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**INFLUENCE OF SCHOOL ENVIRONMENT ON ACADEMIC ACHIEVEMENT OF
STUDENTS OF PUBLIC SECONDARY SCHOOLS IN NGORA SUB COUNT**

by

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DEDICATION

I dedicate this work to my beloved brother Adou Stephen for having nurtured me, and for the financial support.

I also dedicate this work to my beloved daughter Rio Stephanie Galilee Maraka.

I also dedicate this to work to my father Mr. Mark Maraka and my mother Dina Maraka for having nurtured me.

Finally, I dedicate this work to my aunty Akello Betty for having nurtured me in my education.

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LIST OF ACRONYMS

BOG.	Board of Governors.
DOS.	Director of Studies.
PTA.	Parents Teachers Association.
PSA.	Policy Studies Association.
SPSS.	Statistical Package for Social Sciences.
UACE .	Uganda Advanced Certificate of Education.
UBE.	Universal Basic Education.
UCE.	Uganda Certificate of Education.
U NESCO.	United Nations Educational Scientific and Cultural Organization.
USA.	United States of America.

ABSTRACT

The study aimed at finding out the Influence of School Environment on Students' Academic Achievement of students of Public Secondary Schools in Ngora Sub County. It was guided by three objectives which included; assessing the contribution of library services on academic achievement of students of public secondary schools, to examine the influence of school location on students' academic achievement of public secondary schools and to analyse the impact of the school facilities on students' academic achievement of public secondary schools. This research adopted a research design that was descriptive. The study population was 97 and the actual sample size selected for the study was 77 respondents. The researcher used both simple random sampling and purposive random sampling techniques to get the sample size for members of the board of governors, members of Parents Teachers Association, the head teachers, teachers, students and parents. The researcher used interview, observation, questionnaire and document analysis methods for doing data collection. The data was analyzed in frequencies and percentages and presented in tabular form. The study found out that many schools had seats for use in the library, current materials and books for students in the library and for lending to students and teachers among others. The findings from this research question revealed that lack of facilities near the school like where to buy school needs affect the academic achievement of students in Ngora Sub County. The study found out that most schools had desk, chairs, teaching aids, electric generators for hostels, classrooms, among others which helped to improve on the academic achievement of students of public secondary schools in Ngora Sub County. The following recommendations were made from the study; The government should post qualified library assistants in the schools to aid the students on the proper use of the library services. The government and communities should ensure that students have access to facilities near the school. Government should construct adequate classroom buildings in the public secondary schools to help promote effective teaching for students to improve academically.

CHAPTER ONE

1.0 Introduction

This chapter will contain the background of the study, statement of the problem, objectives of the study, research questions, and scope of the study, significance of the study, justification of the study, conceptual framework and the definition of the key terms.

1.1 Background to the study

Education is an element in stimulation of social economic development as advanced by several government policy documents and various scholars (ROK.2007: World Bank. 2005; Selina (2012). According to Todaro (2009) a country which is unable to invest in education to develop knowledge and skills of her people and utilise them effectively in national economy will be unable to develop anything else.

Byoung-suk.k. (2012) stated that students need safe, health and stimulating environment in which to grow and learn. During the school year, students can spend 6-8 hours at the school where the environment plays a critical role in human development. More of the time is spent in the school yard or travelling to and from school. This condition requires careful planning and designing to optimize experiences that support education, health and stewardship. Therefore, the school environment is of paramount importance in shaping and reshaping intellectual ability.

Developed countries like USA and Japan have a large pool of high developed education institutional resources and facilities with skilled human resources. This has enabled them to not only exploit local natural resources but also to identify and negotiate for other countries resources. Secondary school education is fundamental ingredient for creating economic development (smith, 2003).

A document prepared by policy studies association (PSA) reviewed in 2014 in Washington D.C. indicated that student's achievement is more heavily influenced by their school environment. This effect is particularly stronger among students from Africa with low-income families. The achievement gap widens each year between students with more effective school environment.

PSA; suggests that the most significant gains in student achievement will likely be realized when students receive instruction from good environment over consecutive years.

Today the issue of poor academic performance of students in Uganda has been of much concern to the government, parents, teachers and even students themselves. The quality of education not only depends on the teachers as reflected in the performance of their duties, but also in the effective coordination of the school environment (Ajao. 2010). Education is an essential factor for effective development of any country like Uganda. The western education adopted by Uganda is highly based on individualism, socio-economic and internationalization which are geared towards national development. According to Ada (2009). One of the major obstacles to the development of secondary schools in Ngora Sub County in the persistent poor academic achievement of students. Based on the fact that, people believe that the standard of education is falling in Ngora Sub County and Uganda in general. Poor academic achievement as recorded in recent years was so great that many students fall short of the requirements necessary for admission into further education levels.

Provision of good quality education require adequate physical facilities such as classrooms, laboratories, human resource in form of teachers and support staff which are required based on availability of financial resources in schools. This makes financial resources to be a key resource in education provision (Mbatia. 2004).

Though secondary schools within Ngora Sub County have same catchment area for students, they record varied results in national examination. Poor supply of these resources leads to low quality attainments as reflected through examinations results. It's therefore against these backgrounds that this study seeks, to assess the impact of school based factors: physical resources, human resources (teaching and non-teaching staff) and financial resources on student's academic achievement in public secondary schools in Ngora Sub County.

1.2 Statement of the problem

The school environment plays a big role towards the academic achievement of students. For the school environment to be conducive, there must be facilities like laboratories, libraries, well trained teachers, clean classrooms among other facilities should highly be valued and put in

place because they play a significant role in the teaching learning process as well as acquisition of knowledge, skills and values are concerned all geared towards good academic achievement in internal and national examination.

However, the various schools in Ngora Sub County do not have the above. Most of them do not have school libraries, laboratories, no teaching aids, teachers are very few. Even those with laboratories have no equipments like apparatus, chemicals to be used by the students, limited books in the libraries, no teaching aids, and the classrooms are not well ventilated, and the floors of the classrooms are not in order. Thus all these hinders the academic achievement of the students and this is exactly as why the researcher is motivated to conduct a study on the influence of school environment on academic achievement of students of public secondary schools in Ngora Sub County.

1.3 Objectives of the study

The objective contains the general objective and specific objectives.

1.3.1 General Objective

To establish the influence of school environment on academic achievement of students of public secondary schools in Ngora sub county.

1.3.2 Specific Objective

- 1) To assess the contribution of library services on academic achievement of students of public secondary schools.
- 2) To examine the influence of school location on students' academic achievement of public secondary schools.
- 3) To analyse the impact of the school facilities on students' academic achievement of public secondary school.

1.4 Research Questions

- 1) What is the contribution of library services to the academic achievements of students of public secondary schools?

- 2) How does school location affect academic achievements of students of public secondary schools?
- 3) What is the impact of school facilities to student's academic achievement of public secondary school?

1.5. Scope of the study

The scope of the study contains the content scope, geographical scope and time scope.

1.5.1. Content scope.

The study focused on the influence of school environment on the student's academic achievement of public secondary schools in Ngora Sub County. It mainly focused on physical infrastructures, teachers and teaching techniques in reference to academic achievement of students in secondary schools.

