The learning environment and its influence on pupils' academic performance in the Uganda primary leaving examinations: a case study of schools in Butiiti coordinating centre, Kyenjojo District

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Introduction

This study examined the relationship between school environment, psychological environment and home environment and academic performance of the pupils.

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 and iii) to examine the relationship between home environment and pupil's academic performance.

Methodology

A descriptive survey design was used. The target populations were pupils and teachers from government-aided schools and private primary schools in Butiiti coordinating centre Kyenjojo District. Stratified random sampling was used to select the population sample. Instruments for data collection were questionnaires for teachers and pupils. Data were collected in selected schools in the district using questionnaires. The data were then processed using Statistical Package for Social

Sciences (SPSS).

Key findings

Results indicated that pupils in the respective primary schools in Butiiti Coordinating Center, Kyenjojo District could not get access textbooks from school stores/libraries *(Mean = 2.11; SD = 0.93)*.

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.

Key recommendations

The study recommended 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 school environments. School management teams and policymakers in the education sector should sensitise parents and pupils on ways of improving home environments to make them more conducive for learning.

Key references

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