

**INFLUENCE OF LEARNING ENVIRONMENT ON PUPIL ACADEMIC  
PERFORMANCE IN KENYA CERTIFICATE OF PRIMARY EDUCATION  
IN KAITI DIVISION, MAKUENI COUNTY**

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**DECLARATION**

This project is my original work and has not been presented in any university for academic award.

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## **DEDICATION**

I dedicate this piece of work to my family members who have been a great inspiration and encouragement throughout my course. These are my husband Bernard Kiilu, my children: Cecilia, Ndolo, Mueni and Ndanu.

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## **ABBREVIATION AND ACRONYMS**

**KCPE** - Kenya Certificate of Primary Education

**KCSE** - Kenya Certificate of Secondary Education

**KNEC** - Kenya National Examination Council

**TPR** - Teacher Pupil Ratio

**UNESCO**- United Nations Educational, Scientific and Cultural Organization

**UNICEF** - United Nations Children's Fund

## ABSTRACT

Different learning environments contribute to poor performance in the schools in this area and necessitated the need to investigate on the school and home environment affecting the academic results in KCPE. The purpose of the study was to examine the relationship between school environment, psychological environment and home environment and how they all influence the academic performance of the pupils. Descriptive survey design was used. The target populations were pupils, and teachers from public primary schools in Kaiti Division. Stratified random sampling was used in selecting the population sample. Instruments for data collection were questionnaires for teachers and pupils. Data was collected in selected schools in the division using the questionnaire designed. The data was then processed using Statistical Package for Social Sciences (SPSS). Piloting of the instruments was done at Makongo primary School. The results were intended to guide stakeholders in improving the learning environment with a view to improving pupil's performance. From the study findings, the study concluded that the major factors hindering pupils' performance were lack of teaching and learning resources, lack of adequate physical facilities, very high TPR. The ratio of the latrines for both genders was very high and therefore the hygiene and sanitation facilities were not adequate and therefore low cleanliness of the toilets rendered the school environment non conducive for learning. The lack of learning and teaching resources negatively influenced the pupils' performance. The teachers used participatory method of teaching as they allowed the pupils to ask questions. The participatory method of teaching by the teachers served to enhance the learning environment as the pupils were part of the learning process. The learning environment at pupils' homes was not conducive for learning which contributed to poor performance. The family that the pupils came from played a significant role in enhancing the academic performance of the pupils. The learning environment at home was highly non-conducive for learning and therefore the pupils' performance was negatively affected. The study recommends that to avert the problem of declining pupils' academic performance in schools the government and other stakeholders should invent new policies and strategies to improve the school environment. The school management and other policy makers in the education sector should sensitize the parents and pupils on ways of improving the home environment and make it more conducive for learning.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

Determinants of pupils performance has been the subject of ongoing debate among the educators, academicians and policy makers. There have been many studies like that of Siegfried and Fels among others as discussed in the sections below, that sought to examine this issue and their findings points out to hard work on the pupils, previous schooling, parent's education, family income and self-motivation as factors that have significant effects on the pupil's general performance academically. Siegfried and Fels (1979) in San Francisco, USA, discovered that the pupil's aptitude is the most important determinant in his or her learning, however they did not address learning environment and how it affects learner's performance. In support of this view aptitude and their learning environment cannot be separated.

Intelligence is not the only determinant of academic achievement of a pupil. Academic achievement of a pupil is always associated with the many components of learning environment. According to Bosque and Dore (1998) in their study Malaysia, they concluded that learning and teaching environment ought to implement six functions: inform, communicate, collaborate, produce, scaffold and manage. They added that conceptually speaking; the learning environment refers to the whole range of components and activities within which learning happens.

Another important determinant is the family which is the primary unit for socialization. Rollines and Thomas (1979) who studied parental styles found out that high parental control were associated with high achievement. Cassdy and Lynn (1991) explored how family environment impacts motivation and achievement. They included a specific factor of the families socioeconomic status. Crowding as an indicator of how being disadvantaged affects educational attainment they found out that a less physically crowded environment along with motivation and parental supports were associated with high educational levels of children.

Religions also influence academic achievement according to Bahr, Hawks and Wang (1993). This is because religion motivates or de-motivates pupils and family setup to look at education and performance positively or negatively. Religiosity as an aspect of the family environment is another independent variable possibly influencing academic achievement. Bahr, Hawks and Wang (1993), Cassidy and Lynn (1991) explored how family environment impacts motivation and achievement and this means that motivation served as a mediating variable between home background and personal characteristics and educational attainment.

A study by Neibuhr (1995) examined relationships between school, family environment and pupils' academic achievement. He was talking about the relationship between classroom motivation and academic achievement. His study in United States suggests that the elements of both school climate and family environment have a stronger direct impact on academic achievement. He completed a study that examined relationships between several variables and pupil's academic achievement. The study included an investigation of the relationship of individual motivation and its effect on academic achievement. His findings indicate that pupil's motivation showed no significant effects on the relationship with academic achievement and that the elements of both school climate and family environment have a stronger and direct effect on academic performance.

Karemera (2003) in a study carried in South Carolina state university of business found out that pupils performance was significantly correlated with academic environment and service received. He also found out that the existence of professional development programmes and internship opportunities were associated with better academic performance.

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

performance. They found out that the simple presence of a school library was significantly related to achievements in Brazil, Chile, Botswana and Uganda.

According to Micheka (1993), in the cases of school dropout in Kisii district identified parent's inability to pay school fees as a cause of absenteeism resulting to dismal performance in K.C.S.E. He identified parental involvement in the pupils work as a factor that affect pupil's performance. A positive association between parent's participation in the child's school work and performance exist.

Geoffrey Griffins discovered that school administrators have direct bearing on the achievements of the learners because they have a key role of coordinating, directing and facilitating the learning process. Griffins assertion is that poor management have brought down many schools in Kenya. Another factor that may affect pupil's performance is family size, which differs significantly among different ethnic and economic sub groups. Since the language of instruction is English, pupil's competence in English is included in the list of variables affecting pupils' performance in general. In this study the researcher explored how pupil's performance is significantly influenced by learning environment in Kaiti Division Makueni County. These factors can be categorized as follows;

#### **i. Classroom Environment**

The study of classroom environment is of great significance as learning is the outcome of this environment. As an agent of intellectual stimulation, conducive classroom environment is an important factor in strengthening the child's level of education. This leads to considerable significance to the study of critical issues of classroom teaching. The method of dealing with the class, curricular subjects and the behavior of the teachers are some of the factors which make the classroom environment favorable or unfavorable, as gratifying or discouraging to the pupil. The kind of academic climate in school and among pupils promotes either a positive or a negative attitude towards their work at school. The negative attitudes are bound to have a strong influence on their academic performance and manifest themselves in undesirable behavior such as inattentiveness and truancy which in turn further affects their academic achievements. Academic

achievement is dependent on school learning environment as well as home learning environment (Upadhyay 1983).

According to Najike (2002) in his study in Papua, New Guinea, school environment plays an important role in the academic achievement of school children. The success or failure of school children greatly depends on the quality of classroom environment and social climate. Bradley *et al* (1988) studied home environment and found out that there was significant correlation between home environment and the children's achievement, test scores and their classroom behavior. According to Shah and Shamah (1984) in their study on the effects of family climate of pupils' academic achievement, revealed that highly significant and positive relationship existed between the variables, family climate and academic achievement.

## **ii. Physical Factors**

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

## **iii. Teacher's Personality and Attitude**

The teacher is an important element in the learning environment. A teacher may facilitate failure or success of the learner. The teacher may inspire pupils through the influence of his personality. The personality of a teacher may result in effective teaching and learning. Amiable teachers tend to bring happiness while temperamental ones repulse pupils. Moreover, sympathetic, loving, enthusiastic and cheerful teachers are loved by the pupils while rigid control by teachers may cause pupils to dislike school work. Teachers need to be receptive to their pupils by creating a supportive learning environment (Memmmott and Brennan: 1998).

## **1.2 Statement of the Problem**

The study is hinged upon following problematic issues: Firstly the physical environment pose serious challenge to learners. This includes extreme weather conditions that alternate between prolonged dry spells and rainy season that adversely affect learning (Fraser, B. J 1998). The physical challenge is made worse because of lack of adequate facilities given that many of these physical facilities are dilapidated. The poor school environment is worsened by poor family setup that fails to provide children with a strong and positive support base. The endemic poverty in the region leaves children vulnerable and psychologically traumatized (Hall, R 1982).

According to National Examination results in Kenya Certificate of Primary Education 2012 Kaiti Division did not appear among the top ten schools in the county neither did it produce the top candidate so this necessitated the need to investigate to ascertain the impact of learning environment on pupil academic performance. This poor performance may be attributed to unfriendly learning environment. It's in this context that this study investigated the effects of learning environment of pupil's performance in Kaiti division of Makueni County.

## **1.3 Purpose of the Study**

The purpose of the study was to investigate how learning environment influences pupils' academic performance in Kenya Certificate of Primary Education (K.C.P.E) in Kaiti division of Makueni county.

## **1.4 Objectives of the Study**

To investigate the relationship between learning environment and pupils academic performance

The study sought to fulfill the following objectives;

- i. To examine the relationship between school environment and pupils academic performance.

- ii. To investigate the relationship between the psychological environment of the pupil and performance.
- iii. To examine the relationship between home environment and pupil's academic performance.

### **1.5 Research Questions**

- i. Is there any relationship between school environment and the pupil academic performance?
- ii. Is there any relationship between pupil's performance and their psychological environment?
- iii. Does the home environment have any relationship with pupil's academic performance

#### **1.5.1 Research Hypotheses**

Ho<sub>1</sub>. There is no statistically significant relationship between school environment and the pupils' academic performance.

Ho<sub>2</sub>. There is no statistically significant relationship between psychological environment and the pupils' academic performance.

Ho<sub>3</sub>. There is no statistically significant relationship between home environment and the pupils' academic performance.

### **1.6 Significance of the Study**

The results of the study may add to the existing body of knowledge on the factors that contribute to poor performance of pupils in local and national examinations. More specifically the study may assist the government with policy recommendations that may be applied to improve learning environment in many public primary schools in Kaiti division of Makueni County. This

may be through provision of resources and facilities which make the learning environment favorable hence make the schools child friendly.

The result may also help in unearthing the psychological or home factors that hinder or facilitate learning and make appropriate policy interventions.

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

### **1.7 The Delimitations of the Study**

The study was confined to public primary schools in Kaiti division because in many of these schools the learning environment is not academic friendly. This is because many classes are not secured and children suffer from strong winds, dust and cold. The unfriendly learning environment in these schools prompted the researcher to do this research.

### **1.8 Limitations of the Study**

The study was limited to one division in the county. All the other divisions should have been studied but due to constrain in time and money it was not possible. This being one of the divisions with many schools it's expected to be a good sample of the study. Transport from one school to another was also a limitation due to poor infrastructure. The weather conditions may be a problem among many others. To overcome these challenges the researcher used motorbikes to hasten the process.

### **1.9 Assumptions of the Study**

All respondents would be cooperate and give responses truthfully as asked. It's also assumed that all respondents were honest and gave their responses without being coerced to. It's also assumed that all respondents were literate and would be able to give their responses independently. The respondents would answer the questionnaire in time. The data collection time would be sufficient and the weather conditions would not interfere with data collection.

## 1.10 Definition of Operational Terms

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

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

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

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

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

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

## 1.11 Organization of the study

In chapter one the following were covered: background of the study, statement of the problem, purpose of the study, objectives, research questions, significance, limitations, delimitation and definition of significant terms used in the study. Chapter two, looks at what learning environment is and how environment affects the pupil's performance. The chapter explores the different variables that constitute to a learning environment that is the psychological, social and economic as well as home environment.

In chapter three the following are included under research methodology: research design, target population, sample and sampling design, research instruments, instrument reliability, instrument validity, data collection procedure, data analysis techniques and operationalization of variables. Chapter four presents data analysis and interpretation while chapter five presents summary of findings, conclusions and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter looks at what learning environment is and how environment affects the pupil's performance. The chapter explores the different variables that constitute to a learning environment that is the psychological, social and economic as well as home environment.

#### **2.2 Theories on Learning**

There are theories that talk about learning and what others have said about how environment affects pupil's academic performance. These theories include: the motivation theory, the hierarchy of needs theory and the social learning theory as discussed below.

