and out of the country.

There is need to sensitize the community since they can help in improving environmental conditions.

There is need to address poverty, unemployment as they are root causes of environment degradation.

Invite civil society institutions to participate in discussions about measures to reduce environment degradation, and take more steps to inform the public about new measures reforms and procedures.

Provide additional capacity building for district level staff in planning and financial management to ensure the smooth operation of the environmental activities.

Improve the system of disbursements in all parts of the budget, so that ministries can make plans based on a predictable flow of cash.

Provide research, from a variety of sources and perspectives, on the expected impact of various financial reforms, with a focus on impact on the poor.

The school administrations should mind about creating a good and favouring learning environment for the learners especially in making the time tables by making complicated lessons

5.4 Area for Further Research

The study investigated the impact of environment on school performance. Through this study it was examined that the roles of various stakeholders are so many and the areas that deem relevant to this study were not dealt with to establish the magnitude of the study. The researcher therefore recommends other researcher to also take further studies about this topic to make the subject more colorful.

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APPENDICES

APPENDIX A: WORK PLAN

July	1 st week	Development of proposal
	2 nd week	approval
	3 rd & 4 th week	Collection of data
August	1 st & 2 nd week	Presentation, analysis of data collected
	3 rd & 4 th weeks	Submission

APPENDIX B: PROPOSED BUDGET

ITEMS	COST (KShs.)
Stationery	1000/-
Printing / binding	2000/-
Facilitation /meals	2000/-
Transport	3500/-
Miscellaneous	1000/-
Total	9500/-

APPENDIX C: QUESTIONNAIRE

Dear respondent,

I am a student of Kampala International University, in my final year. I am carrying out a research study on the topic; **Impact of environment on school performance in Igembe Central division in Igembe South district**

The purpose of this study is to collect data on the topic. Your response will be treated with confidentiality and the information obtained is strictly for education purposes.

Instruction: This section concerns you, please tick the most appropriate boxes of your choice and fill in the space provided

SECTION A: PERSONAL DATA

1. Sex (a) Male (b) Female
2. Age of the Respondent (a) 25 – 34 (b) 35 – 44 (c) 45+
3. Marital status (a) Married (b) Single (c) Divorced
4. Education background (a) Primary
(b) Secondary
(c) Tertiary
(d) University
5. Occupation of the respondent (a) Civil Servant (c) farmer (d) Business Proprietor

SECTION B: WAYS TO IMPROVE SCHOOL PERFORMANCE

6. Are there ways to improve environment of the school? Yes No

7. If yes, then what are they?
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SECTION C: ROLES OF SCHOOL IN PROTECTING ENVIRONMENT

8. What are the roles of school in protecting environment ?
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9. Why do you recommend the government to stop or prevent it?
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THANK YOU FOR YOUR COOPERATION