



School Environmental Factors and Students' Academic Performance in Twelve Years Basic Education in Rwanda A Case of Rwamagana District

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ABSTRACT

This study determined how the school environment influences students' academic success in 12YBE schools, mainly secondary level in Rwamagana District. Specifically, the study identified the environmental factors associated with students learning in twelve years basic education schools of Rwamagana district, assessed the students' academic performance in twelve years basic education schools of Rwamagana district and ascertained the relationship between school environment and students' academic performance, which was carried out through descriptive study design. Statistical package for social sciences was used to determine levels of the school environment and students' academic performance. Averages and percentages were also used to identify the classes of objects for measuring the impact of the school situation and facilities on school performance of students in Rwanda, Rwamagana District. From the present study, the way school environmental factors like school location, school facilities, school discipline and school community influencing academic performance of the secondary level of 12YBE Schools in Rwamagana district has been established. The correlation between school location, school facilities and academic performance has given that relationships were all positive and statistically significant; It is highly recommended that the district should ensure more quality delivered in schools through proper inspection and supervision of teachers' methods of curriculum delivery and school administration as a key of school performance.

Keywords: *School, Environmental Factors, Academic, Performance, 12YBE*

I. INTRODUCTION

Nowadays all countries and their respective education systems are mainly emphasizing on how they can increase educational quality and improve the academic performance of their students. However, to be successful, different factors such as quality learners, quality teachers, teaching and learning environment, teaching processes, content and outcomes should be considered (Duruji, 2014). Different studies have shown school environment to be among factors that hinder the student academic performance (Aina, 2015). Not only student who are affected by the school environment but also teachers were shown to be highly affected by their school environment (Munyengabe, 2016).

In the past, studies and training of trainee teachers and trainees have been carried out, including the problems of the trainee and the setting up of the school, the school population, the work of the

schoolteacher, the attendance of the students and the lack of temperature at the students with the problem of students' health problems (Crandell&Smaldino, 2000, Sheffler, 2009, Houghton 2001, and Stricherz, 2000).

Rwanda like many other developing countries always try to increase the effectiveness of school environment through different policies allowing learners to be comfortable by building new classrooms to reduce the number of students per teacher (learner-teacher ratio), school greening, schools facilities, rules and regulations, securities. Rwanda has adopted the school environment as one of the priorities to be raised for creation of a conducive environment to better management of teaching and learning processes. This initiative was developed by creating different national standards that would help to make safe and healthy the school environment for both teachers and students (Musabeyezu, 2008). In order to achieve these studies and various initiatives launched by the government, the study was examined the considered areas of the school environment, as it influences the educational outcomes of the 12YBE students of Rwamagana District.

The objectives of the paper are:

- i. To identify the environmental factors associated with students learning in Rwamagana District
- ii. To assess the students' academic performance in twelve years basic education schools of Rwamagana district.
- iii. To ascertain the relationship between school environment and students' academic performance

II. LITERATURE REVIEW

According to Crandell and Smaldino (2000), every class must have enough place where the students are able to concentrate to what is happening in the room. Each room should be large enough and full of desks and yet leave space between two desks so that a teacher can be facilitator to the students easily. It is approved that students taught in conducive stimulating environment with enough well equipped laboratories, instructional materials, pictures and many other teaching aids, perform better than those trained theoretically.

According to Mueller (1974), academic performance defines achievement outcomes indicating how a person has achieved established specific goals focused on through many tasks in instructional environments, mainly in schools, colleges or universities. Because of diversity in academic matter, academic performance definition is dependent on the indicators used for its measurement. This success achieved academically is measured as GPA (average grade point) or by assessments on standard with design for selecting purpose as known as SAT (Scholastic Test Assessment) showing the opportunity of students to continue his/her education (OECD,2009). Therefore, academic achievement leads to high expectations as it is wished to stimulate vocational career after school.

The teachers contribute to the performance of students and can contribute negatively to their poor performance. When a teacher doesn't attend school as required because of his/her residence and school location, students may not be able to develop a full understanding of what they are learning.

It can also prevent students to use best their ability or competencies to learn (Aina, 2015; Duruji et al, 2014 and Richardson et al, 2012).