##### **2.2.1 Motivation Theory**

Motivation is the force that initiates, guides and maintains goal-oriented behaviors. The forces that lie beneath motivation can be biological, social, emotional or cognitive in nature. There are several aspects of motivation theory such as instinct theory of motivation in which people are motivated to behave in certain ways because they are evolutionarily programmed to do so. An example of this is the seasonal migration of animals; a behavior pattern that is inborn. There is also the incentive theory of motivation that suggests that people are motivated to do things because of external rewards such as monetary rewards. The drive theory of motivation also states that people are motivated to take certain actions in order to reduce the internal tension that is caused by unmet needs. This theory is useful in explaining behaviors that have a strong biological component, such as hunger or thirst. The problem with the drive theory of motivation is that these behaviors are not always motivated purely by physiological needs. For example, people often eat even when they are not really hungry. The humanistic theory of motivation is based on the idea that people also have strong cognitive reasons to perform various actions

(Winslow, 2012). The current study will apply humanistic and incentive aspects to determine the extent to which the two variables have a significant impact of pupils' academic performance

### 2.2.2 Hierarchy of Needs Theory

The motivation theory integrates well with Abraham Maslow's of the hierarchy of needs. Abraham Maslow's hierarchy of needs presents different motivations at different levels. First, people are motivated to fulfill basic biological needs for food and shelter, as well as those of safety, love and esteem. Once the lower level needs have been met, the primary motivator becomes the need for self-actualization, or the desire to fulfill one's individual potential.

**Table 2.1 Hierarchy of Needs**

Needs	Example
Physiological needs	Food and water
Safety	Freedom from war, violence, poison
Belonging	Family, friends, clubs
Esteem	Approval from family, friends and community
Self actualization	Education, religion, hobbies and personal growth

The hierarchy of needs theory posts that the needs at the bottom are the most urgent and need to be satisfied before attention can be paid to the others. The following table shows Maslow's hierarchy of need categories:

According to Maslow, lower needs such as physiological need take priority. They must be fulfilled before the others are activated. It is pointless to worry about education if one is dying of starvation, or if life is threatened. There are some basic things that take precedence over all else. In the context of Kaiti Division it appears that physiological needs of pupils are unmet and this has a negative impact on their academic performance because of their pre occupation with basic needs such as shelter and food (Maslow,1943).

### **2.2.3 The Social Learning Theory**

The social learning theory is a perspective that states that people learn within a social context that is facilitated through modeling and observation. People, especially children, learn from the environment and seek acceptance from society by learning through influential models. The social behaviour is also influenced by being rewarded and /or punished for these actions. This takes live model in which an actual person demonstrates the desired behaviour, verbal instruction in which an individual describes the desired behaviour in detail and instructs the participant to engage in the behavior, and symbolic modeling which occurs by means of the media, including movies, television, internet, literature, and radio.

The most critical element of the social learning theory is that for pupils to learn they must pay attention, retain what they have learnt; reproduce what they have learnt; and be well motivated. The theory will be applied to the area of study to determine these critical elements of successful learning are operationalized and the extent to which parents and teachers are good models to the learners (Bandura, 1977).

### **2.3 Environmental Factors Affecting Academic Performance**

In addition, as earlier stated, the environment affects a pupil's academic performance in various ways. The influence of environment begins since the time of conception of the child in the womb of the mother. Foetus in the womb is influenced by mother's mental, physical and environmental conditions. The external condition starts from the time of birth of the child. This external condition refers to the surrounding which prevails in the home, school and locality. At these places the child interacts with other members of the family, teachers, classmates or peers and neighbors'. He or she establishes relationship with them. Some of the environmental factors are as discussed below:

### **2.3.1 Natural Surroundings**

Natural surroundings covers the climatic conditions for a limited time, humidity and high temperatures can be tolerated but prolonged humidity and high temperatures become unbearable. They decrease mental efficiency. The intellectual productivity and creativeness of the people living in hot regions are much low. Social surrounding includes especially the environment of home, school and locality. Learning is affected by physical conditions at home such as large family, small family, insufficient ventilation, improper lighting, uncomfortable temperature, noisy home environment due to use of radios, television etc. the social emotional factors such as child rearing practices, rewards and punishment, scope for freedom in activities and decision making, play and study facilities. Disorganization and discord among birth positions such as eldest or youngest child has his definite influence on learning (Hall, R 1982).

A healthy peer group also plays an important role in learning. Pupil- pupil relationships in the classroom, school, society *etcetera* create a particular type of emotional climate. The climate solely depends on their relationships. A sound relationship provides a tension free environment to the pupils enabling him or her to learn more and compete in class. If the relationship among peers is not good it affects their learning ( Hall, R 1982).

### **2.3.2 Social Environment and Learning**

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

Relationship with parents plays vital role in the learning process of the pupils. If the child-parent relationship is based on mutual respect and faith it can facilitate his or her learning. On the contrary, a distorted and unhealthy environment adversely affects the learning of the pupils.

### **2.3.3 Physical Environment and Learning**

Our environment is our habitation in the fullest sense. Not only our physical surrounding but also the people around our social customs and traditions, cultures, education and training constitute our environment. A number of studies conducted show that environment has remarkable influence on the learning of an individual. The physical environment of school presents an educative atmosphere. The modern school site, buildings and equipment are adequate and attractive. However this is not the case in my area of study which is Kaiti division in Makueni County, where many schools are lacking the basic necessities. It is only in the best environmental setting that the most effective learning takes place. The improvement of the environment no doubt lies in the hands of the teachers. The teachers can suggest about lighting environment in the classroom, as defective lighting, poor ventilation, arrangements and crowded environment lead to overheated conditions which reduce working capacity and encourage the spread of respiratory infection (Hall, R 1982).

It is well known fact that individuals work better in a room with an attractive atmosphere. A teacher cannot completely recondition a dull dilapidated room yet a better planning and efforts can work wonders in the improvement of its condition. Actually it all depends on the up keep of the room. Careless disorder of the room, waste papers on the floor and the untidy storage space, book shelves, teachers tables and pupils desk definitely give a shabby look to a room. Thus the room should be attractively decorated. Neatness, cleanliness, orderliness and suitable decorations in a room will encourage pupils to take pride in their room and should largely eliminate scrubbing on the walls and desks. This will prove to be a boosting environment for learning(Hall, R 1982).

Environment in an education setting refers to the atmosphere, tone, ambience setting. Consequently studies in the field of classroom environment focused on psychological behavior

of human mind. (Dorman 2008) states that successful teachers monitor the behavior in the classroom. They make each pupil responsible for some work during the learning activity and then monitor to see that it was actually accomplished. The teachers are strong pupils motivation, (Wood 2000). The inside classroom environment is concerned with the feelings, experience and perception of the pupils. (Dunn and Harries, 1998) pupils achievement is interdependent on psycho-social interaction that happens in the classroom. These interactions that happen sometimes make a difference with reference to pupils achievement and their academic goals ( McRobbie et al,1997).

With the growing trend and focus on the field of classroom learning environment it becomes a rich area of interest for the researches. The availability of instrument made it easier and possible to investigate into learning environment in specific context. The pupils-teacher interaction and relationship were investigated and perceived in different context indicating interesting results (Frases, 1998).

Limo (1993) conducted a study in secondary school environment which attempted to compare different types of learning environment and educational streams. Koo and Frazer (1997) explored the learning environment in adult's education computer education in secondary and primary classes. The whole process of teaching and learning contributed towards the psychological social dimensions of the classroom environment. However various scholars have specifically focused on school location, classroom ventilation, poor lighting and inconsistent temperature as factors that affect pupils health, behavior, and achievement (Crandell and Smaldino 2000; Tanner,2000; Davis, 2000; Johnson 2000;Moore 2000 and Strichers 2000).

#### **2.3.4 School Environment and Learning**

According to Yarrow, A, Millerwaters, J and Frases, J.B. (1997), school environment is of paramount importance to promote learning process. This type of atmosphere prevailing in the school is a perpetual inspiration for the children to learn more and more. The reason is that the child receives an intellectual type of frame of mind from the academic atmosphere and that type can be created by providing a separate room for the study, by providing books and journals and

discussions. Classroom environment is the total of all the social, emotional, mental and physical factors that makes overall contribution to the total teaching learning process within the classroom. A democratic classroom might be one that gives more sense of freedom and large degree of permissiveness to foster healthy teacher pupil relationship and where pupils are allowed to work independently.

On the other hand, an autocratic environment may be described as controlled by the teacher in which teacher decides the goal and the learning activities to be taught. The pupils do not participate in the selection of learning activities.

Yarrow, A, Millerwaters, J and Frases, J.B. (1997) conducted a study by administering college and university classroom environment inventory (CUCEI) to improve the classroom learning climate of pre service secondary teachers ultimately of the pupils. In another study pupils viewed their actual environment less favorable than the preferred environment.

The school environment which includes the classrooms, libraries, workshops, teacher quality, school management, teaching methods, peers and many other variable, that affect pupil's academic achievement (Ajayi 2001 and Oluchukwu 2000). Hence the school environment remains an important area that should be studied and well managed to enhance pupil's academic performance.

The issue of poor academic performance of pupils in Nigeria has been of much concern to the government, parents, teacher and even pupils themselves. The quality of education not only depends on the teacher as reflected in the performance of their duties but also in the effective coordination of the school environment (Ajao, 2001).

Relating this study to international occurrence are the assertion of William, Persaud and Turner 2008 quoting Marsden (2005) which reported that safe and orderly classroom environment (aspect of instructional space) school facilities (accessories) were significantly related to pupils' academic performance in schools. The three researchers also quoted Glassman (1994) asserting that among other treatment helped to contribute to pupil's academic performance.

The physical characteristics of the school have a variety of effects on teachers, pupils and the learning process. Poor lighting, noise, high levels of carbon dioxide in classroom and inconsistent temperature make teaching and learning difficult. Poor maintenance and ineffective ventilation systems leads to poor health among pupils as well as teachers which, leads to poor performance and high absentees rates (Frazier, 2002. Lyons, 2001 and Osteridorf, 2001).

## **2.4 Impact of Environment on Learning and Performance**

Inclusive climate helps all pupils likely to volunteer different perspectives and thus enrich discussions; conversely, if some pupils or groups feel that their contributions are not as valued as those of others, they will withdraw from the conversation. As an example, women in technical fields often report feeling undervalued compared to their male peers (Fraser, B.J 1998)

In a productive classroom pupils can learn to work in groups with pupils different from them in ways that facilitate the development of skills such as leadership, communication, and conflict resolution. At the opposite end of the spectrum, non-inclusive learning environments facilitate the perpetuation of stereotypes about pupils from other groups (Fraser, B.J 1998)

In a productive class, the learning experience is characterized by excitement for discovery, joy, satisfaction and pride at one's accomplishments. All these positive emotions have the effect of motivating pupils for further learning. Conversely, if the predominant emotions in a class are fear, shame or embarrassment for being wrong, or boredom and apathy about the content, these negative emotions will be highly demotivating to pupils (Ford, 1992). For instance, if gay or lesbian pupils feel it is not safe for them to be out in class, they tend to carefully monitor their participation for fear of inadvertently exposing themselves, limiting their engagement with the material. Conversely, in classes where they feel free to be themselves, they often capitalize on their personal experience of having challenged conventional assumptions by engaging with the material in creative ways (Renn, 1998).

Climate communicates expectations placed upon pupils. This is relevant because people tend to perform in relation to the expectations placed upon them. When pupils perceive that the

instructor thinks they are smart and capable, they meet those expectations – the so-called Pygmalion effect (Rosenthal & Jacobson, 1992). Conversely, when pupils perceive that expectations placed on them conform to stereotypes (e.g., African-American pupils are less capable), they will underperform, regardless of their actual capabilities – the stereotype-threat effect (Steele & Aronson, 1995).

In productive classes, instructors use their authority to empower everybody to take ownership in the learning process. Conversely, if some pupils or groups of pupils feel that their perspective is not represented in the readings, or is belittled when it is voiced, they might withdraw from the class. The ultimate form of resistance for people who feel powerless in a hostile environment is the refusal to learn (Kohl, 1994).

When the cumulative direct and indirect messages pupils perceive communicate that they are not as able as other pupils and don't belong in the course, pupils are less likely to stay in the course, the major, and even in the university (Tinto, 1993).

Poor facilities have direct effect on pupil's performance because of creating uncomfortable and uninviting workplace for teachers combined with frustrated behavior of pupils leading to poor concentration. It creates apathy among pupils and stressful working conditions among teachers. This lowers the enthusiasm among teachers.

## **2.5 Pupil Teacher Relations**

Pupil's teacher relationship, classroom management, individual differences, instructional techniques have become a compulsory part of learning environment. Teacher plays a key role in the making of classroom climate. He is the agent who imparts instructions, monitors the performance and modifies the behavior. Participation in classroom activities is linked with the satisfaction and feelings of personal growth (Nijhuis 2005) reported that there exist a relationship between teacher's strategies and learning environment, and that teachers can teach better and pupils are able to learn better. According to Hausen and Childs (1998) favorable learning

environment also improves academic and professional standards of the school and leads to higher achievement: (Godlard 2000, Hecko, 2000).