1.5.2. Geographical scope.

The study took place in Ngora Sub County Ngora district. Ngora district is located in eastern Uganda and it covers 350kilometres from Kampala, this district was originally curbed from kumi district.

1.5.3. Time scope.

This study was carried out within a period of 2015-2018 this enable a researcher to gather enough information about the study.

1.6. Significance of the study.

The study was of immense benefits to the government, principals, and teachers, parents as well as students and to the researchers; on the influence of school environment on academic achievement of students of public secondary schools.

The study will help the government in formulating effective planning and implementation policies and programmes for improving school academic activities. It will also provide policy makers with intelligent forecast and analysis of future needs of the schools in the areas of building and facilities.

It will provide the school principals the opportunity to improve in school supervision so as to ensure both qualities teaching and learning in the schools.

It will enable them appreciate the contribution of school facilities and equipment on students' academic achievement.

It will help teachers to improve both in teaching effectiveness and increased productivity in the schools.

It will help the parents in determining the choice of the type of school for their children. This is because, their wards will enjoy good school learning environment that will lead to quality school products.

Finally, it will be of benefit to the student researchers as it will provide a valid working document or literature in investigating other areas not covered by this study. Thus, it will serve as a point of reference to future researchers in the field.

1.7. Justification of the study.

The study was conducted in Ngora Sub County and the purpose of the study is academic. It was useful in that it enabled the researcher to find out the influence of school environment on academic achievement of students in public secondary schools when this effects were discovered and handled within the shortest time possible then the performance of students in Ngora Sub County will be successfully be improved.

1.8. Limitation of the study.

The researcher was faced with the following limitations. Resistance from some respondents with biased imaginations to the study, the researcher also had transport challenges to reach the sampled respondent; since research is costly, inadequate resources to meet the research demands Research is a hectic and time-consuming activity therefore the researcher was affected by limited time to carry out the study, some respondents were trying conceal useful information.

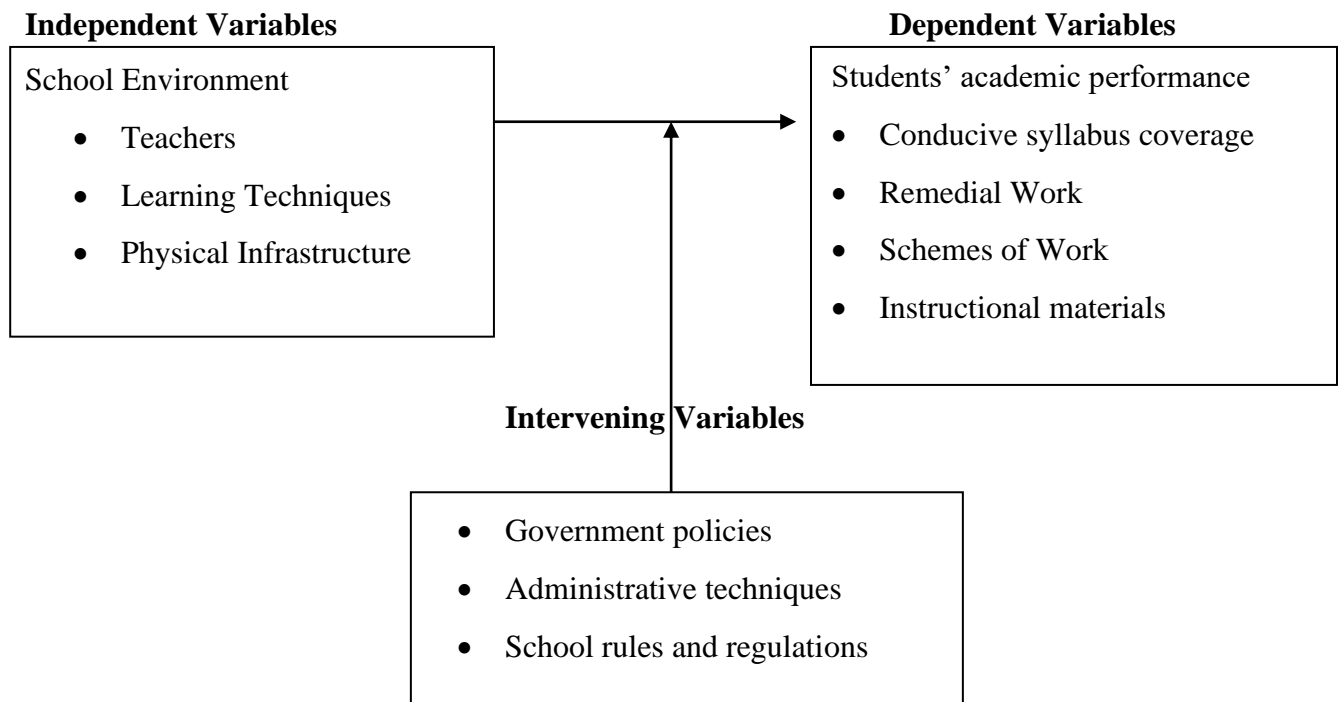
1.9. Delimitation of the study.

The researcher tends to combat the following challenges by carrying out the following. In the case of resistance, the researcher assured the respondents on the rights to withdraw from the exercise at any moment of the study; the researcher also informed the respondents from the academic nature of the research and the fact that their identity will be kept secret.

On the issue of financial constraints, the researcher developed a budget to establish exactly what the research was to cost and solicited funds for the study, the researcher also allocated and scheduled the research activities in such a way that it was not interfered with other activities thereby allocated the research adequate time to carry out the study.

1.10. Conceptual frame work.

Figure 1.1



Source: Adopted from Chimombe, (2014) and modified by the researcher 2019.

This research seeks to evaluate the influence of school environment on the academic achievement of students in public secondary schools in Ngora Sub County. The school environment is the independent variable with indicators being teachers, learning techniques and

physical infrastructure, the dependent variables, students' academic achievement with indicator variable as conducive syllabus coverage, remedial work, schemes of work and instructional material. The implication being that were school environment comprising of indicator variables stated as are government policies, board of governors, and Parents, Teachers Association. It's expected that the academic performance of students will improve. These assumptions are moderated to the positive or negative through government policies, PTA meetings, BOG influence that when in support of the independent variable then it is easier to achieve the dependent variable and in reverse

The recruitment of qualified teachers emphasises on the conducive syllabus coverage that will enhance the academic achievement of the students.

The availability of learning techniques makes the remedial work very easier thus uplifting the academic performance of the students.

With the use of adequate physical infrastructure like the enough classrooms, with well-ventilated windows provide a conducive learning environment for the learner's thus leading to academic achievement of students.

1.11. Definition of the key terms.

Academic performance: refers to grades achieved by students in the examination.

Financial resources: refers to the schools ability to cater all the purchases that it has to make for operations of school to run.

Human recourses: refers to the working force of a given school that support the running of school activities.

Internal efficiency: refers to ability of a school system to utilize educational resources to attain maximum benefit.

Physical resources: refers to the schools infrastructures that are used by students and teachers in their daily school activity.

School based factors: refers to physical, human and financial resources used by schools in promotion of academic performance.

School environment: refers to facilities that are available to facilitate students learning outcome. It includes books, audio-visual, software and hardware of educational technology: so also, size of classroom, sitting position and arrangement, availability of tables, chairs, chalkboards, and shelves on which instruments for practical's are arranged.(Akande, 2012).

