

# School Social Environment and Learners' Academic Achievement in Selected Government-Aided Secondary Schools in Nangabo Sub County, Wakiso District

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## Abstract

This study examined the relationship between school social environment and learners' academic achievement in selected government aided secondary schools in Nangabo Sub County, Wakiso District. The study looked forward to addressing the following study specific objectives; i) To examine the relationship between student-teacher relationships and learners' academic achievement, ii) To examine the relationship between inclusivity & diversity and learners' academic achievement, and iii) To explore the level of learners' academic achievement in selected government aided secondary schools in Nangabo Sub County, Wakiso District. The study was steered by a correlational research design integrated with a quantitative method. The study was grounded on a sample size of 52 individuals constituting of head teachers and teachers picked from the two selected government aided secondary schools in Nangabo sub county, Wakiso district. Both descriptive and correlation analysis methodologies were employed to examine the quantitative primary data gathered in order to generate an understanding to the study phenomena. The study found that there is a statistically very strong positive and significant relationship between student-teacher relationships and learners' academic achievement in selected government aided secondary schools in Nangabo sub county, Wakiso district. Additionally, the study found that there is a statistically strong positive and significant relationship between inclusivity & diversity and learners' academic achievement in selected government aided secondary schools in Nangabo sub county, Wakiso district. Further, the study found that there is an improvement in the level of learners' academic achievement in government aided secondary schools in Nangabo sub county, Wakiso district despite some shortfalls. The study concludes that school social environment in terms of student-teacher relationships and inclusivity & diversity has a positive and significant association with learners' academic achievement in that an improvement in the various school social environment resultantly leads to an improvement in learners' academic achievement in selected government aided secondary schools in Nangabo sub county, Wakiso district. The study recommends that school authorities should foster positive teacher-student relationships to build trust and respect, teacher availability, and caring classroom climate that promotes empathy,

encouragement, and fairness from teachers which might have a significant influence on enhancing learners' academic achievement in government aided secondary schools in Nangabo sub county, Wakiso district.

**Keywords:** *School Social Environment, Student-Teacher Relationships, Inclusivity & Diversity, and Learners' Academic Achievement.*

## Introduction

This study examines the relationship between school social environment and learners' academic achievement in selected government aided secondary schools in Nangabo Sub County, Wakiso District.

## Historical Perspective

Globally, learners' academic achievement has significantly been influenced and shaped by positive social environments within schools including respect, inclusivity, and emotional support, which boosts academic achievement across cultures (Edgerton & McKechnie, 2022). The early 20<sup>th</sup> Century saw educational theorists beginning to recognize the impact of social factors on learning. John Dewey emphasized the importance of the school as a social institution, where interactions among students and teachers shape learning experiences. Progressive education movements advocated for collaborative, student-centered environments, highlighting the social context as key to academic success and improved learners' academic achievement (Amsalu & Sintayehu, 2024). In Africa during the post-independence Era, newly independent African countries sought to expand access to education as a tool for development. Schools increasingly recognized the importance of the social environment for learner engagement. However, rapid expansion often strained resources, leading to overcrowded classrooms and weakened social cohesion. Social factors such as ethnic diversity, gender norms, and socio-economic status significantly influenced learners' academic achievement (Kipkemboi & Korir, 2019).

## Theoretical Perspective

The study was directed by the Ecological Systems Theory developed by Bronfenbrenner in 1979. The theory posits that a child's development is influenced by multiple interconnected environmental systems (El Zaatar & Maalouf, 2022). According to Kang and Wen-Jui (2025) the school social environment is part of the microsystem, the immediate setting where learners interact with teachers, peers, and staff. Positive interactions in this microsystem such as supportive teacher-student relationships and constructive peer groups directly enhance motivation, engagement, and academic success. The authors assert that a nurturing social environment creates a strong foundation for learning by meeting learners' emotional and social needs which may have a significant influence on learners' academic achievement (Kang & Wen-Jui, 2025). Thus, this theory was applicable to this study since it provided a rational in relation to school social environment and learners' academic achievement.

## Contextual Perspective

The study was undertaken from selected government aided secondary schools in Nangabo Sub County, Wakiso District examining the relationship between school social environment and learners' academic achievement.

This was taken into consideration due to the inadequate studies undertaken in the district particularly in Nangabo sub county in relation to school social environment and learners' academic achievement. Furthermore, Wakiso district was taken into consideration because of the scanty learners' academic achievement exhibited by a decline in learners' academic performance, poor subject content mastery in some subjects, poor communication skills development and application, and poor behavioral outcomes such as irregular participation in classroom activities among different secondary schools in the district (Wakiso District Local Government, 2022).

### **Conceptual Perspective**

School social environment refers to the overall social climate, relationships, and interactions within a school setting. It includes the quality of relationships among students, teachers, administrators, and staff, as well as the norms, values, attitudes, and behaviors that shape daily life at the school (Harinarayanan & Pazhanivelu, 2018). Learners' academic achievement refers to the extent to which students have attained their educational goals, as demonstrated through their performance in academic tasks. This includes success in examinations, tests, assignments, and overall mastery of knowledge, skills, and competencies within a given curriculum (Budiarti & Solehudin, 2024). In this study, school social environment was conceptualized in form of student-teacher relationships and inclusivity & diversity, while learners' academic achievement was conceptualized in form of academic performance and behavior, classroom participation, learning progress and growth, skills application, subject mastery, and learners' language and communication skills.