We have to consider both learner and educators aspect where a learner's desire to learn is largely fostered by the educator. Having a willing learner can be further strengthened by an educator who plays their part in preparing an enhanced educational environment. A learner's motivation to learn can be fueled by their innate enthusiasm being in want to learn new knowledge, skills and values that will benefit them. Intrinsic motivation to learn possessed by a learner lasts for a prolonged period of time than when compared to extrinsic motivation as differentiated by their earnest desire to grow. Yet at most times, extrinsic motivation has tended to be the core influence in a pupil's desire to learn through means of test scores or rewards. The higher scores they achieve, the more fulfilling the learning becomes. But educators should inspire pupils to have that intrinsic form of motivation by focusing on ways to resolve issues by thinking creatively or (constructively) and downplay the focus on grades (Victorian Institute of Teaching).

Considering things from an educator's angle and their role in influencing pupils' learning environment, the role of an educator could work by providing an environment whereby they would share immediate feedback with pupils on their progress by reaffirming certain actions or rectifying areas of improvement. The learning environment in this manner should be shaped with the intention to strengthen a pupil's belief that they are well and enabled to accomplish their educational tasks and goals. Most teachers have a tendency of focusing on test scores to induce learning through means of threat, most commonly heard, "if you do not learn it up, you will be in danger of failing" and the likes of it. The dangers of this method are that it causes pupils to exclude themselves from this form of stress as this learning situation is thought to be discouraging.

Due to fast growing trends to investigate classroom environment and its effects, many related instruments were validated particularly with reference to ten dimension i.e. relationship between classroom environment and behavior outcomes, evaluation of educational innovations, difference

between pupils and teachers perception about classroom, comparison of girls and boys perception of learning environment and influence of learning environment on attitudes of the learners in a particular subject.

Teachers need to be receptive to their pupils by creating a supportive learning environment that will assist pupils in their academic achievement. There are a couple of factors which facilitates a learning environment which comprises of the learner, educator and the details in the surrounding environment (Memmott and Brerian) going beyond the learning resources available in schools e.g. library materials, audio sound system and the physical conditions in the school environment has its effect on pupils learning ability. The classroom space, temperature, paints color and lighting can all affect either positively or negatively.

## **2.6 Relationship between Parental Guidance and Learning**

Study done by Hammes (2003) shows that the home environment is as important factor as what goes on in the world. Important factors include parental involvement in their children education, how much TV children are allowed to watch and how often pupils change schools. Achievement gap is not only about what goes on once pupils get into the classroom but also about what happens to them before and after school.

## **2.7 Relationship between Learner, Teacher, Subject Matter and Instructional Method Components in Learning**

The four components interact to create teaching and learning environment. Each component is equally important to learning. It is argued that for learning to be more effective each component must be considered and applied in each learning setting. The study adopts integrated approach by synergizing element of Motivation theory, Maslow Hierarchy of Needs theory and Social Learning theory.

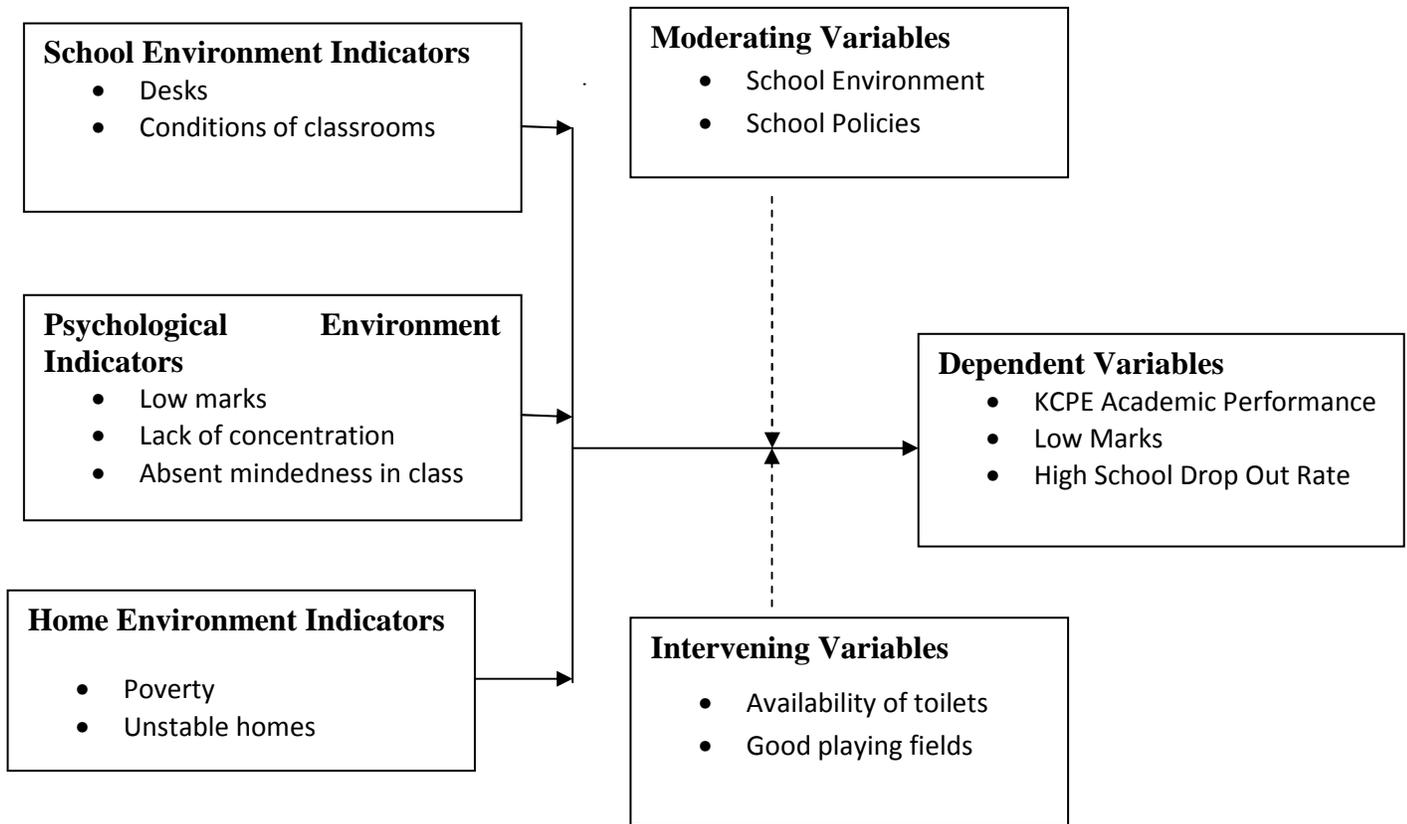
## **2.8 Summary and Knowledge Gap**

From the literature survey it is clear that learning environment play a powerful role in the academic performance of pupils. This is because the environment has the ability to affect personal development and is capable of sending strong subconscious messages such as “this is where I can learn” and “ I am welcome here’”. It is also clear that individual physical and emotional stability is linked to effective learning.

There are several gaps that have emerged from the literature survey that is the basis of the research. The first one is the theoretical gap with regard to application of theories of learning in the area of study to assess whether there is significant relationship between theory and practice. Secondly there is a methodological gap which will be filled in the study. The third gap emanates from lack of significant literature on the subject in the area of study. It is envisaged that the current study will contribute significantly in terms of literature and policy recommendations on the subject.

## 2.9 Conceptual Framework

It is postulated that factors that affect performance are both external, internal and personality traits. These are reflected on performance of the pupil both at the local and national examinations context.



**Figure 1 Conceptual Framework**

The figure above shows that all the above environmental factors are interrelated and they all influence pupils academic performance in the national examinations. For example, the external environment influenced school environment and vice versa hence the pupils' academic performance is influenced positively or negatively. Similarly, personal characteristics could also influence or be influenced by the external environment or school environment hence influencing the pupils' academic performance positively or negatively. Ultimately, the national examinations will be influenced positively or negatively, depending on these factors.

## **2.10 Summary and Research gap**

This chapter gives the literature review, its introduction, the body which has different sections addressing different themes on the topic of study and conceptual/theoretical framework which gives a brief explanation of the relationships between the variables identified in the statement of the problem.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter consists of the methods that were used to collect data, the area of study, research design, target population, sample size and sampling procedure, research instruments, validity, reliability, data collection procedures, methods of data analysis, ethical considerations, operational definition of variables and summary.

#### **3.2 Study location**

The research was carried out in Kaiti Division of Makueni County. Kaiti Division has 39 public primary Schools with a total population of 359 teachers and 11, 236 pupils. The Division has two educational zones which are Kilala and Mukuyuni. All the schools in the division are day schools.

#### **3.3 Research Design**

Kothari (2003) defines a research design as an arrangement of conditions for collection and analysis in a way that tends to combine relevance of the research purpose with economy in procedure. The research design constitutes a blue print for the collection of data and is meant to assist the researcher to collect information that would form the basis for answering the research questions raised.

Descriptive survey design was used in this research because of its descriptive nature that aids in learning people's perception, attitude beliefs, values, behaviors', opinions, likes and dislikes, habits, and desires. As regards Orodho and Kombo (2002), this design can be used when collecting information about people's attitudes, opinions, habits or any of the variety of education and social issues. In this case this design helped the researcher in collecting information regarding the pupil's attitude towards learning in the given environment and how the

learning environment (comprising of teacher-pupils relationship, peers, family, and religion among others) can affect pupil's performance in Kaiti division of Makueni County.

### **3.4 Target Population**

Target population refers to all the members of a real or hypothetical set of people, objects by observing some of them and extending them to the entire population or set of events (Orodho 2009).

According to Orodho and Kombo (2003) target population is a group of individuals, objects or items from which samples are taken for measurements, it refers to the larger group from which the sample is taken. Population is a group of interest to the researcher, the group to whom the researcher would like to generalize the result of the study (Best and Khan 1996). According to Mugenda and Mugenda (1999) a target population is the population to which the researcher would like to generate his/her results. In conducting a research study, the researcher would ideally investigate all the individuals to whom they wish to generalize their findings. In this study, the target population is 359 teachers, 11, 236 pupils from 39 public primary schools in Kaiti Division, Makueni County.

### **3.5 Sample Size and Sampling Procedure**

According to Kerlinger (1973) a sample is a subject of the population where the actual study is being conducted. Sampling procedure is a process of selection of appropriate number of respondents from a defined population; it is a process of deriving a sample. For the purpose of this study, a smaller group was chosen from the 39 schools. Out of the 39 schools, 28 schools were chosen as the sample size. It was determined using the formula according to Nasiruma (2000) which is:

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

Where **n** is the sample size

N = the population

Cv = coefficient of variation (take 0.5)

E = tolerance of desired level of confidence ( take 0.05 at 95 % confidence level)

Stratified random sampling procedure was first used to achieve appropriate representation of each of the two educational zones that make up Kaiti Division. The formula to select the number of schools in the per zone was the total number of schools in the zone multiplied by the sample size and then divided by the total number of schools in the division;

$$\text{Schools Per Zone} = \frac{\text{Total Number of Schools in the Zone} \times \text{Sample Size}}{\text{Total Number of Schools in the Division}}$$

Distribution of Schools per Zone

Name of Zone	Number of schools
Kilala	19
Mukuyuni	20

**Table 3.2: Distribution of Schools per Zone**

As per the above formula, zonal representation was as follows:

1. Kilala  $\frac{19 \times 28}{39} = 13.64$  (14 Schools)

39

2. Mukuyuni  $\frac{20 \times 28}{39} = 14.35$  (14 Schools)

39

The formula for determining sample size was used to select 78 teachers out of 359 teachers in the division and 91 standard 8 pupils out of 976 candidates in the division to participate in the study.

### **3.6 Data Collection Instruments**

This section sought to identify the various instruments that were employed in the data collection. The instruments used in this study for collecting data were questionnaires for teachers and pupils. The researcher designed a questionnaire to gather information from teachers and the standard 8 pupils because they are the ones who could be able to read and answer a questionnaire. According to Bowling (1999), questionnaires are the best data collection instruments because they are carried out in natural settings and the questions increase the natural validity of the study.

#### **3.6.1 Questionnaire for Teachers**

This contained demographic information (gender, age and level of education), how the school environment (the school facilities which includes the pit latrines, classroom conditions and facilities among others) affected performance as well as the contribution of home environment (if home chores, unstable families, poverty) to pupils performance.