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction.

This section examines literature related to the study objectives. The review is examined under: academic achievement as an indicator of internal efficiency, physical resources and academic achievement, human resources (teaching and non-teaching staff) and academic achievement.

2.1. The contribution of library services on students' academic achievement of public secondary school in Ngora Sub County.

The library is at the heart of the education enterprise. Library as a platform for sharing knowledge is aimed at rejuvenating Ugandan schools through the provision of current books and journals, (FRN, 2004). It is a store house of resources and as such provides many more opportunities to the learner to acquire the knowledge, which facilitates to achieve greater academic performance. It contributes to the total development of the students and enlarges their knowledge.

It has been observed that there is a strong relationship between school libraries and academic performance. Schools with well-equipped library perform higher than schools where libraries are less developed. Libraries provide instructional materials to enrich the curriculum and give unlimited opportunities for students learning, (Aguolu 2002). An effective school library gives foundation for self-education necessary for facing challenges of higher education.

The role of the library is also reflected in the National Policy on Education (FRN, 2004) which states that libraries constitute one of the most important educational services; proprietors of schools shall provide functional libraries and library assistants for this service.

The quality of school library services makes difference in academic achievement, (Library Research Service, 2000). It promotes the growth of knowledge. A well-equipped library is a store house of knowledge. If properly organized and utilized, it encourages student's interest in reading and learning, hence it is said that library is the centre for balanced diet for a learner.

Libraries exist only because of books and people's desire to read them. It is in line with this that the National Centre for Education Statics, (2000) reports that the more students read, the higher they will score on almost any measure in any discipline.

2.2. The Influence of school location on student's academic achievement of public secondary schools in Ngora Sub County.

The influence of school location on the achievement of students of public secondary schools has been the concern of many educationists.

School locations are known to influence the students learning through quality of teaching staff, class size and availability of infrastructure. The choice and location of school site have been an indispensable aspect of any effective school planning. This is so because it is the site that can influence the type of the school to be built and the quality and quantity of the buildings.

A child's environment that is rural or urban exerts considerable influence on his intellectual development, schools in rural areas is likely to face the problem of poor academic achievement due to the inequality in provision of human and material resources required for positive educational achievement. This in turn will perpetuate inequality of access to education provision of adequate number and quality of teachers, contents and methods of teaching. An urban child has an edge over the rural ones in terms of "life chances" such as better education and the socialization pattern Ajeh (1990). There are three social classes that exist-higher, middle and lower social classes.

The urban, higher and middle classes through improved "life chances are exposed to better environment with access to libraries, adequate space, continuation classes and mass media.

The rural children are hardly exposed to those facilities because they are mainly from lower social class. As a result, children from this background have low academic achievement.

Uche in Okeke (2003) contends that in terms of facilities and structures, urban schools are worse because of very high enrolment figures. In urban schools, the facilities are grossly inadequate making it necessary to run a sort of shift system especially in primary schools.

This has been strongly condemned as it does not make for effective teaching and learning.

Stressing the urban/rural inequality, Okon and Anderson in Ajeh (1991) noted that because of lack of social amenities in remote rural area, teacher sent there do not like to stay even if they agree to work; they prefer to live in towns and shuttle to such areas.

Ezema (1996) quoting mood, (1985) said that the teacher is one of the most important factors in the child's environment that influences his academic performance. Some experts in the field have agreed that rural secondary schools are poorly staffed, with few professionally qualified teaching personnel. This poor staffing of rural secondary schools must have accounted for better performance of urban secondary schools; rural students perform less than that of urban student on standardized test of educational achievement. This may be due to educational expenditure which is smaller in rural areas.

2.3. The Impact of school facilities on student's academic achievement of public secondary schools in Ngora Sub County.

School facilities are the corner stone's of education system. They are essential ingredients in the effort to realize effective teaching and learning outcome. Hinum (1999) asserts that the quality of facilities has impact not only on educational outcomes but on the well-being of students and teachers. Adeboyeje (1994) and Ayodele (2004) have pointed out that the availability of adequate chairs, desks and other facilities are necessary for the accomplishment of any educational goals and objectives. They revealed that effective management of school facilities brings about development of educational programmes and facilitates educational process. It also results to boosting of the morale of teachers and students and enhances the usefulness in the determination of the worth of a school. In the same vein, Hinum (1999) also report that there is a significance relationship between students' achievement and the condition of the built environment.

Their report of primary education in Uganda by UNESCO (2000) shows that chalkboard and chalk were the only materials reported as being adequately available in the schools. The introduction of universal Basic Education (UBE) has increased enrolment in primary school from 17.9million in 1999 to 19.2 million in 2000 and 19.4 million in 2001, (FME, 2003). This

increase translates to demand for more places at secondary schools resulting to over stretching of existing physical facilities.

Investment in education entails the provision of the necessary infrastructure and facilities that could lead the system to be desired goals and objectives. Adegboyega (2002) observed that little attention is paid to education in terms of funding and this money is spent on recurrent expenditure leading to the deterioration of the existing facilities.

This prevailing condition would definitely show negative influence on the instructional quality which may translate to poor academic performance.

Adequate infrastructures are quite essential for conducive and productive learning. There is an indication that the public secondary school in Ngora Sub County cannot function successfully without adequate provision of facilities. This is because students need desks and chairs, teaching staff needs offices and instructional materials if learning must be effective.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0. Introduction

This section presents the methodology to be used in this study. It presents under: Research design, target population, sample size, sampling techniques and research instruments; validity of research instruments, reliability of research instruments, data collection procedures and data analysis techniques.

3.1. Research design

The design was descriptive survey. It is to provide the opinion of the respondents on the influence of environment on the academic achievement of public secondary schools in Ngora Sub County. Kurnar, (2005) argues that the goal of descriptive research is to describe the characteristic of selected phenomenon and involves the collection of data without and valid representation of the factors or variables that are relevant to the research question

Descriptive survey research is helpful in indicating trends in attitudes and behaviours, and enabled generalization of the findings of the research study to be done (Neumann. 2000). This design was appropriate for this study because it enhanced the amount of quality information yielded. Thus, qualitative and quantitative approaches were used.

3.2. Target population

The study targeted four (4) public secondary schools in Ngora Sub County.

These included Ngora High School, Ngora Girls S.S, Ngora Parents S.S, and Teso Integrated S.S that are owned by the government in Ngora Sub County. The study included 4 Head Teachers, 25 teachers, 25 students, 15 parents, 4 representatives of Board of Governors, and 4 representatives of the Parents Teachers Association.

3.3. Sample size and sampling technique.

The table below represents the target population and sample size from the population.

3.3.1. Sample size.

Table 3.1 target population and sample size from the population

Category	Selected target population	Sample size	Sampling technique
Head teachers	4	4	Purposively
Teachers	30	25	Randomly
Students	30	25	Randomly
Parents	25	15	Randomly
BOG Members	4	4	Purposively
PTA Members	4	4	Purposively
Total	97	77	

Source: Primary data (May 2019)

From the target population of 97, a sample of 77 was selected, using the Slovenes formula for calculations of sample size.

$$N = N / (1 + N(e)^2) = 97 / (1 + 97(0.05)^2) = 77$$

Where:

n = number of samples

N = total of population

e = margin error

The population (N) is 97 people and therefore the sample population was 77 respondents using Slovenes method of determining sample size from the population.