Sometimes schools play role to the low success of their students. In such situation like a school location, students will have to produce less effort because their expectations have been reduced. Additionally, school support or sponsorship can also play this role where the schools problems caused by different obstacles like lack of teachers or building extensions which might be solved by sponsorship, lead to low students' performance(Aina,2015; Duruji et al,2014 and Richardson et al,2012). The factors associated with the family can contribute to the academic achievement of students. When a parent or any other member of the family is in pain, this atmosphere may easily be negative influence to the student moral situation leading to his/her decreased academic achievements (OECD, 2009; Aina, 2015; Duruji et al, 2014 and Richardson, 2012).

Conceptual framework

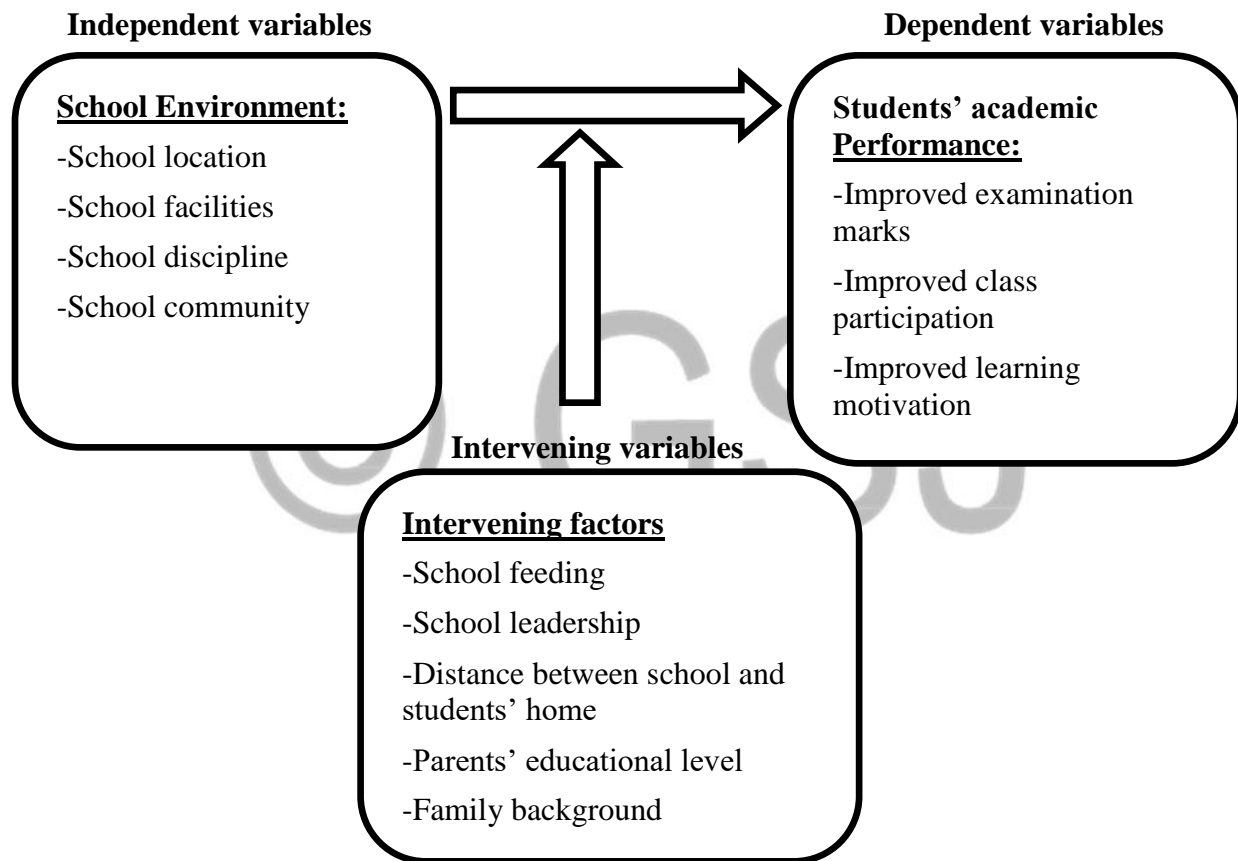


Figure 2. 1 The proposed conceptual framework

Source: Researcher, 2018

The conceptual framework in this research paper includes the independent variable, dependent variable and intervening factors. The independent variables refer to school environment while the dependent variable concerns the student academic performance.