#### **3.6.2 Questionnaire for Standard 8 Pupils**

This instrument was used to source information from pupils. The researcher assumed that all pupils could read and understand a questionnaire therefore the researcher distributed the questionnaires and guided the pupils on how to respond to the questions.

### **3.7 Validity**

The validity of an instrument is the degree to which a test measures what it purports to measure (Mugenda and Mugenda 2003). Results obtained from the analysis of the data represent the phenomenon under investigation. The questionnaires were representative of the content to be measured and the items in the questionnaire were tested for content validity. The different sections in the questionnaire covered all the objectives of the study making the tool measure what it were supposed to measure. Then a pilot test was conducted on a population similar to the target population in Makongo Primary School to test the validity of the instruments. A sample of five teachers and five pupils were selected for piloting. The results of the pilot were discussed with the respondents and supervisor for correction of any ambiguously structured questions.

### **3.8 Reliability**

Reliability is the consistency in producing a reliable result. This focuses on the degree to which empirical indicators are consistent across two or more attempts to measure the theoretical concepts. When questionnaires were administered at different times to the same individuals give the same results. A pilot study was done to establish the reliability of instruments in Makongo primary school. The developed questionnaires were administered twice to a few identical subjects for the study giving a two week laps between the first and the second test. Five pupils and five teachers were used for piloting. They were used to identify if there is any ambiguity and modification was done to the questionnaire where necessary.

The coefficient of stability (test retest) method was used to estimate the degree to which the same results could be obtained with a repeat measure. Pearson product moment for the pretest (Orodho 2004) was used to compute the correlation coefficient. This was to establish whether the contents of the questionnaires are consistent. The questionnaire was then given to the supervisor who assessed it independently and then gave the experts opinion which was incorporated in to the final questionnaire.

### **3.9 Data Collection Procedures**

The researcher obtained a permit from the National Council of Science and Technology after approval from the university to carry out the research. Permission to collect data from these schools was sought from the District Education Office in Kaiti Division. The researcher also gave an introductory letter to the head teachers in each school. The researcher went to different schools at different times and sought for permission to collect data as pertains the different ways discussed above. The researcher gave the questionnaire to teachers and pupils. The researcher also sourced information from pupils in different schools using the questionnaire.

### **3.10 Methods of Data Analysis**

Data analysis is a practice in which raw data is ordered and organized so that useful information can be extracted from it. Responses from the questionnaire were tabulated, coded and processed using Statistical Package for Social Sciences (SPSS) software. Analysis and reporting of findings were done in consideration of the research questions. Tabular summaries were also adopted in reporting.

### **3.11 Ethical Considerations**

The information given by the respondents was treated with utmost confidentiality and privacy as promised. Anonymity about any information given was maintained; no names or any form of identification were required. Respondents were not coerced to give information but were expected to do it voluntarily and with informed consent.

### 3.12 Operational Definitions of Variables

Objectives	Independent variable	Dependent variable	Indicators	Measuring scale	Data tool	Type of analysis
To examine the relationship between school environment and pupils' academic performance	School facilities	Pupils	Desks Condition of class rooms Pit latrines	Ratio	Observation Questionnaires	Descriptive
To investigate the relationship between pupils performance and psychological and the emotional	Environment	Pupils	Results	Nominal Ordinal	Observation Questionnaires	Descriptive
To examine the relationship between home environment and pupils academic performance	Home	Pupil	Poverty Unstable homes	Nominal Ordinal	Observation Questionnaires	Descriptive

**Table 3.3: Operational Definition of Variables**

## **CHAPTER FOUR:**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

#### **4.1 Introduction**

This chapter presents the data that was found on influence of learning environment on pupil academic performance in Kenya Certificate of Primary Education in Kaiti Division, Makueni County. The research was conducted on sample size of 78 teachers and 91 pupils out of which 75 teachers and 90 pupils completed and returned the questionnaires duly filled in making a response rate of 96.2% for the teachers and 98.9% for the pupils. Mugenda and Mugenda (1999) stated that a response rate of 50% and above is a good one for statistical reporting. The study made use of frequencies (absolute and relative) on single response questions. The findings were then presented in tables, graphs and charts as appropriate with explanations being given in prose.

#### **4.2 General Information**

The study initially sought to inquire information on various aspects of respondents' background, i.e. the respondent's gender, age, academic background. This information aimed at testing the appropriateness of the respondent in answering the questions regarding the influence of learning environment on pupil academic performance in Kenya Certificate of Primary Education in Kaiti Division, Makueni County.

##### **Gender distribution for Teachers and pupils**

The study sought to establish the respondent's gender distribution. The findings are as stipulated in table 4.4.

**Table 4.4 Gender distribution for Teachers and pupils**

	Teachers		Pupils	
	Frequency	Percent	Frequency	Percent
Male	46	61.3%	54	60%
Female	29	28.7%	36	40%
<b>Total</b>	<b>75</b>	<b>100.0</b>	<b>90</b>	<b>100</b>

From the findings 61.3% of the teachers were male while 28.7% were female. On the other hand, 60% of the pupils were male while 40% were female. This means that the learning environment affected pupils' academic performance for both genders as the study had both male and female pupils as the respondents.

#### **Teachers' age distribution**

The study also sought to establish the age distribution of the teachers.

**Table 4.5: Teachers' age distribution**

Age	Frequency	Percentage
23-27 years	3	4
27-35 years	14	18
35-50 years	35	46
above 50 years	24	32
<b>Total</b>	<b>75</b>	<b>100</b>

According to the findings, 46% of the teachers were 35-50 years old, 32% were above 50 years, while 18% were 27-35 years old. Therefore majority of the teachers in primary schools were aged between 35 years and above. This implies that they were mature enough and that they had acquired a lot of teaching skills owing to their age.

#### **Pupils' age distribution**

The study also sought to establish the age distribution of the pupils.

**Table 4.6: Pupils' age distribution**

<b>Age</b>	<b>Frequency</b>	<b>Percent</b>
13 years	9	10%
14 years	44	48.9%
15 years	32	35.6%
Above 15 years	5	5.6%
<b>Total</b>	<b>90</b>	<b>100.0</b>

On the age of the pupils, 48.9% were 14 years old, 35.6% were 15 years while 10% were 13 years old. This means that the pupils were fit to participate in the study as they had stayed in their schools for a long period to be able to explain how the environment affected their academic performance.

### **Highest level of education**

The study sought to establish the highest level of education attained by the teachers

**Table 4.7: Highest level of education**

	<b>Frequency</b>	<b>Percentage</b>
P1	25	35
Diploma	10	25
B. ED	33	30
M.ED	7	10
<b>Total</b>	<b>75</b>	<b>100</b>

Table 4.7 indicates that 35% of the teachers were P1 teachers, 25% were diploma holders, 30% had B. ED while 10% had M.ED as the highest level of education. The findings therefore indicate that majority of the teachers in Kaiti Division, Makueni County have adequate college training to be effective in their teaching career.

### **Number of years while teaching in the current school**

The research sought to establish number of years that the teachers had taught in their current school.

**Table 4.8:** Number of years while teaching in the current school

<b>Number of years</b>	<b>Frequency</b>	<b>Percentage</b>
1-5 years	9	12
6-10 years	15	20
10-15 years	39	52
Above 15 years	12	16
Total	75	100

According to the findings, 52% of the teachers had been teaching on their current school for 10-15 years, 20% for 6-10 years, 12% for 1-5 years while 16% had been teaching on their current school for above 15 years. This depicts that majority of the teachers were well experienced in their capacity as they had served for over 6 years in their current school.

### **Pupil's length of stay in the current school**

The research sought to establish number of years that the pupils had been in the current school.

**Table 4.9:** Pupil's length of stay in the current school

	<b>Frequency</b>	<b>Percentage</b>
Less than 1 year	2	3
1 - 6 years	20	22
Above 6 years	68	75
Total	90	100

According to the findings, 75 % of the pupils had been in their current school for above 6 years , 22 % for 1-6 years while 3% had been in their current school for less than 1 year. The findings

points to the fact that the pupils had stayed in their school long enough to provide credible information on the effect of school environment on academic performance.

### **4.3 Factors Influencing Performance in School Environment**

#### **Teachers’ response on factors affecting teaching at school**

The teachers were supposed to indicate the factors that affected teaching at their school

**Table 4.10 Teachers’ response on factors affecting teaching at school**

	<b>Frequency</b>	<b>Percent</b>
Poor classrooms with no desks	51	68%
Lack of textbooks	65	86.7%
Lack of teachers	69	92%

Table 4.10 indicates that 92% of the teachers posited that there is lack of teachers, 86.7% said that there was lack of textbooks while 68% indicated that there are poor classrooms with no desks. This indicates that the teacher: pupil ratio is very high in majority of the public schools and was a major factor affecting performance. Other major factors that hindered the pupils’ performance were lack of teaching and learning resources such as books and lack of adequate facilities such as classrooms and desks. The Teacher Pupil Ratio (TPR) in public schools of 60:1 is very high as compared to the standard set by the United Nations for good quality of education of 40:1 (UNESCO, 2005 p19).

#### **Teachers’ response on availability of Classrooms**

The teachers were requested to indicate whether there were enough classrooms for all the classes.

**Table 4.11:** Teachers’ response on availability of Classrooms

	<b>Frequency</b>	<b>Percentage</b>
Yes	33	44
No	42	56
<b>Total</b>	<b>75</b>	<b>100</b>

According to the findings 56% of the teachers attested to having no enough classrooms in their schools while 44% said that there were enough classrooms for all the classes. The findings points to the lack of physical infrastructure in terms of classrooms that was important in defining the conduciveness of the learning environment where poor infrastructure hindered the pupils’ performance.

**Teachers’ response on availability of separate latrines for boys and girls**

The respondents were asked to indicate whether there were separate latrines for boys and girls

**Table 4.12 Teachers’ response on availability of separate latrines for boys and girls**

	<b>Frequency</b>	<b>Percent</b>
Yes	66	88%
No	9	12%
<b>Total</b>	<b>75</b>	<b>100.0</b>

Table 4.12 shows that 88% of the teachers were in agreement that there were separate latrines for boys and girls in their schools. Therefore majority of the schools had a functional hygiene and sanitation system for both genders. This catered for the special needs of each gender as boys and girls had separate toilets to use.

**Teachers’ response on ratio of the latrines for the boys to the number of boys in the school**

The teachers were requested to indicate the ratio of the latrines for the boys to the number of boys in the school.

**Table 4.13 Teachers’ response on ratio of the latrines for the boys to the number of boys in the school**

	<b>Frequency</b>	<b>Percent</b>
1: 25	33	44%
1:30	22	29.3%
1:50	14	18.7%
1 above 50	6	8%
<b>Total</b>	<b>75</b>	<b>100.0</b>

According to the findings, 44% of the teachers said that the ratio of the latrines for the boys to the number of boys in the school was 1: 25, 29.3% said it was 1:30 while 18.7% said that the ratio was 1:50. This illustrates that the ratio of the latrines for the boys to the number of boys in the school was very high and therefore the hygiene and sanitation facilities were not adequate. The high ratio only served to worsen the cleanliness of the toilets rendering the school environment non conducive as the pupils faced challenges accessing the toilet facilities.

**Teachers’ response on ratio of pit latrines for girls to the number of girls in the school**

The study sought to establish the ratio of pit latrines for girls to the number of girls in the school

**Table 4.14 Teachers’ response on ratio of pit latrines for girls to the number of girls in the school**

	<b>Frequency</b>	<b>Percent</b>
1: 25	35	46.7%
1:30	21	28%
1:50	12	16%
1 above 50	8	10.7%
<b>Total</b>	<b>75</b>	<b>100.0</b>

According to the findings, 46.7% of the teachers indicated that the ratio of the latrines for the girls to the number of girls in the school is 1: 25, 28% said it was 1:30 while 16% said that the ratio was 1:50. This illustrates that the ratio of the latrines for the girls to the number of girls in the school was also very high and therefore the cleanliness of sanitation facilities was not adequate. The high ratio only served to worsen the cleanliness of the toilets rendering the school environment non conducive as the pupils faced challenges accessing the toilet facilities.

### **Teachers’ response on whether the physical facilities hindered learning in school**

The respondents were asked whether the physical facilities hindered learning in their school.

**Table 4.15** Teachers’ response on whether the physical facilities hindered learning in school

	<b>Frequency</b>	<b>Percentage</b>
Yes	54	72
No	21	28
<b>Total</b>	<b>75</b>	<b>100</b>

From the findings, 72% of the teachers posited that the physical facilities hindered learning in their schools while 28% of the teachers posited that the physical facilities never hindered learning in their schools.