3.3.2. Sampling technique.

The study employed the following sampling techniques.

The head teachers were sampled purposively because there is only one head teacher in each school.

The head teachers were sampled because they are charged with responsibility of curriculum implementation and administrative duties. They play a control role in initiation of motivation programmes and acquisition of necessary resources that promote academic performance in schools.

Teachers were randomly selected because they are many and this was to give each a chance of being selected to participate in the study.

Members of the Parent's Teacher association were purposively selected because since there is only one chairperson of PTA in each school.

Parents were randomly sampled because they are many and each had an equal opportunity of being selected for the study. They were selected basing on the researcher's knowledge of the population and the objectives of the research.

3.4. Research Instruments

This contains the questionnaire, direct observation, document analysis and interview guide.

3.4.1. Questionnaire

This was the principle instrument for primary data collection. Questionnaires; it bared both open and close ended questions; individual questionnaires were administered to the head teachers and students because they save time on the part of the researcher and are quick at getting responses from the intended respondents. The questioners sought for the information on the state of physical, financial and human resource in the school and how the same is impacting on the academic performance in schools. The questionnaires also sought for information on the problems the schools face in their endeavours to promote academic programmes.

Questionnaires are advantageous because they save time on the part of the researcher and heighten the independence and accuracy of responses from respondents (Jwan.2010).

3.4.2. Direct Observation

This was used by the researcher to enable the collection of information with the view that was got from other respondents.

3.4.3. Document Analysis

The researcher analysed documents to help verify the academic performance of the schools. This was important as the information was got from the records of UCE and UACE results from 2015 to 2018. The blending of various instruments as proposed in the study is an acceptable technique in research (Kothari, 2008; Saunders et al 2007).

3.4.4. Interview Guide

This was administered to BOG members, PTA, and parents. This enabled the researcher to have face to face interaction with them as she wrote down ideas and responses from the respondents.

3.5. Validity of research instruments

Validity is the accuracy and meaningfulness of inferences drawn from the research findings. It is the degree to which results obtained from the analysis of the data actually represents the phenomena under study (Mugenda, 2003). In this study, the validity is taken to mean the extent to which the instruments cover the objectives. Validity refers to the quality of data gathering instruments that enable the instrument to measure what it is supposed to measure (Kurnar, R. 2005)

To ascertain content validity of the research instrument, the researcher consulted experts in research methodology in the department of education, and the university supervisor of Uganda Martyrs University. This enabled the researcher to develop instruments that yielded content with valid information.

3.6. Reliability of Research Instruments

The reliability is the ability of the instrument to give consistent results after a number of repeated trials; (Kerlinger, 2003). It is enhanced through use of instruments triangulation technique which is unacceptable technique in survey research that is qualitative in nature since it leads to credibility of the findings of the study (Kothari, 2008 and Mugenda, 2003).

A pilot study was conducted by administering the questionnaires to a few head teachers, class prefects and DOS from the neighbouring Ngora Sub County target population which is intended to determine the reliability of the questionnaires. Kothari (2004) argues that reliability is the consistency of measurement; and is frequency assessed using the test-retest reliability method.

Reliability is increased by including many similar items on a measure, by testing a diverse sample of individuals and by using uniform testing procedures. Cronach Alfa will be applied to measure to co-efficient of internal consistency and therefore reliability of the instrument. A reliability co-efficient of 0.71 was considered high enough for the instruments to be used for the study (Jwan 2010).

3.7. Data Collection Procedure

The research sought for permission from the selected schools. Questionnaires administered were collected from the same day except from those head teachers and teachers who needed more time because of their busy schedules. Document analysis and observation schedule was conducted on the same day the questionnaires were administered.

3.8. Data Analysis Techniques

The study sought for the use of statistical package for social science (SPSS) to analyse data. This was done by the first cleaning, coding, entering and then analysing data. The data was analysed both qualitatively and quantitatively. Quantitative data was edited to eliminate inconsistency, summarized and coded for easy classification in order to facilitate tabulation and interpretation.

Descriptive statistics was used in describing the sample data in such a way as to portray the typical respondents and to reveal the general response pattern. Analysed data was presented in form of percentages, mean standard deviations and frequencies.

Open ended questions which elicit qualitative data was analysed according to themes based on the research questions and the objectives and thereafter, interferences and conclusions.

3.9. Ethical Considerations in collecting data

The researcher considered the following ethical issues while collecting data:

Confidentiality: The participants were assured that the information provided in the questionnaires will only be: for the purpose of research. This was attained by not being allowed to indicate their names, or their respective schools in the questionnaires. This was ensured that nobody could link the data to specific subjects.

Informed Consent: The researcher sought the consent of all the respondents before administering the questionnaires. Therefore, the participation in the research were voluntarily done. In the schools that were sampled, the researcher first report to the school and while there then produced a copy of the introduction letter and research permit.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction.

This chapter gives a presentation, analysis and discussion of findings as per the data collected from the field.

4.1 Socio Demographic Data.

The Socio Demographic Data represents the sex, age, marital status, educational level and the religions of the respondents.

4.1.1 Sex of the respondents.

This table shows the sex of respondents.

Table 1: Showing the sex of respondents.

Sex	Frequency	Percentage (%)
Male	42	55
Female	35	45
Total	77	100

Source: primary Data (May, 2019)

The table above shows that out of 77 respondents met in total. 42 were male and 35 were female representing 55% and 45% which shows some small difference in gender equality reflecting that more of the male respondents were met than the female counterparts.

4.1.2 Age of the respondents

This table shows the Age range of the respondents.

Table 2: Showing the Age range of the respondents.

Age	Frequency	Percentage (%)
12-15	8	10
15-20	15	19
21-25	16	21
26-30	12	16
31-35	9	12
36-40	6	8
41-45	11	14
Total	77	100

Source: primary Data (May, 2019)

According to the table above, respondents of age 12-15 were 10%, 15-20 were 19%, 21-25 were 21%, 26-30 were 16%, 31-35 were 12%, 36-40 were 8% and 41-45 were 14%. This indicated that the high population of the respondents are from 15-20 that shows the reasoning ability of the respondents towards the questionnaires.

4.1.3 Marital status of the respondents

This table shows the marital status of the respondents.

Table 3: Showing the marital status of the respondents.

Marital status	Frequency	Percentage (%)
Single	48	62
Married	20	26
Divorced	9	12
Total	77	100

Source: primary Data (May, 2019)

According to the table above, 62% of the respondents were single, 26% were married and 12% of respondents were divorced. This indicates that most of the respondents who participated in the study were single.

4.1.4 Educational level of the respondents

This table shows the level of education of the respondents.

Table 4: Showing the level of education of the respondents.

Level of Education	Frequency	Percentage (%)
Masters	8	10
Degree	15	20
Diploma	15	20
'A' level	25	32
'O' level	7	9
Primary seven	7	9
Total	77	100

Source: primary Data (May, 2019)

The table above shows the distribution of the level of education of the respondents conducted during the study. According to the table ‘A’ level certificate holders seemed dominate with 32% followed by diploma and degree holders with 20% respectively, 10% are master holders and 9% for ‘O’ level certificate holders and Primary Seven respectively. This indicates that the highest populations of the respondents were learned.