III. RESEACRH DESIGN AND METHODOLOGY

The design of the study was primarily a descriptive type of research. It included both quantitative and qualitative methods. The quantitative approach was used to collect data on questions one and two, where students had every opportunity to rank the impact of location of schools and schools on their academic performance. The qualitative approach was used to collect data related question three where the relationship existing between school environment and students' performance was examined. Rwamagana District has 16 twelve years basic education schools with 10400 secondary students, 320 secondary teachers, 16 head teachers and 2 district education officers as population from which the sample was obtained. Yamane (1967) proposes a simplified formula for calculating sample sizes at 95% and 5% confidence levels, as shown below:

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

N: Population size

n: Sample size

e: Level of significance (Precision) = 0.05

e.g: $n = \frac{10400}{1 + 10400(0.05)^2} = 385$ as sample size of students

The researcher first acquired information regarding the all schools with twelve years program. After getting all required information regarding the research purposes the researcher decided to group all schools in their respective categories in order to be represented.

This research to be successful, the researcher included both data collection and secondary data. The secondary data was obtained using the self-test questionnaire, while the secondary data was obtained from the documented materials. Secondary data from respondents were collected using structured questionnaires. The first part of the questionnaire was composed by two items relating on the determination of the profile of respondents. These two items include the gender and age of respondents. The second part of the questionnaire was designed to determine the students' perceptions on effect of school location, school facilities, family Conditions, teachers and school organization, on their academic performance. The third part was designed to find out their wishes from families and school for better academic performance as recommendations. The fourth part was designed to interview some participants such as teachers, head-teachers and the District education officers (DEO's) for deep identification of the relationship existing between school environment and students' academic performance. Data collected by a quantitative approach was analyzed using frequencies and percent distributions. The tools was also used to determine levels of the school environment and student performance. Averages and percentages were used to identify the classes of objects used to measure the impact of the school situation and facilities on school performance of students in Rwanda, Rwamagana region. The following table was referred to for means interpretation.

IV. DATA ANALYSIS AND RESULTS

Table 4.1 Gender of respondents

Gender of respondents	Frequency	Percentage
Male	201	34.7
Female	379	65.3
Total	580	100.0

Source: Secondary data (2019)

Table 4.1 above shows that 34.7% of respondents are males while 65.3 % of respondents are females. As it is clear, women occupy a high proportion in this study, during field research; respondents revealed that female respondents are mainly present in secondary schools in Rwamagana District located in Rwandan Eastern province. This study did not contrast with the observation of Tinto (2007) who specified that her research were composed mostly by female respondents with the rate of 59.6% of all respondents. This showed that female outnumbers male in most secondary school researches.

Table 4.2 Teaching subjects

Teaching subjects	Frequency	Percentage
Languages	62	35
Humanities	67	38
Sciences	31	17
Others	18	10
Total	178	100.0

Source: Secondary data (2019)

The findings in table 4.2, indicated that 62(35%) respondents teach languages, 67(38%) teach humanities. Furthermore, 31(17%) respondents teach sciences, moreover, 18(10%) respondents are teaching other subjects. Pruett (2010) contended that most of sampled population were teaching humanities at rate of 72%, followed by teaching languages with 21. It means that all participants were academically mature to acquire information and correctly interpret the questionnaires of interview to provide meaningful responses for the study.

Table 4.3 School location

School location	Strongly Disagree		Disagree		Not Sure		Agree		Strongly Agree		Total N	Mean	Sd
	N	%	N	%	N	%	N	%	N	%			
My school location is noisy	83	21.5	77	20.1	13	3.5	102	26.4	110	28.5	385	3.2	1.5
My school is closed to the road	20	5.1	80	20.8	12	3.2	132	34.3	141	36.6	385	3.7	1.2
My school is far from my home	157	40.7	93	24.1	22	5.6	64	16.7	50	13.0	385	2.3	1.4
My school location is not convenient to teachers.	136	35.4	162	42.1	6	1.6	53	13.7	28	7.2	385	2.1	1.2

Activities that are done near my school lead drop out	62	16.2	167	43.5	14	3.7	64	16.7	77	19.9	385	2.8	1.4
My school location did not facilitate inspectors regularly to visit our school	60	15.7	12	3.2	19	4.9	138	35.9	155	40.3	385	3.8	1.4
Students do not exchange experiences with students from other schools.	69	17.8	72	18.8	20	5.3	95	24.6	129	33.6	385	3.5	1.7
Parent contribution to my school is limited	196	50.9	121	31.7	5	1.4	42	10.9	20	5.1	385	1.8	1.1
I spent my time for travelling to reach home on time.	62	16.2	59	15.3	6	1.6	141	36.6	117	30.3	385	3.4	1.4
Sometimes teachers come late	230	59.7	98	25.5	12	3.0	33	8.6	12	3.2	385	1.7	1.0