### **Teachers’ response on physical facilities and academic performance**

The study sought to establish how physical facilities hindered learning in schools and its impact on academic performance

**Table 4.16:** Teachers’ response on physical facilities and academic performance

	<b>Frequency</b>	<b>Percentage</b>
poor grades	43	57.4
lower mean score	32	42.6

drop out of school	26	35.2
Truancy	3	3.7

On how physical facilities hindered learning in schools, 57.4% of the teachers posited that it led to poor grades, 42.6% said it led to lower mean score while 35.2% posited that it led to pupils drop out of school. This imply that lack of the physical facilities hindered learning in schools and led to poor performance as well as wastage as some of the pupils dropped out of schools.

### **Pupils’ response on whether classrooms are fitted with windows**

The pupils were asked to indicate whether the classrooms fitted with windows

**Table 4.17:** Pupils’ response on whether classrooms are fitted with windows

	<b>Frequency</b>	<b>Percentage</b>
Yes	39	44.4
No	51	55.6
<b>Total</b>	<b>90</b>	<b>100</b>

The majority of the pupils (55.6%) attested that the classrooms were not fitted with windows while 44.4% of the pupils attested that the classrooms were fitted with windows. This depicts that the majority of the learning facilities were not conducive for learning and were prone to weather challenges which affected the learning process negatively.

### **Teachers’ response on availability of school library**

The teachers were asked to indicate whether the school had a library

**Table 4.18 Teachers’ response on availability of school library**

	<b>Frequency</b>	<b>Percent</b>
Yes	11	14.7%
No	64	85.3%
<b>Total</b>	<b>75</b>	<b>100.0</b>

Table 4.18 indicates that majority of the teachers (85.3%) posited that their schools did not have library in their schools while 14.7% of the teachers posited that their schools have library facility. Therefore the majority of the pupils did not have a serene area like the library to conduct their private studies and therefore resulted in performing poorly. The lack of library in most of the schools denied the pupils access to learning materials for further reference.

**Teachers’ response on pupil text book ratio**

The research sought to establish the pupil text book ratio in the school

**Table 4.19 Teachers’ response on pupil text book ratio**

	<b>Frequency</b>	<b>Percent</b>
1:1	6	8%
1: 2	8	10.7%
1: 3	61	81.3%
<b>Total</b>	<b>75</b>	<b>100.0</b>

From the findings, 81.3% of the teachers indicated that the pupil text book ratio in the school was 1: 3, 10.7% said it was 1: 2 while 8% said that it was 1:1. The findings illustrates that the pupils did not have adequate learning resources as reflected by high ratio of pupil-text book ratio in majority of the schools. The lack of learning resources contributed to poor performance of the pupils.

### Teachers' response on availability of books for pupils

The study sought to establish whether their schools had enough books for all the pupils

**Table 4.20:** Teachers' response on availability of books for pupils

	Frequency	Percentage
Yes	14	18.7
No	61	81.3
<b>Total</b>	<b>75</b>	<b>100</b>

According to the findings, the majority of the teachers (81.3%) posited that there were no enough books for all the pupils while 18.7% indicated that there were enough books for all the pupils. Therefore the teachers were aware that lack of learning and teaching resources negatively influenced the pupils' performance.

### Pupils' response on whether teachers taught well

The study sought to establish from the pupils on whether the teachers taught well in school

**Table 4.21 Pupils' response on whether teachers taught well**

	Frequency	Percent
I agree	36	40%
I disagree	22	24.4%
I strongly disagree	18	20%
I strongly agree	14	15.6%
<b>Total</b>	<b>90</b>	<b>100.0</b>

According to the findings, 40% of the pupils agreed that their teachers taught well, 24.4% disagreed, 20% strongly disagreed while 15.6% strongly agreed that their teachers taught well.

The finding illustrates the majority of the teachers were friendly to the pupils which made the school environment good for learning as most of the pupils attested to being taught well by their teachers.

**Pupils’ response on whether they liked their teachers**

The pupils’ were asked to indicate whether they liked their teachers. From the findings, majority of the pupils (62.2%) indicated that they liked their teachers, 33.3% did not like their teachers. The findings imply that the pupils worked as a team with their teachers as they were friendly to each other.

**Pupils’ response on being given homework**

The pupils were to indicate whether their teachers gave them homework

**Table 4.22:** Pupils’ response on being given homework

	<b>Frequency</b>	<b>Percentage</b>
Sometimes	21	23.4
No	13	14.4
Yes	56	62.2
<b>Total</b>	<b>90</b>	<b>100</b>

From the findings, 62.2% of the pupils attested that their teachers gave them homework while 23.3% of the pupils attested that their teachers only gave them homework sometimes. This depicts that teachers were keen to see the pupils understand the taught concepts through further revision in form of homework which the teachers gave the pupils regularly.

**Pupils’ response on whether they asked their teachers questions**

The study sought to establish whether they asked their teacher questions while in school.

**Table 4.23 Pupils’ response on whether they asked their teacher questions**

	<b>Frequency</b>	<b>Percent</b>
Yes	44	48.9%
No	9	10%
Sometimes	37	41.1%
<b>Total</b>	<b>90</b>	<b>100.0</b>

According to the findings, most of the pupils (48.9%) asked their teachers questions, 41.1% only sometimes asked their teachers questions. This depicts that the teachers used participatory method of teaching as they allowed the pupils to ask questions. The participatory method of teaching by the teachers served to enhance the learning environment as the pupils were part of the learning process.

**Pupils’ response on teachers help**

The study sought to establish whether their teachers helped the pupils when they had problems with home work

**Table 4.24:** Pupils’ response on teachers help

	<b>Frequency</b>	<b>Percentage</b>
Rarely	4	3.3
No	56	63.3
Yes	30	34.4
<b>Total</b>	<b>90</b>	<b>100</b>

From the findings, 63.3% of the pupils reported that teachers never helped them when they had problems with home-work while 34.4% of the pupils reported that teachers helped them when they had problems with home-work. This illustrates that the pupils faced challenges in learning

as their teachers were not available to help the pupils with their home-work. This discouraged the pupils as they did not have teachers assistance when need arose.

#### **4.4 Home Environment**

##### **Pupils response on having separate room for study at home**

The pupils were supposed to indicate whether they had a separate room for study at home. The majority of the pupils (86.7%) indicated that they never had a separate room for study at home while only 13.7% of the pupil had a separate room for study at home. The findings depicts that the learning environment at pupils homes was not conducive for learning which contributed to poor performance.

##### **Pupils’ response on having problems when studying due to lack of a separate room**

The pupils were further asked whether they had problems when studying due to lack of a separate room for study at home

**Table 4.25 Pupils’ response on having problems when studying due to lack of a separate room**

	<b>Frequency</b>	<b>Percent</b>
Yes	67	74.4%
No	10	11.1%
Sometimes	13	14.4%
<b>Total</b>	<b>90</b>	<b>100.0</b>

Table 4.25 shows that majority of the pupils (74.4%) had problems while studying, 14.4% experienced problems at sometimes while 11.1% of the pupils never had problems while studying. This illustrates that the majority of the pupils faced a lot of challenges while at home which prevented them from studying effectively.

### **Pupils' response on parents' encouragement to study**

The research sought to establish whether the pupils' parents gave them encouragement to study. From the findings, 52.2% of the pupils said that their parents never gave them encouragement to study while 47.8% said that their parents gave them encouragement to study. This implies that the parents did not fully participate in the studies of their pupils as they never encouraged them in their studies.

### **Other sources of pupils' encouragement to study**

The study further explored on the other persons that encouraged the pupils to study.

**Table 4.26 Other sources of pupils' encouragement to study**

	<b>Frequency</b>	<b>Percent</b>
Brothers	31	66.0%
Sisters	22	46.8%
Friends	17	36.2%
<b>Total</b>	<b>90</b>	<b>100.0</b>

Table shows that 66.0% of the pupils were encouraged to study by their brothers, 46.8% were encouraged to study by their sisters while 36.2% were encouraged to study by their friends. Therefore the family that the pupils came from played a significant role in enhancing the academic performance of the pupils. This is owing to the fact that pupils received encouragement from their brothers, sisters, and friends.

### **Pupils' response on having problems at home**

The research sought to establish whether the pupils' had problems at home as they did their studies. From the findings, the majority of the pupils (81.1%) indicated that they had problems at home as they studied while 18.9% indicated that they never had problems at home as they

studied. This depicts that the learning environment at home was non-conducive as majority of the pupils had problems at home.

**Pupils’ response on kind of problems they faced**

The study sought to explore the kind of problems they faced at home

**Table 4.27 Pupils’ response on kind of problems they faced**

	<b>Frequency</b>	<b>Percent</b>
Noise	32	43.8%
Lack of proper lighting	16	21.9%
Lack of space	22	30.1%
A lot of responsibilities or chores	45	61.6%
<b>Total</b>	<b>90</b>	<b>100.0</b>

According to the findings, 61.6% of the pupils indicated that the problems they encounter at home as they studied was a lot of responsibilities or chores, 43.8% encountered noise, 30.1% experienced lack of space while 21.9% of the pupils indicated that the problems they encountered at home as they studied was lack of proper lighting. Therefore the reasons that made home non conducive for pupils learning were household chores, noise, lack of areas set aside for studies, and lack of proper lighting at night respectively.

**Pupils’ response on parents’ help with homework**

The pupils were supposed to indicate whether their parents helped them with their homework. From the findings, majority of the pupils (74.4%) said that their parents never helped them in doing their homework while 24.6% of the pupils posited that their parents helped them in doing their homework. This implies that majority of the parents did not supervise their children while in school and therefore their lack of participation in the learning process of the pupils contributed to their poor performance.

### **Pupils' response on household work**

The study sought to establish whether the parents asked pupils to do some house hold work. From the findings, the majority of the pupils (63.3%) indicated that their parents asked them to do some house hold work, 22.2% indicated that their parents occasionally asked them to do some house hold work while 14.4% of the pupils did not help their parents with house hold work. The findings depicts that parents knew their responsibility of checking the progress of the pupils in their studies.

### **Pupils' and teachers response on absenteeism**

The study sought to establish whether pupils failed to attend classes at times.

**Table 4.28 Pupils' and teacher's response on absenteeism**

	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
Yes	48	53.3%	55	73.3%
No	32	35.7%	20	16.7%
<b>Total</b>	<b>90</b>	<b>100.0</b>	<b>75</b>	<b>100.0</b>

According to the results, the majority of the pupils (53.3%) posited that they were absent from school at times while 35.7% were never absent from school. On the other hand, majority of the teachers (73.3%) indicated that pupils sometimes failed to come to school while only 16.7% of the teachers indicated that pupils did not fail to attend school. The findings points to the high rate of pupils' absenteeism from school which denied them adequate learning time and led to poor performance.

### **Pupils' response on causes of absenteeism**

The study sought to establish the causes of absenteeism in their schools.

**Table 4.29 Pupils’ response on causes of absenteeism**

	<b>Frequency</b>	<b>Percent</b>
Lack of school levies	44	91.7%
To do home chores	33	68.6%
Lack of uniform	12	25%
<b>Total</b>	<b>90</b>	<b>100.0</b>

From the findings, the reasons that led to pupils being absent from school were; lack of school levies (91.7%), home chores (68.6%) and lack of uniform (25%) respectively. This means that pupils’ absenteeism in their schools was due to lack of school levies, pupils participation in home chores and lack of school requirement.

**Teachers’ response on pupils’ poor working environment at home**

The teachers were to indicate whether pupils complained about poor working environment at home. According to the results, the majority of the teachers (68%) agreed that pupils complained about poor working environment at home. Only 32% of the teachers disagreed that pupils complained about poor working environment at home. This depicts that the learning environment at home was highly non-conducive for learning and therefore the pupils’ performance was negatively affected.

**Teachers’ response on schools’ effort to solve poor working environment at home**

The teachers were to indicate what the school did to help sort out the poor working environment at home.

**Table 4.30 Teachers’ response on schools’ effort to solve poor working environment at home**

	<b>Frequency</b>	<b>Percent</b>
Finish home work at school	3	5.9%
Sensitize parents	44	86.3%
Have school barazas	28	54.9%
Reduce the home work	75	100

To deal with the poor working environment at home, 86.3% of the teachers indicated that the school sensitized parents, 54.9% said that the school held barazas while 5.9% said that the pupils finished home work at school. This illustrates that the school management was aware of the negative effects of poor home environment on the academic performance of the pupils and tried to solve this challenge by sensitizing parents.

**Teachers’ response on economic status for most of the parents**

The study sought to establish the economic status for most of the parents.