4.1.5 Religion of the respondents

This table shows the religions of the respondents as established by the study.

Table 5: Showing the religions of the respondents.

Religion	Frequency	Percentage (%)
Catholic	32	42
Anglican	28	36
Muslim	10	13
Others	7	9
Total	77	100

Source: primary Data (May, 2019)

The table above shows the religions grouping of the respondents established by the study findings which show that the highest group was the Catholics with 42% followed by the Anglicans with 36% then Muslim with 13% and others with 9% as shown in the table. This shows that the highest populations of the respondents were the Anglican. The Anglicans complied in the research study.

Research Questions:

Strongly Agree	Agree	Neutral	Disagree	Strongly Agree
1	2	3	4	5

4.2 The contribution of library services on academic achievement of students of public secondary schools.

Table 4.2.1: Showing the item of provision of seats for use in the library.

Item	1	2	3	4	5	Total.
Provision of seats for use in the library.	14	7	2	2	0	25
Percentage (%)	56	28	8	8	0	100

Source: primary Data (May, 2019)

The above table shows the respondents with regard to the contribution of library services on academic achievements of students of public secondary schools. The result revealed that 56% of the respondents strongly agreed that the contribution of library services improves on the academic achievement of students of public secondary schools. While 28% also agreed with seats in the library uplifts performance of the students, 8% of the respondents were not sure while 8% of the respondents disagreed that having seats in the library cannot improve performance and 0% of the respondents strongly disagreed. According to Aguolu (200) and Mazi (2006) that the provision of seats for use in the library and even tables helps to improve the quality of the academic achievement of students in the school.

Table 4.2.2: Showing the item of current materials & books for students in the library.

Item	1	2	3	4	5	Total
Current materials & books for students in the library.	10	9	3	3	0	25
Percentage (%)	40	36	12	12	0	100

Source: primary Data (May, 2019)

The above table shows the respondents on item of the current materials and books for students in the library. 40% of the respondents strongly agreed that having current materials and books for students in the library improves on the academic achievement of students of public secondary schools. 36% of the respondents also agreed that having current materials & books in the library uplifts the performance of the students in public secondary schools. 12% of the respondents were

not sure while 12% of the respondents disagreed that having current materials & books in the library for students does not improve on the academic achievement of students in public secondary schools. According to Keith (2000), Aguolu (2002) that with current materials & books for students in the library helps to expand the reading culture of the students and also improve on the quality of the academic achievement of students in public secondary schools. However, some of the respondents were interviewed and according to their reactions it showed that having currents materials & books uplifts the performance of the students in public secondary schools in Ngora Sub County

Table 4.2.3: Showing the item of books for lending to students & teachers.

Item	1	2	3	4	5	Total
Books for lending to students & teachers.	13	5	4	3	0	25
Percentage (%)	52	20	16	12	0	100

Source: primary Data (May, 2019)

The table above shows the respondents on the item of books for lending to students & teachers. 52% of the respondents strongly agreed that books for lending students & teachers contribute to the academic achievement of students of public secondary schools. 20% of the respondents also agreed that books for lending students & teachers uplifts the academic achievement of the students in public secondary schools while 16% of the respondents were not sure whether having books for lending students & teachers can improve the performance of the students in public secondary schools. 12% of the respondents disagreed that having books for lending to students and teachers does not improve on the academic achievement of students in public secondary schools. According to Aguolu (2002) that having a number of books for lending in the library helps to improve on the quality of the academic achievement of students in the school.

Table 4.2.4: Showing the item of physical presences of library assistants to help and guide.

Item	1	2	3	4	5	Total
Physical presences of library assistants to help and guide.	12	5	4	2	2	25
Percentage (%)	48	20	16	8	8	100

Source: primary Data (May, 2019)

The table above shows the respondents on the item of physical presences of library assistants to help and guide. 45% of the respondents strongly agreed that physical presences of library assistants to help and guide contribute to the academic achievement of students of public secondary schools. 28% of the respondents also agreed that with the library assistants to help and guide uplifts the performance of the students in public secondary schools while 16% of the respondents were not sure. 8% of the respondents disagreed that having library assistants to help and guide does not improve on the performance of the students in public secondary schools. According to Mazi (2006) that the provision of library assistants to help and guide helps to improve the quality of the academic achievement of students in the school.

Table 4.2.5: Showing the item of working hours during which library is open for use.

Item	1	2	3	4	5	Total
Working hours during which library is open for use.	17	6	2	0	0	25
Percentage (%)	68	24	8	0	0	100

Source: primary Data (May, 2019)

The table above shows the respondents on the item of working hours during which library is open for use. 68% of the respondents strongly agree that the working hour during which library is open for use contributes to academic achievement of students of public secondary schools. Thus the highest population of the respondents complied with the study and strongly agreed that working hours during which library are open for use contributes to academic achievement of students. 24% of the respondents also agreed that with working hours during which library is

open for use improves on the academic achievement of students of public secondary schools in Ngora Sub County while 8% of the respondents were not sure. 0% of the respondents disagreed that working hours during which library is open for use does not improve on the academic achievement of students of public secondary schools. 0% of the respondents strongly disagreed. According to the National Centre for Education Statistics, (2000) reports that the more students read, the higher they will score on almost any measure in any discipline.

Table 4.2.6: Showing the item of extension of working hours.

Item	1	2	3	4	5	Total
Extension of working hours.	16	5	2	0	2	25
Percentage (%)	64	20	8	0	8	100

Source: primary Data (May, 2019)

The table above shows the respondents on the item of extension of working hours. 64% of the respondents strongly agree that the extension of working hours contribute to academic achievement of students of public secondary schools. The biggest population of the respondents also complied with the study which indicates that the extension of the working hours contributes to academic achievement of students. 20% Of the respondents also agreed that the extension of working hours uplifts the performance of the students of public secondary schools in Ngora Sub County while 8% of the respondents were not sure. 0% of the respondents disagreed that working hours does not uplift the performance of the students. 8% of the respondents strongly disagreed. However, some of the respondents were interviewed and according to their reactions it showed that with the extension of working hours helps to improve on the quality of performance of students of public secondary schools in Ngora Sub County.

4.3 The influence of school location on student's academic achievement of public secondary schools

Table 4.3.1: Showing the item of nearness to your home, village.

Item	1	2	3	4	5	Total
Nearness to your home, village.	10	2	2	6	5	25
Percentage (%)	40	8	8	24	20	100

Source: primary Data (May, 2019)

The table above shows the respondents on the item of nearness to your home, village. 40% of the respondents strongly agreed that nearness to your home, village contributes to the academic achievement of students of public secondary schools. Thus homes, villages being near the schools makes students concentrate hence academic achievement of the students. 8% of the respondents agreed that nearness to your home, village improves on the academic achievement of students of public secondary schools in Ngora Sub County while 8% of the respondents were not sure. 24% of the respondents disagreed that it cannot improve on the performance of the students. 20% of the respondents strongly disagreed. This also agrees with the opinion of Akabogu (2001) and Bello (2008) that school location influences the academic achievement of the students. According to Mbipom (2000), schools are either situated in one geographical location or others. These geographical locations are either termed rural (remote) where modern facilities like leisure, easy transportation.

