THE IMPACT OF ENVIRONMENT ON PERFORMANCE IN SCHOOLS: A CASE STUDY OF MATEETE SUB-COUNTY, SEMBABULE DISTRICT

BY

OTIM SILVANO

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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.

Signature: .....

Mr. Oketcho Pius (Supervisor)

Date: 26/08/2015.....

DEDICATION

I dedicate this piece of work to my beloved wife Nabadda Justine, sons Ojota Gabriel and Okello Peter, my daughter Akongo Rebecca for the maximum support and time they have spared me to accomplish my course.

ACKNOWLEDGMENT

I thank my Almighty God for his continuous support through giving me strength, power, life wisdom and granting me to be able to accomplish this piece of work.

Secondly, my mother Akol Anna and brother Ochen Leo for their support.

I would like to acknowledge the administration of KIU and all my colleagues for their guidance and encouragement.

Lastly, to my supervisor Mr. Oketcho Pius for guiding me especially in writing this book.

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ACRONYMS

EPA	- Environmental Protection Agency
IAQTF's	- Indoor Air Quality Tools For Schools
EMFs	- Electromagnetic Fields
COEDL	- College Of Education and Distance Learning
SPPS	- Scientific Package for Social Scientists
UNEP	- United Nations Environmental Protection
SMC	- School Management Committee
PTA	- Parents and Teachers Association
NGO	- Non Governmental Organization

ABSTRACT

This research is about the impact of environment on academic performance in selected secondary schools in Mateete Sub-County, Sembabule district. It was guided by three objectives; To identify ways in which environment can be improved to suit academic school performance. To identify the effects of environment on school performance. To identify roles of schools in keeping environment.

Purposive and stratified sampling was used to select a population of 60 respondents to represent a population of Mateete Sub-County, Sembabule district.

Among the recommendations given was that the ministry of education should mind about providing all the schools with enough teaching and learning materials to favour the learners and help them perform well. The ministry of education should encourage teachers to teach well by increasing their salaries and allowances and also paying in time.

CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

The Environment is our surrounding. This includes living and non-living things around us. The non-living components of environment are land, water and air. The living components are germs, plants, animals and people. All plants and animals adjust to the environment in which they are born and live. A charge in any component of the environment may cause discomfort and affect normal life. Any unfavorable change or degeneration in the environment is known as Environmental Pollution.

About 1-2 billion of carbondioxide arise from land use changes including mining and quarrying, and environment pollution is a common problem in many countries worldwide. For example in Russia decline in soil fertility has been recorded while in India, deforestation and associated forms of land degradation like quarrying have economic and ecological deteriorations (UNEP Report 1992).

A number of schools with severe mold problems turned to the U.S Environmental Protection Agency's (EPA) indoor Air Quality tools for Schools (IAQTFS) Kit for assistance. EPAs, IAQTFS Program offer guidance to schools on how to prevent and resolve mold problems. Schools that commit to improving their IAQ can provide staff and pupils 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 mold-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 mold growth; involving teachers in the process of identifying and correcting problems and establishing a preventive maintenance program.

Environment can be in form of social and economic factors that affect school performance. In economic term it can affect performance as in form of lack of income, and social as drug abuse due to involvement in peer groups, violence caused by some teachers, lack of qualified teachers.

1.1 Statement of the Problem

Despite the destruction of environment in the area, the district authorities have never come up with any significant ways to address this problem. However to some extent the district had come up with tree planting policy to reduce on the intensity of this problem but this never acquired any success as little or no monitoring was done to see to it that the policy at hand was implemented.

Dry conditions expected during the season are likely to trigger fires which may destroy forests and infrastructure as elf as perennial crops such as tea, coffee and sugarcane. Relevant authorities are therefore advised to be on the watch out for such incidents and put mechanisms in place to control such fires whenever they arise.

This study intends to identify the impact of environment in Sembabule the entire population will he asked to give their suggestions about what can be done within their midst to curb the occurrence of this problem.