**Table 4.31 Teachers’ response on economic status for most of the parents**

	<b>Frequency</b>	<b>Percent</b>
Below average	46	61.3%
Average	24	32%
Above average	5	6.7%
<b>Total</b>	<b>75</b>	<b>100.0</b>

According to the results, the majority of the teachers (61.3%) said that the economic status for most of the parents was below average, 32% said it was average. Meanwhile 6.7% of the teachers said that the economic status for most of the parents was above average. This illustrates that majority of the pupils’ families were economically poor and therefore strained financially in providing for the pupils academic requirements.

### **Teachers' response on whether pupils were affected by lack of school levies**

The research sought to establish whether some of the pupils were affected by lack of school levies. From the findings, the majority of the teachers (88%) indicated that some of the pupils were affected by lack of school levies. Only 12% of the teachers indicated that the pupils were never affected by lack of school levies. This means that owing to poverty, most of the pupils could not raise the school levies and therefore their learning process was regularly threatened by lack of financial resources.

### **Teachers' response on causes of pupils' absenteeism**

The study wanted to find out the reasons that barred them from going to school

**Table 4.32 Teachers' response on causes of pupils' absenteeism**

	<b>Frequency</b>	<b>Percent</b>
Lack of school uniform	13	23.6%
Lack of sanitary towels (Girls)	22	40%
Sickness	14	25.5%
Hunger	21	38.2%
Domestic chores including searching for water	28	50.9%

According to the findings, 50.9% of the teachers indicated the pupils' absenteeism was due to domestic chores including searching for water, 40% was due to lack of sanitary towels (Girls), 38.2% was due to hunger, 25.5% indicated pupils' absenteeism was due to sickness while 23.6% said that pupils' absenteeism was due to lack of school uniform. This depicts that the main causes of pupils poor performance was absenteeism as a result of pupils participation in domestic chores, lack of sanitary towels for the girls, poverty and hunger, and sickness.

## 4.5 Psychological Environment

### Teachers' response on pupils' family stability

The teachers were asked to indicate whether many of the pupils came from stable families. From the findings, the majority of the teachers (61.3%) were of the opinion that many of the pupils did not come from stable families. Only 38.7% of the teachers indicated that many of the pupils come from stable families. The findings depict that the family background of the pupils affected their academic performance as most of the pupils came from unstable families which contributed to their negative performance.

### Pupils' response on whether their parents quarreled before them

The study sought to establish whether pupils' parents quarreled with each other in front of them

**Table 4.33 Pupils' response on whether their parents quarreled before them**

	Frequency	Percent
Yes	54	60%
No	36	40%
<b>Total</b>	<b>90</b>	<b>100.0</b>

From the findings, the majority of the pupils (60%) said that parents quarreled with each other in front of them. Only 40% of the pupils indicated that their parents never quarreled with each other in front of them. Therefore the family wrangles were rampant in most of the families which negatively affected pupils' learning environment at home and contributed to their academic failure.

### Pupils' response on whether parents were happy with their friends

The study sought to establish whether parents were happy with the kind of friends that the pupils' had. According to the results, the majority of the pupils (52.2%) indicated that their parents were happy with the kind of friends that they had while 47.8% indicated that their

parents were not happy with the kind of friends that they had. This means that the friends that the pupils' had affected their behaviors whereby their well-behaved peers were also liked by the pupils' parents.

### **Pupils' response on response on parents' displeasure with pupils' friends**

The study sought for the reasons for their parents' displeasure with pupils' friends

**Table 4.34 Pupils' response on response on parents' displeasure with pupils' friends**

	<b>Frequency</b>	<b>Percent</b>
They are school drop outs	12	27.9%
They are indiscipline	34	79.1%
They do not perform well	41	95.3%
They waste a lot of time	34	79.1%

Among the reasons that the parents were not happy with the kind of friends that their children had were; they do not perform well (95.3%), they wasted a lot of time (79.1%), they were indiscipline (79.1%) and because they were school drop outs (27.9%) respectively. Therefore the main reasons that made the parents dislike their children's friends were; their poor performance in school, being bad examples regarding time management, indiscipline among others.

### **Pupils' response on whether they were happy with their school**

The study sought to establish whether pupils' were happy with their schools. The majority of the pupils (65.6%) indicated that they were not happy with their schools while 34.4% were happy with their schools. This means that majority of the school environment were non conducive for learning and were also not efficiently managed to be attractive enough to the pupils.

### **Pupils' response on displeasure with their schools**

The pupils were asked to indicate the reasons that they were not happy with their school.

**Table 4.35 Pupils’ response on displeasure with their schools**

	<b>Frequency</b>	<b>Percent</b>
There is a lot of work	34	57.6%
I am sent home some times	37	62.7%
I do not perform well	54	91.5%
The teachers are bad	32	54.2%

According to the findings 91.5% of the pupils were unhappy with their schools because they did not perform well, 62.7% due to being sent home some times, 57.6% because there is a lot of work while 54.2% were unhappy with their schools as the teachers were bad. The pupils therefore disliked their schools owing to poor track record in academic performance, absenteeism, being overworked and lack of a cordial relationship with their teachers.

**Teachers’ response on pupils’ having enough time to do the homework**

The study sought to establish whether the pupils had enough time to do their homework. According to the results, the majority of the teachers (53.3%) said that pupils never had enough time to do the homework while 46.7% indicated that pupils had enough time to do the homework. This illustrates that the pupils lacked adequate time to do their private studies while at home.

**Teachers’ response on reasons for failure of pupils’ to do homework**

The study sought to establish the possible reasons for failure of pupils’ to do the homework. From the findings, 44% of the teachers said that pupils failed to do their homework due to lack of appropriate lighting, 28% said that pupils’ engaged in economic activities while 13.3% of the teachers said that pupils failed to do their homework due to home chores. Therefore the home environment was non-conducive for pupils learning as they lacked proper lighting, engaged in income generation activities to boast their family income and child labour.

### Teachers' response on kind of families that most pupils come from

The study sought to establish the kind of families that most of the pupils come from.

**Table 4.36 Teachers' response on kind of families that most pupils come from**

	Frequency	Percent
2 parent families	33	44%
Single parent families	10	13.3%
Separated families	21	28%
Divorced families	11	14.7%
<b>Total</b>	<b>75</b>	<b>100</b>

From the findings, 44% of the teachers said that most of the pupils come from families with parent families, 28% from separated families, 14.7% from divorced families, while 13.3% of most of the pupils come from single parent families. This implies that most of the pupils came from families with parents, separated families and divorced families respectively and therefore that nature of the family affected pupils academic performance.

### 4.6 Inferential Statistics

Pearson's product moment correlation analysis was used to assess the relationship between the variables.

#### 4.6.1 Correlation Analysis

The data presented before on school environment, psychological environment and home environment were computed into single variables per factor by obtaining the averages of each factor. Pearson's correlations analysis was then conducted at 95% confidence interval and 5% confidence level 2-tailed. The table below indicates the correlation matrix between the factors (school environment, psychological environment and home environment) and pupils' academic performance.

According to the table, there is a positive relationship between pupils' academic performance and school environment, psychological environment and home environment of magnitude 0.912, 0.702 and 0.324 respectively. The positive relationship indicates that there is a correlation between the factors and the pupils' academic performance with school environment having the highest value and home environment having the lowest correlation value.

This notwithstanding, all the factors had a significant p-value ( $p < 0.05$ ) at 95% confidence level. The significance values for relationship between pupils' academic performance and school environment, psychological environment and home environment were 0.012, 0.028 and 0.019 respectively. This implies that school environment was the most significant factor, followed by psychological environment while home environment was the least significant.

**Table 4.37 Correlation Matrix**

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	Pupils academic performance	School environment	Home environment	P
Pupils academic performance (r)	1.000			
(p) Sig. (2 tailed)				
School environment (r)	0.912	1.000		
(p) (2 tailed)	0.012			
Home environment (r)	0.324	0.316	1.000	
(p) Sig. (2 tailed)	0.028	0.047		
Psychological environment (r)	0.702	0.163	0.216	
(p) Sig. (2 tailed)	0.019	0.019	0.047	

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#### 4.7 Hypothesis Testing

The study utilized Chi-square test in testing the null hypothesis used in the study. Chi-square is a statistical test commonly used to compare observed data with data we would expect to obtain according to a specific hypothesis. The chi-square test is always testing the null hypothesis, which states that there is no statistically significant difference between the expected and

observed result. Testing of the null hypotheses in this study was based on the fact that if the calculated Chi-square associated  $p$  value is greater than  $\alpha = 0.05$  confidence level ( $p > 0.05\alpha$ ), then we accepted the hypothesis.

**Relationship between school environment and pupils’ academic performance**

Ho<sub>1</sub>. There is no statistically significant relationship between school environment and the pupil academic performance.

**Table 4.38 Relationship between school environment and pupils’ academic performance**

Chi-Square Tests			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	38.322	9	.001
N of Valid Cases	90		

Table 4.2.4 shows that the chi-square value is 38.322 with an associated  $p$  of 0.001. Since  $p$  is less than  $\alpha = 0.05$  confidence level ( $p < 0.05\alpha$ ), the null hypothesis is rejected and therefore school environment has significant relationship with pupils’ academic performance.

**Relationship between psychological environment and the pupils’ academic performance**

The analysis also explored the relationship between psychological environment and the pupils’ academic performance.

Ho<sub>2</sub>. There is no statistically significant relationship between psychological environment and the pupils’ academic performance.

**Table 4.39 Relationship between psychological environment and the pupils’ academic performance**

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.883	6	.001
N of Valid Cases	90		

Table 7, indicates that the chi-square value is 23.883 with an associated p of 0.001. Since p is less than  $\alpha = 0.05$  confidence level ( $p < 0.05\alpha$ ), the null hypothesis is rejected and therefore psychological environment has significant relationship with pupils' academic performance.

### **Relationship between home environment and the pupil academic performance**

The analysis further looked at the relationship between home environment and the pupil academic performance. The following illustrates the statistical relationship between them.

Ho<sub>3</sub>. There is no statistically significant relationship between home environment and the pupils' academic performance.

**Table 4.40 Relationship between home environment and the pupils' academic performance**

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Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.883	6	.001
N of Valid Cases	90		

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Table 4.2.6 shows that the chi-square value is 23.883 with an associated p of 0.01. Since p is less than  $\alpha = 0.05$  confidence level ( $p < 0.05\alpha$ ), the null hypothesis is rejected and therefore home environment has significant relationship with pupils' academic performance.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, DISCUSSIONS CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents summary, conclusion and recommendations of the study in line with the influence of learning environment on pupil academic performance in Kenya Certificate of Primary Education in Kaiti Division, Makueni County.

#### **5.2 Summary of Findings**

##### **5.2.1 Factors Influencing Performance in School Environment**

The study established that there is lack of teachers, lack of textbooks and poor classrooms with no desks. This indicates that the teacher: pupil ratio is very high in majority of the public schools and was a major factor affecting performance. Other major factors that hindered the pupils' performance were lack of teaching and learning resources such as books and lack of adequate facilities such as classrooms and desks. The TPR in public schools of 60:1 is very high as compared to the standard set by the United Nations for good quality of education of 40:1 (UNESCO, 2005 p19).

The study established that there is lack of physical infrastructure in terms of classrooms that was important in defining the conduciveness of the learning environment where poor infrastructure hindered the pupils' performance. The study established that there were separate latrines for boys and girls in their schools. Therefore majority of the schools had a functional hygiene and sanitation system for both genders. This catered for the special needs of each gender as boys and girls had separate toilets to use. However the ratio of the latrines for the boys/girls to the number of boys/girls in the school was 1: 25. The ratio of the latrines for both genders was very high and therefore the hygiene and sanitation facilities were not adequate. The high ratio only served to

worsen the cleanliness of the toilets rendering the school environment non conducive as the pupils faced challenges accessing the toilet facilities.

From the findings, 72% of the teachers posited that the physical facilities hindered learning in their schools. The lack of good physical facilities hindered learning in schools, and led to poor grades, lowers mean score and pupils' school drop-out. This imply that lack of the physical facilities hindered learning in schools and led to poor performance as well as wastage as some of the pupils dropped out of schools. The study further established that the majority of the classrooms were not fitted with windows and therefore the majority of the learning facilities were not conducive for learning as they were prone to changing weather conditions which negatively affected the learning process.

The majority of the teachers (85.3%) posited that their schools did not have library. Therefore the majority of the pupils did not have a serene area like the library to conduct their private studies and therefore resulted in performing poorly. The lack of library in most of the schools denied the pupils access to learning materials for further reference. In addition, the pupil text book ratio in the school was 1: 3. The findings illustrates that the pupils did not have adequate learning resources as reflected by high ratio of pupil-text book ratio in majority of the schools. The lack of learning resources contributed to poor performance of the pupils. Therefore the teachers were aware that lack of learning and teaching resources negatively influenced the pupils' performance.