Table 4.3.2: Showing the item of lack of facilities (water sources) near to the school.

Item	1	2	3	4	5	Total
Lack of facilities near to the school like water sources.	14	5	2	2	2	25
Percentage (%)	56	20	8	8	8	100

Source: primary Data (May, 2019)

The table above shows the respondents on the item of lack of facilities near to the school like water sources. 56% of the respondents strongly agreed that lack of facilities near to the school

like water sources does not contribute to academic achievements of students of public secondary schools. This indicates that without facilities near to the school like water sources makes students not to enjoy the school environment. 20% of the respondents agreed that lack of facilities influences the academic achievement of students of public secondary schools in Ngora Sub County. 8% of the respondents were not sure while 8% of the respondents disagreed and 8% of the respondents strongly disagreed. Looking at the above findings lack of facilities near to the school like water does not improve on the academic achievement of students of public secondary schools.

Table 4.3.3: Showing the item of lack of where to buy school needs.

Item	1	2	3	4	5	Total
Lack of where to buy school needs.	7	5	2	2	9	25
Percentage (%)	28	20	8	8	36	100

Source: primary Data (May, 2019)

The table above shows the respondents on the item of lack of where to buy school needs. 28% of the respondents strongly agreed that lack of where to buy school needs impact on the academic achievement of students of public secondary schools in Ngora Sub County. 20% of the respondents also agreed, 8% of the respondents were not sure, 8% of the respondents disagreed while 36% of the respondents strongly disagreed. This indicates that the school location impact on the academic achievement of students in public secondary schools.

Table 4.3.4: Showing the item of limited access to reading materials near or around the school.

Item	1	2	3	4	5	Total
Limited access to reading materials near or around the school.	4	2	2	8	9	25
Percentage (%)	16	8	8	32	36	100

Source: primary Data (May, 2019)

The table above shows the respondents on the item of limited access to reading materials near or around the school. 16% of the respondents strongly agreed that limited access to reading materials near the school impact on the academic achievement of students of public secondary schools like public libraries. 8% of the respondents agreed, 8% of the respondents were not sure while 32% of the respondents disagreed and 36% of the respondents strongly disagreed. This shows that school location impact on the student's academic achievement in public secondary schools.

Table 4.3.5: Showing the item of teacher's inability to have access to materials for teaching.

Item	1	2	3	4	5	Total
Teacher's inability to have access to materials for teaching.	11	2	0	10	2	25
Percentage (%)	44	8	0	40	8	100

Source: primary Data (May, 2019)

The table above shows the respondents on the item of teachers' inability to have access to materials for teaching. 44% of the respondents strongly agreed that teacher's inability to have access to materials for teaching contributes to academic achievement of students of public secondary schools. 8% of the respondents also agreed that teachers' inability to have access to materials for teaching improve on the academic achievement of students of public secondary schools in Ngora Sub County. 0% of the respondents were not sure. 40% of the respondents disagreed while 8% of the respondents strongly disagreed.

4.4. The impact of school facilities on student's academic achievement of public secondary schools.

Table 4.4.1: Showing the item of desks, chairs.

Item	1	2	3	4	5	Total
Desks, chairs.	18	5	2	0	0	25
Percentage (%)	72	20	8	0	0	100

Source: primary Data (May, 2019)

The table above shows the respondents on the item of desks, chairs. 72% of the respondents strongly agreed that the facilities like desks, chairs improve on academic achievement of students of public secondary schools. 20% of the respondents agreed that having desks, chairs improve on the academic achievement of students of public secondary schools in Ngora Sub County. 8% of the respondents were not sure. 0% of the respondents disagreed. 0% of the respondents strongly disagreed. The findings agreed with the opinion of Okafor (2003) Ezen (1995) and Ibiain (2004) that adequate provision of facilities in the school promotes the academic achievement of the students and also ensure the effective teachers performance in the teaching learning activities.

Table 4.4.2: Showing the item of teaching aids .

Item	1	2	3	4	5	Total
Teaching aids.	16	9	0	0	0	25
Percentage (%)	64	36	0	0	0	100

Source: primary Data (May, 2019)

The table above shows the respondents on the item of teaching aids. 64% of the respondents strongly agreed that the teaching aids impact on academic achievement of students of public secondary schools. 36% of the respondents agreed that teaching aids help to improve on the academic achievement of students of public secondary schools in Ngora Sub County. 0% of the respondents were not sure, 0% of the respondents disagreed while 0% of the respondents strongly disagreed. The findings agreed with the opinion of Okafor (2003) Ezen (1995) and Ibiain (2004) that adequate provision of facilities in the school promotes the academic achievement of the students and also ensure the effective teachers performance in the teaching learning activities.

Table 4.4.3: Showing the item of electric generator for hostels, classrooms.

Item	1	2	3	4	5	Total
Electric generator for hostels, classrooms.	13	4	4	4	0	25
Percentage (%)	52	16	16	16	0	100

Source: primary Data (May, 2019)

The table above shows the respondents on the item of electric generator for hostels, classrooms. 52% of the respondents strongly agreed that the electric generator for hostels, classrooms improves on the academic achievement of students of public secondary schools. 16% of the respondents also agreed that electric generator for hostels, classrooms uplifts the performance of the students of public secondary schools in Ngora Sub County. 16% of the respondents were not sure. 16% of the respondents disagreed while 0% of the respondents strongly disagreed. The findings agreed with the opinion of Okafor (2003) Ezen (1995) and Ibiain (2004) that adequate provision of facilities in the school promotes the academic achievement of the students and also ensure the effective teachers performance in the teaching learning activities.

Table 4.4.4: Showing the item of blackboards for classrooms, laboratories.

Item	1	2	3	4	5	Total
Black boards for classrooms, laboratories.	15	6	2	2	0	25
Percentage (%)	60	24	8	8	0	100

Source: primary Data (May, 2019)

The table above shows the respondents on the item of black boards for classrooms, laboratories. 60% of the respondents strongly agreed that blackboards for classrooms, laboratories improve on academic achievement of students of public secondary schools. This also makes the students to see clearly and be able to understand the teacher. 24% of the respondents also agreed that blackboards for classrooms, laboratories improve on the academic achievement of students of public secondary schools in Ngora Sub County. 8% of the respondents were not sure. 8% of the respondents disagreed. While 0% of the respondents strongly disagreed. The findings agreed with the opinion of Okafor (2003) Ezen (1995) and Ibiain (2004) that adequate provision of facilities in the school promotes the academic achievement of the students and also ensure the effective teachers performance in the teaching learning activities.

Table 4.4.5: Showing the item of calculators, specimen, and laboratory equipment.