Source: Secondary data (2019)

The findings in Table 4.3 found out that the school location in the District was not up standard. These include: school location is noisy, school is closed to the road, school is far from student's home, school location is not convenient to teachers, activities that are done near my school lead drop out ,school location did not facilitate inspectors regularly to visit their school, students do not exchange experiences with students from other schools and parent contribution to the school is limited, student spent their time for travelling to reach home on time, and sometimes teachers come late. According to Table 4.2, 28.5% of respondents, mean=3.2, SD=1.5 agree that school location is noisy. In fact, 67.4% of the school studied, classrooms are noisy which leads to low performance. There is a lack of piercing for such activities as group work Arul (2012). Students are not able to concentrate in class since they are hearing noisy. Furthermore, results show that 36.6% of respondents strongly agree that their schools are closed to the road. However, 40.7% of respondents disagree that their school are far from their home, while 35.4% of respondents, disagree that their school location are not convenient to teachers. Unfortunately, through the observation, school location is not convenient to teachers, which affect negatively the teaching and learning process. Findings from Table 4.5 show that 40.3% of respondents strongly agree that the school location did not facilitate inspectors regularly to visit our school. In addition, 33.6% of respondents strongly agree that students do not exchange experiences with students from other schools. However, school principals said that students do not exchange experiences with students from other schools in their schools were not appropriate. Through the questionnaires, it was established that schools studied argue that students do not exchange experiences with students from other schools. The researcher held interview with head teachers, teachers and distric officers in order to known the way in which they provide in deep description of the school location in their respective secondary schools. In this regards findings show that the interviewed clarified that school locations are not adequate in their respective schools. In this this regards, most of them pointed out the emergency need of classroom management in order to reduce the rate of noisy and low rate of attendance. The findings from the present researcher concur with the observations and conclusion of a study carried out by Samani (2011) who reveals that school location is suitable since they provide a chance for the students to have private study. Overwhelmingly the researcher established the school location in secondary schools located in Rwamagana District is not appropriate.

Table 4. 4 School facilities on academic performance

School facilities on academic performance	Strongly Disagree		Disagree		Not Sure		Agree		Strongly Agree		Total N	Total Mean	Sd
	N	%	N	%	N	%	N	%	N	%			
My school have enough desk for all students	44	11.3	72	18.8	12	3.2	114	29.6	142	37.0	385	3.6	1.4
The size of my class is large	165	42.8	102	26.6	25	6.5	45	11.8	47	12.3	385	2.2	1.4
My classroom is well equipped with all teaching and learning material	63	16.4	77	20.1	12	3.2	1007	26.2	131	34.0	385	3.4	1.5
My school has the library with all necessaries updated books related to my studies.	64	16.7	76	19.7	19	4.9	104	26.9	123	31.9	385	3.3	1.7
My school has enough laboratories to facilitate our studies.	77	20.1	111	28.9	19	4.9	109	26.2	77	19.9	385	2.9	1.4
My school has grounds and other material for sports' activities	87	22.7	60	15.7	14	3.7	119	30.8	104	27.1	385	3.2	1.5
My school has a refectory used for having our lunch	44	11.3	5	1.0	37	9.4	45	11.5	255	66.7	385	4.2	1.3
My school has enough latrines for all students	51	13.1	0	0.0	21	5.2	109	28.3	204	53.3	385	4.1	1.3
My school has internet and enough computers	62	16.0	73	18.9	75	19.4	67	17.3	109	28.3	385	3.2	1.4
My school has the fence to prevent some interruptions.	88	23.2	68	17.9	49	12.8	74	19.5	95	25.1	385	3.1	1.6

Source: Secondary data (2019)