1.2 Objectives of the Study

This research will he directed by two sets of objectives

1.2.1 General Objective

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

1.2.2 Specific Objectives of the Study

The study was guided by the following objectives:

i. Identify ways in which our environment can be improved to suit school performance.

ii. Effect of environment on school performance.

iii. Roles of the school in keeping environment.

1.3 Research Questions

i. What are the ways in which environment can be improved to suit school performance?

ii. What are the effects of environment on school performance?

iii. What are the roles of school in keeping environment?

1.4 Scope of the Study

The research was conducted in Mateete Sub-County, Sembabule district. The study focused on the impact of environment on performance of schools. The study was conducted between August 2015 to June 2015 and it covered four primary schools in the Sub-County namely: Kibuli Dem, Police Children School, Kisugu Church of Uganda and Kairos.

1.5 Significance of the Study

i. The study will be helpful to school administrators in inculcating scientific attitude among pupils.

ii. The study will be useful to pupils who have poor performance or who also perform worst.

iii. It is envisaged that the study will be useful in curriculum development and in formulating policies that can address the problems of poor performance in schools.

iv. 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 neighobours noise from nearby industries among others.

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

vi. Recommendations will he 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.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter attempts to discuss different definitions of environmental degradation and to review related literature to the impacts of environment on school performance in different parts of the world.

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

We educate you to understand the subtitles of the multi faceted, complex, and specialized issues involved in the environmental areas that include: mold, air quality (particularly indoor), water quality industrial toxic waste disposal with ground and water pollution, structure related diseases.

2.1 Ways in which environment can be improved

Abolition of drug abuse: Drug abuse is a huge range of definitions related to taking a psycho active drug or performance enhancing drug for a non-therapeutic or non-medical effect. Schools should put up laws directed to drug abuse ban in schools.

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.

Dumping garbage: Landrigan. P. et al (June. 1999). Avoid dumping garbage on the street. Dispose them in a garbage dump: on 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. Moreover, when plastic is thrown away, it does not degrade but remains in the soil, polluting the surroundings.

Building reading rooms: In schools reading rooms or libraries should be built so as to give a conducive reading environment for the pupils. We know that one can't read in a noisy place so as to improve on the school performance.

Qualified teachers: Winkins (1990) also say that a good and effective teacher should he able to deal with each student according to his or her own needs for the good performance.

Adyeri added that as early as 1960s the World Bank team revealed that the availability of teachers did prevent a problem. The same team advised that the expansion of teachers supply was needed and therefore investment in teachers' colleges as required.

Evans et al (1991) also argued that to rebuild a system, secondary education must he improvised dramatically and that of course means an initial Liens 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 pupils' mental and physical development and the effect of their own attitudes and behaviors on girls' participation and performance in schools.

When girls begin to physically mature, they focus more on their bodies and less on their intellectual abilities or themselves as people. As a result their self-esteem decreases. Girls' learning style is more cooperatively based and therefore does not mesh with the independent, non-collaborative thinking encouraged in most classrooms. Finally, they state that teachers unconsciously pay more attention to male pupils than to female pupils. They suggest that teachers must consider girls' developmental issues as they interact with them, by drawing

female pupils' attention away from their bodies and focusing it on their intellectual abilities especially in math. Teachers should pose more cooperative tasks during maths instruction in order to support girls' learning style. Finally, teachers must constantly evaluate their behavior toward male and female pupils to ensure that the attention they give pupils is not gender-biased.

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

2.2 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 as it was found out in the four high schools visited.

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, custodian and cafeteria staff need to learn more about the products they are exposed to in the workplace.

It is naive 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 near high power lines. Electromagnetic fields (EMFs) may be invisible but that does not mean they are safe, 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 close-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.

2.3 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. SMC/PTA monitor student achievement, make programs as deemed 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.

Collaborative Relationships: Relationships are an important dimension ineffective 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.

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 SMC give priority

attention to climate as well, because it factors importantly in shat pupils and teachers are able to accomplish. Climate also is a critical determinant of how parents and others in the community view schools.

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 SMC 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 envisages 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 that it is created to do. In effective organizations the mission statement also captures and reflects the core values and believes 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 delineated 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 SMC. The next step is to determine how sell pupils are doing in meeting those standards. School management committee 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 sill be met.