Item	1	2	3	4	5	Total
Calculators, specimens, laboratory equipment.	15	5	3	2	0	25
Percentage (%)	60	20	12	8	0	100

Source: primary Data (May, 2019)

The table above shows the respondents on the item of calculators, specimens, laboratory equipment. 60% of the respondents strongly agreed that calculators, specimen, laboratory equipment improves on the academic achievement of students of public secondary schools. This makes the students to understand practically to the teacher leading to academic achievement of the students. 20% of the respondents also agreed that calculators, specimens, laboratory equipment uplifts the academic achievement of students of public secondary schools in Ngora Sub County. 12% of the respondents were not sure, 8% of the respondents disagreed that calculator, specimens, and laboratory equipment can not improve on the academic achievement of students while 0% of the respondents strongly disagreed. The findings agreed with the opinion of Okafor (2003) Ezen (1995) and Ibiain (2004) that adequate provision of facilities in the school promotes the academic achievement of the students and also ensure the effective teachers performance in the teaching learning activities.

Table 4.4.6: Showing the item of sport facilities.

Item	1	2	3	4	5	Total
Sport facilities.	10	2	2	9	2	25
Percentage (%)	40	8	8	36	8	100

Source: primary Data (May, 2019)

The table above shows the respondents on the item of sport facilities. 40% of the respondent strongly agreed that sport facilities impact on academic achievement of students of public secondary schools. 8% of the respondents agreed that sport facilities improve the academic achievement of students of public secondary schools in Ngora Sub County. 8% of the respondents were not sure. 36% of the respondents disagreed that sport facilities does not

improve on the academic achievement of students of public secondary schools. 8% of the respondents strongly disagreed. The findings agreed with the opinion of Okafor (2003) Ezen (1995) and Ibiain (2004) that adequate provision of facilities in the school promotes the academic achievement of the students and also ensure the effective teachers performance in the teaching learning activities.

Table 4.4.7: Showing the item of school facilities (school nurse).

Item	1	2	3	4	5	Total
School facilities (school nurse)	17	6	2		0	25
Percentage (%)	68	24	8	0	0	100

Source: primary Data (May, 2019)

The table above shows the respondents on the item of school facilities (school nurse). 68% of the respondents strongly agreed that the school facilities like the school nurse impact on the academic achievement of students of public secondary schools. 24% of the respondents agreed that school facilities like the school nurse improves the academic achievement of students of public secondary schools in Ngora Sub County. 8% of the respondents were not sure while 0% of the respondents disagreed and 0% of the respondents strongly disagreed that school facilities does not improve on the academic achievement of students. The findings agreed with the opinion of Okafor (2003) Ezen (1995) and Ibiain (2004) that adequate provision of facilities in the school promotes the academic achievement of the students and also ensure the effective teachers performance in the teaching learning activities.

CHAPTER FIVE

SUMMARY, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.0. Introduction.

This chapter presents the summary of the key finding, conclusion drawn out of the study and the recommendations.

5.1 Summary of the study.

The summary of key findings was categorized objective by objective.

5.1.1 The contribution of library services on academic achievement of students of public secondary schools in Ngora Sub County.

The study found out that many schools had seats for use in the library, current materials and books for students in the library, books for lending to students and teachers, Library assistants to help and guide, working hours during which the library is open for use which helped to improve the quality of the academic achievement of students in the schools.

5.1.2 The influence of school location on student's academic achievement of public secondary school in Ngora Sub County.

The findings from this research question revealed that lack of facilities near the school like where to buy school needs affect the academic achievement of students in Ngora Sub County. However, in the opinion of the respondents limited access to reading materials near or around the school and teachers inability to have access to materials for teaching ranked very high as the major areas affecting academic achievement of the students in schools. The school location has more effects on academic achievement of the students in rural areas. The school location has significant influence in the academic achievement of the students. The researcher supports the view that students are to be made to attend schools that are located very close to their places of residence. Hence, there is the need to ensure that students are given access to admission to schools based on nearness to their places of residence. This will not only promote students participation in the school activities but reduce costs of transportation to parents.

5.1.3 The impact of school facilities on student's academic achievement of public secondary schools in Ngora Sub County.

The study found out that schools had desk, chairs, teaching aids, electric generators for hostels, classrooms, blackboards for classroom, laboratories, calculators, specimens, laboratory equipment, and sports facilities which helped to improve on the academic achievement of students of public secondary schools in Ngora Sub County.

5.2 Conclusions.

After assessing the influence of school environment on academic achievement of students of public secondary schools in Ngora Sub County.

The study identified seats, chairs, current reading materials, current books for lending and the presence of library assistants in the schools as critical areas that to a great extent improve on the academic achievement of students of public secondary schools with regard to library services.

The result indicated that limited access to both the students and teachers to reading materials affect academic achievement of students.

It also revealed that teaching aids, provision of generators and school health services improve academic achievement of the student

5.3 Recommendations.

Qualified library assistants to be posted to schools to aid the students on the proper use of the library services.

Government and communities to ensure that students have access to the schools near to their areas of residence.

Adequate classroom buildings to be provided in the public secondary schools to help promote effective teaching for students to improve academic achievement.

Current teaching or instructional materials to be made available to schools to help teacher's performance for the best academic achievement of the students in the schools.

5.4 Suggestions for further research.

Based on the findings, the following suggestions are made for further studies.

A comparative study of the influence of school environment on student's academic achievement of public secondary schools in Ngora Sub County.

A study on the impact of school plant on student's academic achievement in Ngora Sub County.

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APPENDIX A

QUESTIONNAIRE FOR HEADTEACHERS AND TEACHERS

Introduction

Dear respondent,

I am Akello Rachel; a student of Uganda martyrs university conducting a research study on “The Influence of School Environment on Academic Achievement of Students of Public Secondary Schools in Ngora Sub County” leading to award of a Bachelor of Arts Degree in Education of Uganda Martyrs University. Please feel free and answer the questions below by either ticking appropriately on the options given to indicate your correct answer or filling in the space provided.

You have been selected to participate in this study due to the importance of your information in the study. The information you provide will only be used for the purpose of this study and will be treated with utmost confidentiality.

Yours,

Akello Rachel

Student.

Section A: Background information

Please tick (✓) the box that represents or clearly write your response in the provided space on the following statement.

Sex

Male female

Level of education

Grade IV Bachelors Degree Masters Degree

Others; Specify.....

Age

20-25 26-30 31-35 35-40 41 and above

Religion

Catholic Anglican Muslim others specify.....

Marital Status

Single Married Divorced Widowed Separated others specify.....

School :(to be filled by Head teacher/ Teachers).....

Research questions

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	2	3	4	5

Please tick according to the level of agreement with the following questions.

Objective 1: the contribution of library services on academic achievement of students of public secondary schools.

No	Item	1	2	3	4	5
1	Provision of seats for use in the library.					
2	Current materials/books for students in the library.					
3	Books for lending to students/teachers.					
4	Physical presence of library assistants to help and guide.					
5	Working hours during which library is open for use.					
6	Extension of working hours.					

Do you have any other comment (s) you would like to advance on how library services contribute academic achievement of students of public secondary schools in Ngora Sub County? Please specify.

.....

Objective 2: the influence of school location on student’s academic achievement of public secondary school.

No	Item	1	2	3	4	5
1	Nearness to your home/village.					
2	Lack of facilities near to the school. Like water sources.					
3	Lack of where to buy school needs.					
4	Limited access to reading materials near or around the school.					
5	Teacher’s inability to have access to materials for teaching.					

Do you have any comment (s) you would like to advance on how school location influence students academic achievement of public secondary schools in Ngora Sub County? Please specify.