This study in Table 4.4 also established that school facilities on academic performance except where the size of my class is large as evidenced by 37.0% of respondents strongly agree that their schools have enough desk for all students, 42.6% disagree that the size of my class is large. In this regards, 34.0% of respondents, strongly agree that their classrooms are well equipped with all teaching and learning material. In contrast 42.8% of respondents, strongly agree that their school has the library with all necessaries updated books related to their studies although the government has attempted to provide textbooks and exercise books to secondary schools though its subsidies, they are not enough for effective pedagogy (Megan, 2011). In interview with some of the school principals and teachers, they lamented that funds are usually receive late, causing the problem of delays in procurement of these materials. The principals are usually in a dilemma to perform their management. Furthermore, 28.9% of respondents disagree that their school has enough laboratories to facilitate their studies. Through observation, secondary schools felt that there were

sufficient not. There seemed to be a problem in development and use of teaching and learning resources. Furthermore, 30.8% of respondents agree that their school has grounds and other material for sports' activities while 66.7% of respondents strongly agree that school has a refectory used for having their lunch but 28.3% of respondents agree that their school has enough latrines for all students, 28.3% of respondents agree that their school has internet and enough computers, 25.1% of respondents agree that their school had the fence to prevent some interruptions.

The researcher held interview with head teachers in order to know the way in which they provide in analysis of the availability of school facilities in secondary schools in Rwamagana District. Therefore, results contended that head teachers confirmed that school facilities are not available at all. They adds that students were not able to learn adequately. However, a research carried out on the role of school facilities by Michael, (2007) on the perception of their school environment contended that for adjustment to happen within schools.

Table 4. 5 School community

School community	Strongly Disagree		Disagree		Not Sure		Agree		Very Strongly Agree		Total N	Mean	Sd
	N	%	N	%	N	%	N	%	N	%			
I do not have writing materials	102	26.6	14	3.9	14	3.9	92	23.8	161	41.7	385	2.8	1.7
I do not have text books	84	21.8	14	3.9	5	1.4	40	10.4	241	62.5	385	3.8	1.6
My school uniform is bad	67	17.4	32	8.3	9	2.3	178	46.3	99	25.7	385	3.5	1.4
I do not pay my school fees on time	54	13.9	45	11.8	20	5.1	59	15.3	208	53.9	385	3.8	1.5
I do not attend extra lesson	91	23.6	29	7.6	12	3.0	115	29.9	138	35.9	385	3.4	1.5
I do trek to school every morning	115	30.2	55	14.2	73	20.5	44	11.3	92	23.9	385	2.8	1.5
I do not eat at school because my family can't be able to pay	55	14.2	37	9.4	96	25.2	60	15.5	137	35.7	385	3.5	1.4
After school I help my parents to work	37	9.4	20	5.0	32	8.4	51	13.1	245	64.0	385	4.2	1.3
My parents are not educated	42	10.8	25	6.3	61	16.0	74	19.2	183	47.8	385	3.9	1.4
The conflict of my parent affect my studies	61	15.7	7	1.6	18	4.7	32	8.1	267	69.8	385	4.1	1.5

Source: Secondary data (2019)

School community is of great importance for academic performance in schools in Rwamagana District. Therefore, most of schools had teacher-parent partnership to oversse school academic performance. This was found by the present study when 26.6% of respondents, strongly disagree that they do not have writing materials. This means that students do not have writing materials,

which lead to their poor academic performance in secondary level of 12YBE schools in Rwamagana District. In addition, school community is also applicable in all secondary schools. This was confirmed by 62.5% of respondents. They do not have textbooks, the study show that 53.9% of respondents agree that their school uniform is bad. The study established that school community which assists them to improve academic performance is not done often enough (Oduwaye, 2011). This infrequent school community relationship was attributed to principals being busy with administrative activities, most of which keep them away from school. It was established that the quality assurance and standards officers inspect and supervise schools only once per year and they rarely give feedbacks to teachers (OECD, 2011) However, the school community should be aimed at improving pedagogy and victimization of teachers. Results show that 53.9% of respondents strongly agree that they do not pay my school fees on time. The delay in marking students' work causes delay in feedback (Olutola, 2008). The essence of testing students is to provide reinforcement. During interview with secondary school teachers, 82% of them have shown that the main reason given for lack of prompt marking of students' work was the teacher-pupil ratio. This leads to poor performance as the students are not motivated by school community. The completion of syllabus is an essence of academic performance, 43.6% of respondents they do not attend extra lesson. According to Osokoya (2009), lack of enough school community owing to the lack of school partnership between parents and teachers. Teachers are forced to repeat what they had already taught when the students comes back to school. The researcher held interview with head teachers in order to know the way in which they provide in analysis of the school community in schools of Rwamagana District. Therefore, results contended that 100% of head teachers point out that parents and students are the main cause of any absenteeism because of family issues like poverty and low level of thinking of parents. These habits can hamper good performance of students in secondary six examinations.