The study established that the majority of the teachers were friendly to the pupils which made the school environment good for learning as most of the pupils attested to being taught well by their teachers. The pupils worked as a team with their teachers as they were friendly to each other. The majority of the pupils (62.2%) were given homework by their teachers. This depicts that teachers were keen to see the pupils understand the taught concepts through further revision in form of homework which the teachers gave the pupils regularly.

The study revealed that the teachers used participatory method of teaching as they allowed the pupils to ask questions. The participatory method of teaching by the teachers served to enhance

the learning environment as the pupils were part of the learning process. However, 63.3% of the pupils reported that teachers never helped them when they had problems with home-work. This illustrates that the pupils faced challenges in learning as their teachers were not available to help the pupils with their home-work. This discouraged the pupils as they did not have teachers assistance when need arose.

### **5.2.2 Home Environment**

The study established that the majority of the pupils (86.7%) never had a separate room for study at home. The findings depicts that the learning environment at pupils homes was not conducive for learning which contributed to poor performance. The majority of the pupils faced a lot of challenges while at home which prevented them from studying effectively. Only 52.2% of the pupils got encouragement to study from their parents. This implies that the parents did not fully participate in the studies of their pupils as they never encouraged them in their studies.

The study established that the family that the pupils came from played a significant role in enhancing the academic performance of the pupils. This is owing to the fact that pupils received encouragement from their brothers, sisters, and friends. The majority of the pupils (81.1%) had problems at home as they studied as the learning environment at home was non-conductive. The problems that the pupils' encountered while at home as they studied was a lot of responsibilities or chores, noise, lack of space to study and lack of proper lighting respectively. Therefore the reasons that made home non conducive for pupils learning were household chores, noise, lack of areas set aside for studies, and lack of proper lighting at night respectively. Meanwhile the majority of the pupils' (74.4%) parents never helped them in doing their homework. This implies that majority of the parents did not supervise their children while in school and therefore their lack of participation in the learning process of the pupils contributed to their poor performance.

The study established that there was high rate of pupils' absenteeism from school which denied them adequate learning time and led to poor performance. The causes for pupils' absenteeism were; lack of school levies (91.7%), home chores (68.6%) and lack of uniform (25%) respectively. This means that pupils' absenteeism in their schools was due to lack of school

levies, pupils' participation in home chores and lack of school requirement, lack of sanitary towels for the girls, poverty and hunger, and sickness.

The study established that the pupils complained about poor working environment at home. This depicts that the learning environment at home was highly non-conducive for learning and therefore the pupils' performance was negatively affected. To deal with the poor working environment at home, the school sensitized parents, held barazas and encouraged the pupils finished home work at school. This illustrates that the school management was aware of the negative effects of poor home environment on the academic performance of the pupils and tried to solve this challenge by sensitizing parents. The majority of the teachers (61.3%) agreed that the economic status for most of the parents was below average. This illustrates that majority of the pupils' families were economically poor and therefore strained financially in providing for the pupils academic requirement. The study established that some of the pupils were affected by lack of school levies. This means that owing to poverty, most of the pupils could not raise the school levies and therefore their learning process was regularly threatened by lack of financial resources.

### **5.2.3 Psychological Environment**

The study established that according to the teachers (61.3%) many of the pupils did not come from stable families. The findings depicts that the family background of the pupils affected their academic performance as most of the pupils came from unstable families which contributed to their negative performance. The family wrangles were rampant in most of the families which negatively affected pupils learning environment at home and contributed to their academic failure.

The study established that the majority of the pupils' (52.2%) parents were happy with the kind of friends that they had. This means that the friends that the pupils' had affected their behaviors whereby their well-behaved peers were also liked by the pupils' parents. The school environment were non conducive for learning and were also not efficiently managed to be attractive enough to the pupils. The pupils therefore disliked their schools owing to poor track record in academic

performance, absenteeism, being overworked and lack of a cordial relationship with their teachers.

The study also established that the pupils never had enough time to do the homework while. This illustrates that the pupils lacked adequate time to do their private studies while at home. The home environment was non-conducive for pupils learning as they lacked proper lighting, engaged in income generation activities to boast their family income and child labour. In addition, most of the pupils came from families with parents, separated families and divorced families respectively and therefore that nature of the family affected pupils' academic performance.

From the Pearson's product moment correlation analysis, the study established that there is a positive relationship between pupils' academic performance and school environment, psychological environment and home environment of magnitude 0.912, 0.702 and 0.324 respectively. The positive relationship indicates that there is a correlation between the factors and the pupils' academic performance with school environment having the highest value and home environment having the lowest correlation value.

This notwithstanding, all the factors had a significant p-value ( $p < 0.05$ ) at 95% confidence level. The significance values for relationship between pupils' academic performance and school environment, psychological environment and home environment were 0.012, 0.028 and 0.019 respectively. This implies that school environment was the most significant factor, followed by psychological environment while home environment was the least significant.

From the hypothesis testing, the study established that school environment has significant relationship with pupils' academic performance. In addition, psychological environment has significant relationship with pupils' academic performance while home environment also has significant relationship with pupils' academic performance.

### 5.3 Discussions of Findings

The study established that there is lack of teachers, lack of textbooks and poor classrooms with no desks. This indicates that the teacher: pupil ratio is very high in majority of the public schools and was a major factor affecting performance. Other major factors that hindered the pupils' performance were lack of teaching and learning resources such as books and lack of adequate facilities such as classrooms and desks. The TPR in public schools of 60:1 is very high as compared to the standard set by the United Nations for good quality of education of 40:1 (UNESCO, 2005 p19).

It is well known fact that individuals work better in a room with an attractive atmosphere. A teacher cannot completely recondition a dull dilapidated room yet a better planning and efforts can work wonders in the improvement of its condition (Hall, 1982). The study established that there is lack of physical infrastructure in terms of classrooms that was important in defining the conduciveness of the learning environment where poor infrastructure hindered the pupils' performance. The study established that there were separate latrines for boys and girls in their schools. Therefore majority of the schools had a functional hygiene and sanitation system for both genders. This conforms to Hall, (1982), who stated that neatness, cleanliness, orderliness and suitable decorations in a room will encourage pupils to take pride in their room and should largely eliminate scrubbing on the walls and desks. This will prove to be a boosting environment for learning.

From the findings, 72% of the teachers posited that the physical facilities hindered learning in their schools. The lack of good physical facilities hindered learning in schools, and led to poor grades, lowers mean score and pupils' school drop-out. This imply that lack of the physical facilities hindered learning in schools and led to poor performance as well as wastage as some of the pupils dropped out of schools. Dorman (2008), states that successful teachers monitor the behavior in the classroom. They make each pupil responsible for some work during the learning activity and then monitor to see that it was actually accomplished. The teachers are strong pupils

motivation. The inside classroom environment is concerned with the feelings, experience and perception of the pupils (Wood 2000).

According to Yarrow, A, Millerwaters, J and Frases, J.B. (1997), school environment is of paramount importance to promote learning process. The majority of the teachers (85.3%) posited that their schools did not have library. Therefore the majority of the pupils did not have a serene area like the library to conduct their private studies and therefore resulted in performing poorly. The lack of library in most of the schools denied the pupils access to learning materials for further reference. Relating this study to international occurrence are the assertion of William, Persaud and Turner 2008 quoting Marsden (2005) which reported that safe and orderly classroom environment (aspect of instructional space) school facilities (accessories) were significantly related to pupils' academic performance in schools. The study established that the majority of the teachers were friendly to the pupils which made the school environment good for learning as most of the pupils attested to being taught well by their teachers.

Study done by Hammes (2003) shows that the home environment is as important factor as what goes on in the world. The study established that the majority of the pupils (86.7%) never had a separate room for study at home. The findings depicts that the learning environment at pupils homes was not conducive for learning which contributed to poor performance. Only 52.2% of the pupils got encouragement to study from their parents. This implies that the parents did not fully participate in the studies of their pupils as they never encouraged them in their studies. The study established that the family that the pupils came from played a significant role in enhancing the academic performance of the pupils. This is owing to the fact that pupils received encouragement from their brothers, sisters, and friends. Therefore the reasons that made home non conducive for pupils learning were household chores, noise, lack of areas set aside for studies, and lack of proper lighting at night respectively.

The study established that the pupils complained about poor working environment at home. This depicts that the learning environment at home was highly non-conducive for learning and

therefore the pupils' performance was negatively affected. A sound relationship provides a tension free environment to the pupils enabling him or her to learn more and compete in class. If the relationship among peers is not good it affects their learning ( Hall, R 1982). The majority of the teachers (61.3%) agreed that the economic status for most of the parents was below average. This illustrates that majority of the pupils' families were economically poor and therefore strained financially in providing for the pupils academic requirement. The study established that some of the pupils were affected by lack of school levies. This means that owing to poverty, most of the pupils could not raise the school levies and therefore their learning process was regularly threatened by lack of financial resources.

The study established that according to the teachers (61.3%) many of the pupils did not come from stable families. The family is the primary unit for socialization. Rollines and Thomas (1979) who studied parental styles found out that high parental control were associated with high achievement. Cassdy and Lynn (1991) explored how family environment impacts motivation and achievement. They included a specific factor of the families socioeconomic status. The findings depicts that the family background of the pupils affected their academic performance as most of the pupils came from unstable families which contributed to their negative performance. The family wrangles were rampant in most of the families which negatively affected pupils learning environment at home and contributed to their academic failure.

The study also established that the pupils never had enough time to do the homework while. This illustrates that the pupils lacked adequate time to do their private studies while at home. The home environment was non-conducive for pupils learning as they lacked proper lighting, engaged in income generation activities to boast their family income and child labour. In addition, most of the pupils came from families with parents, separated families and divorced families respectively and therefore that nature of the family affected pupils' academic performance.

## **5.4 Conclusions**

### **5.3.1 Factors Influencing Performance in School Environment**

The study concluded that there is lack of teachers, lack of textbooks and poor classrooms with no desks. This indicates that the teacher: pupil ratio is very high in majority of the public schools and was a major factor affecting performance. Other major factors that hindered the pupils' performance were lack of teaching and learning resources such as books and lack of adequate facilities such as classrooms and desks. The TPR in public schools of 60:1 is very high as compared to the standard set by the United Nations for good quality of education of 40:1 (UNESCO, 2005 p19). The study concluded that there is lack of physical infrastructure in terms of classrooms that was important in defining the conduciveness of the learning environment where poor infrastructure hindered the pupils' performance.

The study concluded that there were separate latrines for boys and girls in their schools. Therefore majority of the schools had a functional hygiene and sanitation system for both genders. This catered for the special needs of each gender as boys and girls had separate toilets to use. However the ratio of the latrines for the boys/girls to the number of boys/girls in the school was 1: 25. The ratio of the latrines for both genders was very high and therefore the hygiene and sanitation facilities were not adequate. The high ratio only served to worsen the cleanliness of the toilets rendering the school environment non conducive as the pupils faced challenges accessing the toilet facilities. The physical facilities hindered learning in their schools. The lack of good physical facilities hindered learning in schools, and led to poor grades, lowers mean score and pupils' school drop-out. This imply that lack of the physical facilities hindered learning in schools and led to poor performance as well as wastage as some of the pupils dropped out of schools.

The study further concluded that the majority of the classrooms were not fitted with windows and therefore the majority of the learning facilities were not conducive for learning as they were prone to changing weather conditions which negatively affected the learning process. The majority of the schools did not have library. Therefore the majority of the pupils did not have a

serene area like the library to conduct their private studies and therefore resulted in performing poorly. The lack of library in most of the schools denied the pupils access to learning materials for further reference. In addition, the pupil text book ratio in the school was 1: 3. The findings illustrates that the pupils did not have adequate learning resources as reflected by high ratio of pupil-text book ratio in majority of the schools. The lack of learning resources contributed to poor performance of the pupils. Therefore the teachers were aware that lack of learning and teaching resources negatively influenced the pupils' performance.

The study concluded that the majority of the teachers were friendly to the pupils which made the school environment good for learning as most of the pupils attested to being taught well by their teachers. The pupils worked as a team with their teachers as they were friendly to each other. The majority of the pupils were given homework by their teachers. This depicts that teachers were keen to see the pupils understand the taught concepts through further revision in form of homework which the teachers gave the pupils regularly.