.....

Objective 3: the impact of school facilities on student’s academic achievement in public secondary schools.

No	Item	1	2	3	4	5
1	Desks, chairs.					
2	Teaching aids.					
3	Electric generators for hostels/classrooms.					
4	Blackboards for classrooms/laboratories.					
5	Calculators/specimens/laboratory equipment.					
6	Sport facilities.					
7	School facilities (school nurse).					

Do you have any comment (s) you would like to advance on how school facilities impact on students academic achievement of public secondary schools in Ngora Sub County? Please specify.

.....

Dependent variable: student’s academic performance

No	Statement	1	2	3	4	5
1	Have students performance improved over the last 5 years?					
2	Is teacher’s dedication the reason for improved student’s academic performance of the last 5 years?					
3	Have the interactive nature of lessons helped improve academic performance?					
4	Have the books in the library helped improve students’ academic performance?					
5	Does the beautiful school environment help students to concentrate?					
6	Do students enjoy coming to school because of the beautiful and spacious classrooms.					

Do you have any other comment (s) you would like to advance on how students academic performance of students can be improved in Ngora Sub County? Please specify.

.....

APPENDIX B:

QUESTIONNAIRE FOR STUDENTS

Introduction

Dear respondent,

I am Akello Rachel; a student of Uganda martyrs university conducting a research study on “The Influence of School Environment on Academic Achievement of Students of Public Secondary Schools in Ngora Sub County” leading to award of a Bachelor of Arts Degree in Education of Uganda Martyrs University. Please feel free and answer the questions below by either ticking appropriately on the options given to indicate your correct answer or filling in the space provided.

You have been selected to participate in this study due to the importance of your information in the study. The information you provide will only be used for the purpose of this study and will be treated with utmost confidentiality.

Yours,

Akello Rachel

Student.

Section A: Background information

Please tick (✓) the box that represents or clearly write your response in the provided space on the following statement.

Sex

Male female

Level of education

“O” Level “A” Level

Age

13-14 14-15 15-16 16-17

Religion

Catholic Anglican Muslim others specify.....

School:.....

Class:.....

Research questions

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	2	3	4	5

Please tick according to the level of agreement with the following questions.

Objective 1: the contribution of library services on academic achievement of students of public secondary schools.

No	Item	1	2	3	4	5
1	Provision of seats for use in the library.					
2	Current materials/books for students in the library.					
3	Books for lending to students/teachers.					
4	Physical presence of library assistants to help and guide.					
5	Working hours during which library is open for use.					
6	Extension of working hours.					

Do you have any other comment (s) you would like to advance on how library services contribute academic achievement of students of public secondary schools in Ngora Sub County? Please specify.

.....

Objective 2: the influence of school location on student’s academic achievement of public secondary school.

No	I tem	1	2	3	4	5
1	Nearness to your home/ village.					
2	Lack of facilities near to the school like water sources.					
3	Lack of where to buy school needs.					
4	Limited access to reading materials near or around the school.					
5	Teacher’s inability to have access to materials for teaching.					

Do you have any comment (s) you would like to advance on how school location influence students academic achievement of public secondary schools in Ngora Sub County? Please specify.

.....

Objective 3: the impact of school facilities on student’s academic achievement in public secondary schools.

No	Item	1	2	3	4	5
1	Desks, chairs.					
2	Teaching aids.					
3	Electric generators for hostels/classrooms.					
4	Blackboards for classrooms/laboratories.					
5	Calculators/specimens/laboratory equipment.					
6	Sport facilities.					
7	School facilities (school nurse).					

Do you have any comment (s) you would like to advance on how school facilities impact on students academic achievement of public secondary schools in Ngora Sub County? Please specify.

.....

Dependent variable: student’s academic performance

No	Statement	1	2	3	4	5
1	Have students performance improved over the last 5 years?					
2	Is teacher’s dedication the reason for improved student’s academic performance of the last 5 years?					
3	Have the interactive nature of lessons helped improve academic performance?					
4	Have the books in the library helped improve students’ academic performance?					
5	Does the beautiful school environment help students to concentrate?					
6	Do students enjoy coming to school because of the beautiful and spacious classrooms.					

Do you have any other comment (s) you would like to advance on how students academic performance of students can be improved in Ngora Sub County? Please specify.

.....

APPENDIX C:

INTERVIEW GUIDE FOR BOG, PTA AND PARENTS

Introduction

Dear respondent,

I am Akello Rachel; a student of Uganda martyrs university conducting a research study on “The Influence of School Environment on Academic Achievement of Students of Public Secondary Schools in Ngora Sub County” leading to award of a Bachelor of Arts Degree in Education of Uganda Martyrs University. Please feel free and answer the questions below by either ticking appropriately on the options given to indicate your correct answer or filling in the space provided.

You have been selected to participate in this study due to the importance of your information in the study. The information you provide will only be used for the purpose of this study and will be treated with utmost confidentiality.

Yours,

Akello Rachel

Student.

Section A: Background information

Please tick (✓) the box that represents or clearly write your response in the provided space on the following statement.

Sex

Male female

Level of education

Diploma Bachelors Degree Masters Degree

Others; Specify.....

Age

20-25 26-30 31-35 35-40 41-45 and above

Religion

Catholic Anglican Muslim others specify.....

Marital Status

Single Married Divorced Widowed Separated others specify.....

Objective 1: the contribution of library services on academic achievement of students of public secondary schools.

1. Does your school have a library?
.....
2. Does the library have enough books?
.....
3. Does the library have enough seats?
.....

4. Does the library have the library assistant?
.....

5. In your opinion, how can library services are improved in the school?
.....

Objective 2: the influence of school location on student’s academic achievement of public secondary school

1. Do the homes of the students near the school?
.....

2. Does the location of the school affect student’s academic achievement?
.....

Objective 3: the impact of school facilities on student’s academic achievement in public secondary schools

1. Are there enough and spacious classrooms to handle all students? If yes or no please explain
.....

2. Do teachers use appropriate teaching aids?
.....

3. Does the school have electric generator?
.....

4. Do the schools have enough blackboards in the classrooms?
.....

5. Is there a play ground for the students? If yes or no explain
.....

6. In your opinion, how can school facilities be improved in the school?
.....

**APPENDIX D:
INTRODUCTORY LETTER**

Uganda
Martyrs
University



making a difference

Office of the Dean
Faculty of Education

Your ref.:
Our ref.:

Mbale June 20th, 2019

To Whom it May Concern

Dear Sir/Madam,

BACHELOR OF ARTS EDUCATION DEGREE RESEARCH

Ms. AKELLO Rachel is a student of Uganda Martyrs University. Reg. Number _2016-B201-40001_. As part of the requirements for the award of the Degree of Bachelor of Arts Education of Uganda Martyrs University, the student is required to submit a dissertation.

Her Research Topic is *Influence of School Environment on Academic Achievement of Students of Public Secondary Schools in Ngora Sub-County.*

The purpose of this letter is to formally request you to allow this student to access any information in your custody/organisation, which is relevant to this research.

Your support will be greatly appreciated.

Sincerely yours,

Sr. Imalingat Florence
Coordinator, EDUCATION
Mbale Campus