2.4 Relationship between Environment and School Performance

According to Spitter (2001), there is a positive relationship between environment and school performance.

A conducive reading environment improves on the academic performance of the school.

2.5 Conclusion

From the above, environment has a greater impact on the performance of children.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter includes various sections that portray how the study as carried out. It presents the methods, techniques and procedures used in order to gather the required data for the study it comprises of several sub sections such as: research design, research population, sampling methods, data collection methods, and data collection instruments and data management.

3.1 Research Design

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

This design as 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 Mateete Sub-County, Sembabule district covering the following schools; St. Joseph Mateete, St. Peters Mateete and St. Mark Bituntu primary schools.

3.3 Sample Framework

3.3.1 Sample Size

Sixty (60) respondents were interviewed whereby 35 females and 25 males were selected to represent the whole population of Mateete Sub-County, Sembabule 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 v.ere considered as having key information to contribute and these included; head teachers, 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 and selected a representative sample of 60 respondents.

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.

Questionnaire

The questionnaires were administered to pupils, teachers, parents and head 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.

Interview Method

The researcher conducted face-to-face interviews with the head teachers, teachers and pupils.

Focus Group Discussions

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

3.4.2 Sources of Data

Primary Source

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

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 SPPS. Bar graphs and other graphs were done in Microsoft Excel, Bar graphs were used to give a clearer outlook on the environmental impact on secondary schools performance. Recommendations were made using the outcome of the result of the analysis.

3.6 Data Analysis

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

3.7 Ethical Procedure

In collecting the data the researcher first got an introductory letter from the university Faculty of COEDL. This letter was presented to the members interviewed.

3.8 Limitations to the Study

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

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

The unwillingness of the respondents posed a problem to the research study. However, the researcher tried her 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 DISCUSION 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
Male	35	58.33
Female	25	41.67
Total	**60**	**100.00**

Source: Fieldwork 2015

From the study it was established that female were more than males, females 35(58.33%) and male 25(41.67%). The females were many since the area has more females than males.

4.1.2 Age

Table 2: Age of the Respondents

Sex	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 2015

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

4.1.3 Marital Status

Table 3: The Marital status of the Respondents

Status	Frequency	Percentage
Married	12	20.00
Divorced	1	1.67
Single	7	11.67
Never married	40	66.67
Total	**60**	**100.00**

Source: Fieldwork 2015

From table 3 it is shown that most of the respondents have never married with 66.67%, followed by married, single, and divorced with 20.00%, 11.67%, and 1.67% respectively.

4.1.4 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 2015

The study established that more academic background was Primary with 33 responses (55.00%), followed by Secondary, Tertiary, and University with 25.00%, 1 6.67% and 3.33% respectively.

4.1.5 Occupation of the Respondents

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 2015

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

Table 6: Ways to improve school environment

Ways	Frequency	Percentage
Plant trees	5	8.33
Building libraries	27	45.00
Qualified teachers	12	20.00
Mental and physical development	9	15.00
Good sanitation	3	5.00
Dumping garbage	4	6.67
Total	**60**	**100.00**

Source: Fieldwork 2015

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% 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 7: Roles of school in protecting environment