The study concluded that the teachers used participatory method of teaching as they allowed the pupils to ask questions. The participatory method of teaching by the teachers served to enhance the learning environment as the pupils were part of the learning process. However, 63.3% of the pupils reported that teachers never helped them when they had problems with home-work. This illustrates that the pupils faced challenges in learning as their teachers were not available to help the pupils with their home-work. This discouraged the pupils as they did not have teachers assistance when need arose.

### **5.3.2 Home Environment**

The study concluded that the majority of the pupils never had a separate room for study at home. The findings depicts that the learning environment at pupils homes was not conducive for learning which contributed to poor performance. The majority of the pupils faced a lot of challenges while at home which prevented them from studying effectively. Only 52.2% of the pupils got encouragement to study from their parents. This implies that the parents did not fully participate in the studies of their pupils as they never encouraged them in their studies.

The study concluded that the family that the pupils came from played a significant role in enhancing the academic performance of the pupils. This is owing to the fact that pupils received encouragement from their brothers, sisters, and friends. The majority of the pupils had problems at home as they studied as the learning environment at home was non-conducive. The problems that the pupils' encountered while at home as they studied was a lot of responsibilities or chores, noise, lack of space to study and lack of proper lighting respectively. Therefore the reasons that made home non conducive for pupils learning were household chores, noise, lack of areas set aside for studies, and lack of proper lighting at night respectively. Meanwhile the majority of the pupils' parents never helped them in doing their homework. This implies that majority of the parents did not supervise their children while in school and therefore their lack of participation in the learning process of the pupils contributed to their poor performance.

The study concluded that there was high rate of pupils' absenteeism from school which denied them adequate learning time and led to poor performance. The causes for pupils' absenteeism were; lack of school levies, home chores and lack of uniform respectively. This means that pupils' absenteeism in their schools was due to lack of school levies, pupils' participation in home chores and lack of school requirement, lack of sanitary towels for the girls, poverty and hunger, and sickness.

The study concluded that the pupils complained about poor working environment at home. This depicts that the learning environment at home was highly non-conducive for learning and therefore the pupils' performance was negatively affected. To deal with the poor working environment at home, the school sensitized parents, held barazas and encouraged the pupils to finish home work at school. This illustrates that the school management was aware of the negative effects of poor home environment on the academic performance of the pupils and tried to solve this challenge by sensitizing parents. The majority of the teachers agreed that the economic status for most of the parents was below average. This illustrates that majority of the pupils' families were economically poor and therefore strained financially in providing for the pupils academic requirements. The study concluded that some of the pupils were affected by lack of school levies. This means that owing to poverty, most of the pupils could not raise the school

levies and therefore their learning process was regularly threatened by lack of financial resources.

### **5.3.3 Psychological Environment**

The study concluded that according to the teachers many of the pupils did not come from stable families. The findings depicts that the family background of the pupils affected their academic performance as most of the pupils came from unstable families which contributed to their negative performance. The family wrangles were rampant in most of the families which negatively affected pupils learning environment at home and contributed to their academic failure.

The study concluded that the majority of the pupils' parents were happy with the kind of friends that they had. This means that the friends that the pupils' had affected their behaviors whereby their well-behaved peers were also liked by the pupils' parents. The schools environment were non conducive for learning and were also not efficiently managed to be attractive enough to the pupils. The pupils therefore disliked their schools owing to poor track record in academic performance, absenteeism, being overworked and lack of a cordial relationship with their teachers.

The study also concluded that the pupils never had enough time to do the homework well. This illustrates that the pupils lacked adequate time to do their private studies while at home. The home environment was non-conducive for pupils learning as they lacked proper lighting, engaged in income generating activities to boast their family income and this is child labor. In addition, most of the pupils came from families with two parents, separated families and divorced families respectively and therefore that nature of the family affected pupils academic performance.

In addition, the study concluded that the most significant factor, followed by psychological environment while home environment was the least significant. On the other hand, school

environment, psychological environment and home environment has significant relationship with pupils' academic performance.

#### **5.4 Recommendations**

- i. The study recommends that to avert the problem of declining pupils' academic performance in schools the government and other stakeholders should invent new policies and strategies to improve the school environment.
- ii. The study further recommends that the school management and other policy makers in the education sector should sensitize the parents and pupils on ways of improving the home environment and make it more conducive for learning.

#### **5.5 Suggestions for further studies**

Since this study was on influence of learning environment on pupil academic performance in Kenya Certificate of Primary Education in Kaiti Division, Makueni County, the study recommends that;

- i. Similar study should be done in other Division for comparison purposes and to allow for generalization of findings on the influence of learning environment on pupil academic performance in Kenya Certificate of Primary Education in Kenya.

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**APPENDIX I: LETTER OF TRANSMITTAL**

University of Nairobi

Faculty of Continuing and Distance Learning

Department of Extra Mural Studies

The Head Teacher

.....Primary School

Re: Influence of Learning Environment on Pupils' Academic Performance in KCPE

I am a masters student at the University of Nairobi taking masters in Project Planning and Management in the Department of Continuing Education and Distance Studies. I am carrying out a research study on influence of learning environment on pupil's academic performance in Kenya Certificate of Primary Education.

Kindly assist me in filling in the questionnaire honestly and promptly. The information you give will be treated as confidential and will not be used elsewhere. Do not write your name or telephone number.

Your kind response will be highly appreciated.

Thank you.

Yours faithfully

Pauline N Kitonyi

MA student in Project Planning and Management

University of Nairobi

Tel 0722473190

## APPENDIX II: QUESTIONNAIRE FOR TEACHERS

Dear Teacher,

This questionnaire is designed to collect information on the influence of learning environment on pupil's academic performance in KCPE in Kaiti Division of Makueni County. You are kindly requested to respond truthfully to the questions and all responses will be treated with uttermost confidentiality. Please do not write your name or school in the questionnaire.

Thank you.

### SECTION A: DEMOGRAPHIC INFORMATION

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

1. What is your gender?

a) Male ( )    b) Female ( )

2. How old are you?

a) 23-27 ( )    b) 27-35 ( )    c) 35-50 ( )    d) Above 50 ( )

3. What is your level of education?

a) P1 ( )    b) Diploma ( )    c) B. ED ( )    d) M.ED ( )

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

a) 1-5 years ( )

b) 6-10 years ( )

c) 10-15 years ( )

d) Above 15 years ( )

**SECTION B: FACTORS INFLUENCING PERFORMANCE IN SCHOOL ENVIRONMENT**

1) Identify which of these factors affect teaching at your school (Tick Appropriately)

a) Poor classrooms with no desks ( )

b) Lack of textbooks ( )

c) Lack of teachers ( )

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

a) Yes ( )

b) No ( )

3) Do you have separate latrines for boys and girls?

a) Yes ( )

b) No ( )

4) If yes, what is the ratio of the latrines for the boys to the number of boys in the school?

a) 1: 25 ( )

b) 1:30 ( )

c) 1:50 ( )

d) 1 above 50 ( )

5) Similarly, what is the ratio of pit latrines for girls to the number of girls in the school?

a) 1: 25 ( )

b) 1:30 ( )

c) 1:50 ( )

d) 1 above 50 ( )

6) Do the physical facilities hinder learning in any way?

a) Yes ( )

b) No ( )

7) If yes, what is the impact on academic performance?

a) Poor grades ( )

b) Lowers mean score ( )

c) Pupils drop out of school ( )

d) Truancy ( )

8) Do you have a library in your school?

a) Yes ( )

b) No ( )

9) What is the pupil text book ratio in the school?

a) 1:1 ( )

b) 1: 2 ( )

c) 1: 3 ( )

10) Do you have enough books for all the pupils?

a) Yes ( )

b) No ( )

### **SECTION C: HOME ENVIRONMENT**

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

a) Yes ( )

b) No ( )

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

a) Finish home work at school ( )

b) Sensitize parents ( )

c) Have school barazas ( )

d) reduce the home work ( )

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

a) Below average ( )

b) Average ( )

c) Above average ( )

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

a) Yes ( )

b) No ( )

5) Do pupils sometimes fail to come school?

a) Yes ( )

b) No ( )

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

- a) Lack of school uniform ( )
- b) Lack of sanitary towels (Girls) ( )
- c) Sickness ( )
- d) Hunger ( )
- e) Domestic chores including searching for water ( )

**D: PSYCHOLOGICAL ENVIRONMENT**

1) Do many of your pupils come from stable families?

- a) Yes ( )
- b) No ( )
- c) I don't know ( )

2) What kind of families do most of your pupils come from?

- a) 2 parent families ( )
- b) Single parent families ( )
- c) Separated families ( )
- d) Divorced families ( )

3) Do pupils have enough time to do home work?

- a) Yes ( )
- b) No ( )

4) If no, what are the possible reasons for failure to do the homework?

- a) Lack of appropriate lighting ( )
- b) Doing home chores ( )
- c) Engaging in economic activities ( )

d) Not applicable ( )

### APPENDIX III: QUESTIONNAIRE FOR PUPILS

#### SECTION A: DEMOGRAPHIC INFORMATION

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

1. What is your gender?

a) Male ( )

b) Female ( )

2. How old are you?

a) 13 ( )

b) 14 ( )

c) 15 ( )

d) Above 15 ( )

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

a) Less than 1 year ( )

b) 1 - 6 years ( )

c) Above 6 years ( )

A: SCHOOL ENVIRONMENT

1) Are the classrooms fitted with windows?

a) Yes ( )

b) No ( )

2) Teachers teach well

a) I agree ( )

b) I disagree ( )

c) I strongly disagree ( )

d) I strongly agree ( )

3) Do you like your teachers?

a) Yes ( )

b) No ( )

c) Some ( )

4) Do your teachers give homework?

a) Yes ( )

b) No ( )

c) Sometimes ( )

5) Do you ask your teacher questions?

a) Yes ( )

b) No ( )

c) Sometimes ( )

6) The teacher helps me when I have problems with home work

a) Yes ( )

b) No ( )

c) Rarely ( )

## **B: PSYCHOLOGICAL ENVIRONMENT**

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

a) Yes ( )

b) No ( )

c) Never ( )

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

a) Yes ( )

b) No ( )

3) If no, give reasons for their reaction

a) They are school drop outs ( )

b) They are undisciplined ( )

c) They do not perform well ( )

d) They waste a lot of time ( )

4) Are you happy with your school?

a) Yes ( )

b) No ( )

5) If no, why?

a) There is a lot of work ( )

b) I am sent home some times ( )

c) I do not perform well ( )

d) The teachers are bad ( )

### **C: HOME ENVIRONMENT**

1) Do you have a separate room for study at home?

a) Yes ( )

b) No ( )

2) If no, do you find problems studying?

a) Yes ( )

b) No ( )

c) Sometimes ( )

3) Do your parents give you encouragement to study?

a) Yes ( )

b) No ( )

4) If no, who does it?

a) Brothers ( )

b) Sisters ( )

c) Friends ( )

5) Do you have any problems at home as you study?

a) Yes ( )

b) No ( )

6) If yes, what kind of problems?

a) Noise ( )

b) Lack of proper lighting ( )

c) Lack of space ( )

d) A lot of responsibilities or chores ( )

7) Do your parents help you in doing your homework?

a) Yes ( )

b) No ( )

c) Sometimes ( )

8) Do your parents ask you to do some house hold work?

a) Yes ( )

b) No ( )

c) Occasionally ( )

9) Do you fail to attend classes sometimes?

a) Yes ( )

b) No ( )

10) If yes, why?

a) Lack of school levies ( )

b) To do home chores ( )

c) Lack of uniform ( )

d) When I do not feel like ( )

## APPENDIX IV: RESEARCH AUTHORIZATION LETTER

REPUBLIC OF KENYA



### NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550  
Mobile: 0713 788 787 , 0735 404 245  
Fax: 254-020-2213215  
When replying please quote  
secretary@ncst.go.ke

P.O. Box 30623-00100  
NAIROBI-KENYA  
Website: www.ncst.go.ke

Our Ref:

NCST/RCD/14/013/1238

Date:

9<sup>th</sup> July, 2013

Pauline Ngina Kitonyi  
University of Nairobi  
P.O.Box 1207  
Garissa.

#### RE: RESEARCH AUTHORIZATION

Following your application dated 4<sup>th</sup> July, 2013 for authority to carry out research on "*Influence of learning environment on pupil academic performance in Kenya Certificate of Primary Education in Kaiti Division, Makueni County,*" I am pleased to inform you that you have been authorized to undertake research in **Makueni District** for a period ending 31<sup>st</sup> December, 2013.

You are advised to report to **the District Commissioner and the District Education Officer, Makueni District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

  
**DR. M. K. RUGUTT, PhD, HSC.**  
**DEPUTY COUNCIL SECRETARY**

Copy to:

The District Commissioner  
The District Education Officer  
Makueni District.

*"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".*