Table 4. 6 Improved examination marks in Rwamagana sampled selected schools

School	2015 Success%	2016 Success%	2017 Success%	2018 Success%
GS Rwamagana A	85	82.3	83	81.2
GS Rwamagana protestant	80	72	76	75
GS Mwulire I	68	71.2	69	66.9
GS Bicumbi	89	82.3	86	90
Duha complex school	78	82	85	77
GS Akanzu	69	73	70	66
ES Rwamashyongoshyo	88	100	85	80
GS Janjagiro	63	75	71	62
GS Rubona	92	89	82	83
GS Karengye	73	79	81	71
GS Bihembe	82	83	80	68.5
GS Muyumbu	70.3	79	80	79
GS Ruhunda	68	73	72.5	73.5
GS Munyiginya	83	73	89	70
ES Munyaga	74.4	78.5	69.6	67
GS Kabare	84	84.3	88	80.5

Average	77.9	79.7	79.1	74.4
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Source: Secondary data (2019)

As reflected in Table 4.6, performance in Rwamagana secondary six examination since 2015 was analyzed as follows: The study established that the success rate relied between 77.9 to 74.4 from 2015 to 2018. By calculating the average mean of percentages score for each school for the last four years, the study found out that schools performance decreased from 2015 to 2018.

The researcher held interview with 2 district education officers and 15 head teachers in order to known their challenges in schools performance of the last four years since 2015. The result was that 88% of them clarified the root cause of an overpopulation in the schoolrooms and the late or lack of allocation of government subsidies to schools and high level of the students freedom in the community increasing indiscipline cases. 12% revealed the family background of the students and some school locations having different threats like mining sites, main roads and markets surrounding those schools. Another serious disciplinary issue is a big number of the students sat for national exams without learning after their registration. Therefore, results contended that all interviewed from 16 schools and district were not happy with academic performance their schools have had in the last past four years. This was attributed to the late and lack of allocation of government subsidies to schools, an overpopulation in the schoolrooms, different threats like mining sites, main roads and markets surrounding the school and students family background since a year 2015, which led to many schools not fulfilling teaching/learning process as required (Ministry of education, 2018).

Table 4. 7 Correlation between School Environment Factors and Academic Performance

		Improved examination marks	Improved behavior	Improved learning motivation
School location	Pearson Correlation	.232**	.160**	.176**
	Sig. (2-tailed)	.000	.001	.000
	N	385	385	385
School facilities	Pearson Correlation	.284**	.189**	.325**
	Sig. (2-tailed)	.000	.000	.000
	N	385	385	385
School discipline	Pearson Correlation	.845**	.874**	.751**
	Sig. (2-tailed)	.000	.000	.000
	N	385	385	385
School communities	Pearson Correlation	.887**	.873**	.864**
	Sig. (2-tailed)	.000	.000	.000
	N	385	385	385

Source: Secondary data (2019)

The Table 4.7 shows the correlation matrix between school environments (school location, school facilities, school discipline, and school community) and academic performance (improved examination marks, improved behavior, and improved learning motivation). Results show that availability of school location is positively correlated with improved learning motivation at .176 while availability of school facilities is correlated with improved behaviour of students. However, school discipline is correlated with improved examination marks obtained at .845** with improved behaviour 874** and the improved learning motivation 751**. School community is correlated with improved examination marks obtained at .887** with improved behaviour at .873** and with improved learning materials at .864**. Finally. This implies that the adequacy of school environmental factors was the most significant factor for academic performance. Study findings did not contradict the results of the research carried out by Scheerens and Creemers, (2009) who found that the conducive school environment in secondary schools have positive correlation between with academic performance in less developed countries and Africa in particular.

The researcher held interview with head teachers in order to know the way in which they provide in analysis of the relationship between school environmental factors and academic performance in secondary level of 12YBE schools located in Rwamagana District since 2015. Therefore, results contended that head teacher said that they students were mostly unable to be admitted in excellence owing to school discipline, which are not conducive to them. The justification is the fact that catholicly church based secondary schools were able to perform well in the last four years due to their conducive school environment they have. This finding is in line with the study of Tshui, and Cai, (2011) who found that the use of school discipline, school location and teacher learning and teaching materials with parental involvement stimulate the attainment of high academic performance in developing world.