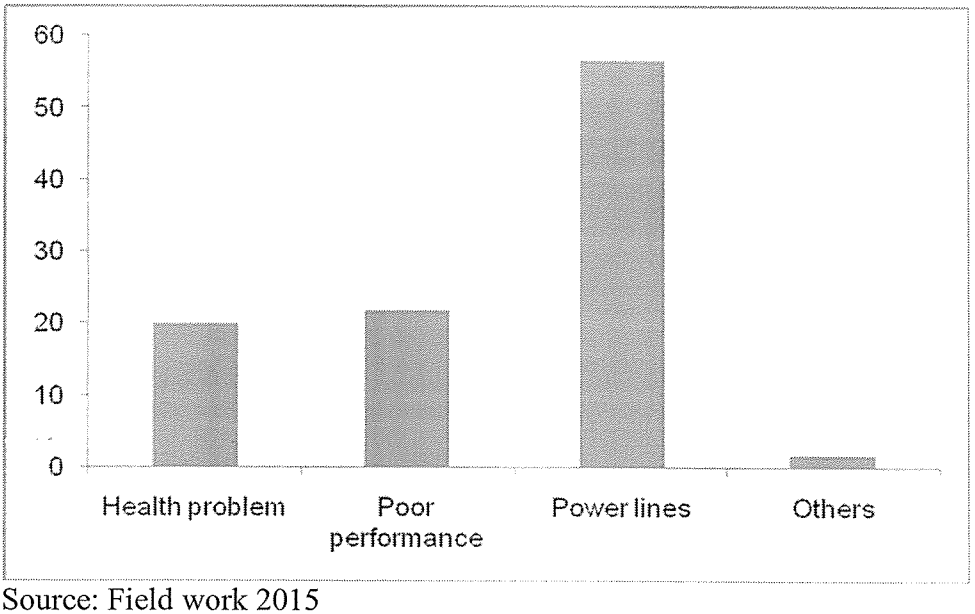
Roles	Frequency	Percentage
Continuous improvement	4	6.67
Collaborative relationships	17	28.33
Climate and culture	8	13.33
Alignment	6	10.00
Vision	3	5.00
Assessment	13	21.67
Standards	9	15.00
Total	**60**	**100.00**

Source: Fieldwork 2015

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

4.4 Effects of Environment on School Performance

Figure 1: Effects of environment on school performance



Source: Field work 2015

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

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussions and conclusions of the study

5.1 Discussions

From the study it was established that female were more than males, females 35(58.333%) and male 25 (41 .667%). 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 66.67%followed by married, single and divorced with 20.00%, 11.67%, and 1.67% 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 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 were 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 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.

Most of the respondents gave collaborative relationship as the leading role of the school with 28.33% followed 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.

5.2. Conclusion

The impact of environment on school performance varies from community to community and affects the scientific performance of pupils. Out of school and in school actors have been shown to affect performance.

The environment factors that affect performance include lack of science female teachers to act as role models to girls to imitate at their learning levels.

5.3 Recommendation

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 to favour the learners and help them perform well like text books.

The Ministry of Education should encourage teachers to teach well willing by increasing 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 regarding 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 pupils 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 daily lives that is to say school 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 environment 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 perspective, 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 to avoid complicated lessons

5.4 Area for further Research

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

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APPENDICES

APPENDIX A: WORK PLAN

May 2015	1st week	Development of proposal
	2nd week	Approval
	3rd & 4th weeks	Collection of data
August 2015	1st & 2nd week	Presentation, Analysis of data collected
	3rd & 4th weeks	Submission

APPENDIX C: QUESTIONNAIRE TO THE HEADTEACHERS

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 Mateete Sub-County, Sembabule 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 o our 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 ☐ d) Divorced ☐
4. Education background:
   - (a) Primary ☐
   - (b) Secondary ☐
   - (c) Tertiary ☐
   - (d) University ☐
5. Occupation of the respondent
   - (a) Civil Servant ☐
   - (b) Farmer ☐
   - (c) Business Proprietor ☐

SECTION B: WAYS TO IMPROVE SCHOOL PERFORMANCE

6. Are there ways to improve school environment?

   (a) Yes ☐ (b) No ☐

   If Yes, then what are they?

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   .....

7. What are the causes of HIV/AIDs?

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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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THANK YOU FOR YOUR CORPORATION

APPENDIX D: QUESTIONNAIRE TO THE PUPILS AND PARENTS

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 Mateete Sub-County, Sembabule 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 o our 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 ☐ (d) Divorced ☐
4. Education background:
   - (a) Primary ☐
   - (b) Secondary ☐
   - (c) Tertiary ☐
   - (d) University ☐
5. Occupation of the respondent
   - (a) Civil Servant ☐
   - (b) Farmer ☐
   - (c) Business Proprietor ☐

SECTION B: WAYS TO IMPROVE SCHOOL PERFORMANCE

6. What are the ways of improving school performance?

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7. How should they be implemented?

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8. What do you recommend the schools to do in order to protect school environment?

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THANK YOU FOR YOUR COOPERATION