V. DISCUSSION

The researcher indicated that school location, school facilities, school discipline and school community were mostly factors that influence academic performance of students in secondary level of 12YBE schools located in Rwamagana District. The study noted that in some schools, school facilities including classes, computers, and other related infrastructure were inadequate leading to poor performance of students. These findings therefore concurred with Scheerens & Creemers (2009) who observed that, majority of schools lack adequate facilities.

It also concurred with Simpson & Weiner (2009) who observed that lack of enough school facilities which results in poor performance. In term of school discipline, it concurred with Tinto (2007) who noted that school discipline is vital to performance in national exams. The teachers-parent's partnership known as school community are also problematic in secondary schools in the District is too big, there is a lack of enough teachers to handle the large pupil population. The findings concurred with Wanjobi (2011) who noted that schools with high teacher-parent relationship recorded poor performance. This was evidenced by the fact that the only school with teacher-parent partnership focused on meeting to enhance parental involvement in learning and teaching process of their students and consequently led to high academic performance. This concur with Wanjobi, (2011) who attributed poor performance to armchair school principals, who hardly know what happens in the classroom. These findings concurs with Zurita & Salinas (2005) who noted that many teachers are not communicating with parents constantly in order to overcome challenges to academic performance observed regularly and those who are observed regularly report that they do not receive useful or credible analysis of their performance.

The second objective of the study was to show student academic performance in school in Rwamagana District. In this regards, the study established that the success rate relied between 77.9 to 74.4 from 2015 to 2018. The study found out that schools performance decreased from 2015 to 2018.

Therefore, results contended that all interviewed from 16 schools and district were not happy with academic performance their schools have had in the last past four years. This was attributed to the late and lack of allocation of government subsidies to schools, an overpopulation in the school rooms, different threats like mining sites, main roads and markets surrounding the school and students family background since a year 2015 which led to many schools not fulfilling teaching/learning process as required (Ministry of education, 2018).

As reflected in Table 4.6, performance in Rwamagana secondary six examination since 2015 was analyzed as follows: The study established that the success rate relied between 77.9 to 74.4 from 2015 to 2018. By calculating the average mean of percentages score for each school for the last four years, the study found out that schools performance decreased from 2015 to 2018. The researcher held interview with 2district education officers and 15 head teachers in order to known their challenges in schools performance of the last four years since 2015. The result was that 88% of them clarified the root cause of an overpopulation in the schoolrooms and the late or lack of allocation of government subsidies to schools. 12% revealed the family background of the students and some school locations having different threats like mining sites, main roads and markets surrounding those schools. Therefore, results contended that all interviewed from 16 schools and district were not happy with academic performance their schools have had in the last past four years. This was attributed to the late and lack of allocation of government subsidies to schools, an overpopulation in the schoolrooms, different threats like mining sites, main roads and markets surrounding the school and students family background since a year 2015, which led to many schools not fulfilling teaching/learning process as required (Ministry of education, 2018).

Therefore, as reflected in chapter four, the correlation between school location, school facilities and academic performance produced Pearson correlation coefficient, between school discipline, academic performance was significant between school community, and academic performance was positive. This shows that the relationships were all positive and statistically significant. The correlation coefficient was produced between school environment factors and academic performance.

VI. CONCLUSION

From the present study, the extent to which school environmental factors like school location, school facilities, school discipline and school community influence academic performance of the secondary school in Rwamagana district has been established. School location include and learning resources exemplified by lack of enough school facilities by inadequate teaching staff and absenteeism due to lack of school fees, and high teacher-pupil ratio.

School discipline related factors found to affect academic performance negatively are inspection and supervision of teachers, which is infrequent, and teacher's attitude towards students and performance, which was found to be wanting. The high level of students 'freedom in community be also a serious obstacle to the school discipline However, the academic performance of schools kept declining from 2015 to 2018. National exams were not stable in performance across the schools and schools performance decreased from 2015 to 2018 academic year. However, improved

behavior and improved learning motivation were being taken for granted. The relationships were all positive and statistically significant therefore each of these elements significantly increases academic performance of the students when they are improved.

VII. FUTURE RESEARCH

The researcher recommends further studies to be carried out in the following areas:

- i. A similar research has to be conducted in other districts of Eastern Province in Rwanda
- ii. The researcher point out that there is a need to conduct further researcher in the City of Kigali in order to see whether the location of schools can influence academic performance of students.
- iii. The researcher proposes that a research which is comparative in nature between rural and urban areas or between public secondary schools and private secondary schools on the academic performance would be helpful.

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