### **Statement of the problem**

In Uganda, the Ministry of Education Sports has implemented various policies aimed at improving learners' academic achievement in secondary schools by fostering a supportive school social environment with a focus on enhancing teacher quality, promoting inclusive education, and encouraging community involvement among different districts including Wakiso district. For instance, the introduction of Universal Secondary Education program and inclusive policies aimed to increase access to secondary education for all learners, regardless of their socio-economic background. This policy led to a more diverse student population, necessitating schools to adapt and create inclusive environments focused on promoting gender equality, accommodating children with disabilities, and addressing the needs of marginalized groups, thereby fostering a school culture that supports all learners which has greatly influenced the overall learners' academic achievement in several secondary schools in the districts (Ministry of Education and Sports, 2018).

However, regardless of all the credible efforts to improve learners' academic achievement in the different districts, learners' academic achievements in government aided secondary schools in Wakiso district is still scanty exhibited by a decline in learners' academic performance, poor subject content mastery in some subjects, poor communication skills development and application, and poor behavioral outcomes such as irregular participation in classroom activities among different secondary schools in the district (Wakiso District Local Government, 2022). Evidence indicates a decline in the academic performance of learners who passed

in first and second grades in UCE examinations from 68.9% in 2018 to 59.7% in 2021 in government aided secondary schools in Wakiso district (Wakiso District Local Government, 2022). This has consequently resulted into increased challenges for learners towards accessing higher education and acquiring of skilled employment, lower self-esteem, and community stigmatization or segregation of learners. Therefore, it is upon this verdict that the current study examined the relationship between school social environment and learners' academic achievement in selected government aided secondary schools in Nangabo Sub County, Wakiso District.

## Objectives of the Study

### General Objective

The main objective of this study was to examine the relationship between school social environment and learners' academic achievement in selected government aided secondary schools in Nangabo Sub County, Wakiso District.

### Specific Objectives

The study looked forward to addressing the following study specific objectives;

- i. To examine the relationship between student-teacher relationships and learners' academic achievement in selected government aided secondary schools in Nangabo Sub County, Wakiso District.
- ii. To examine the relationship between inclusivity & diversity and learners' academic achievement in selected government aided secondary schools in Nangabo Sub County, Wakiso District.
- iii. To explore the level of learners' academic achievement in selected government aided secondary schools in Nangabo Sub County, Wakiso District.

### Study Hypotheses

The specific objectives were guided by the following alternative hypotheses;

**H<sub>a1</sub>:** Student-teacher relationships have a statistically significant relationship with learners' academic achievement in selected government aided secondary schools in Nangabo Sub County, Wakiso District.

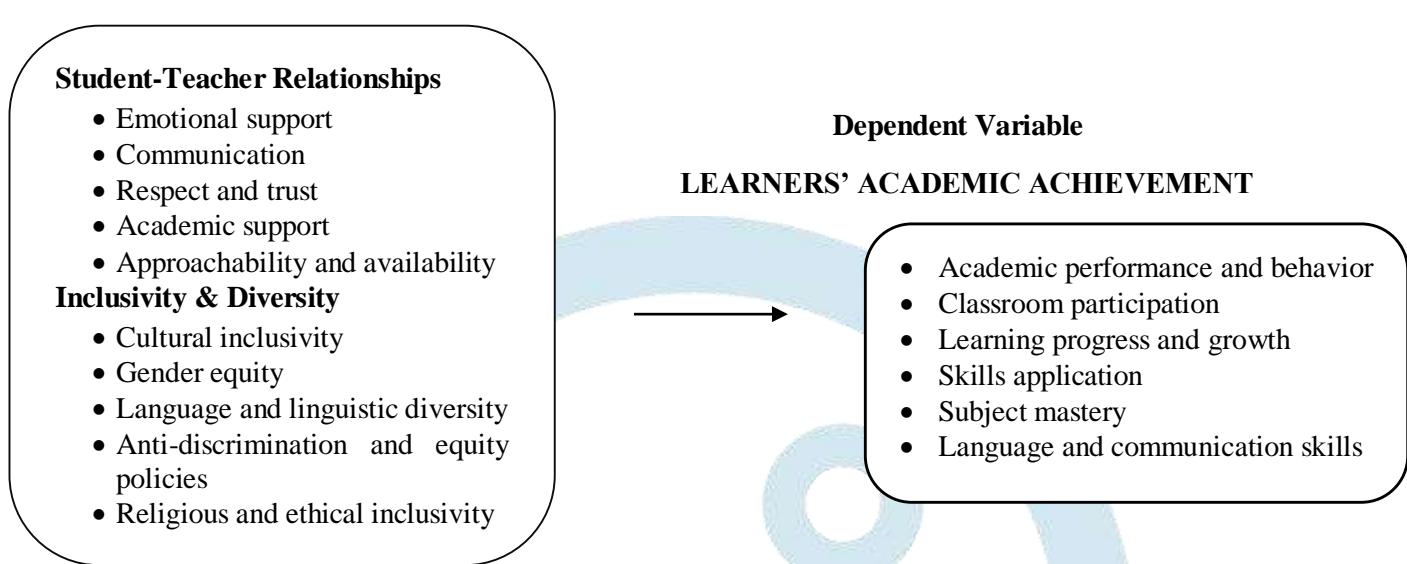
**H<sub>a2</sub>:** Inclusivity & diversity has a statistically significant relationship with learners' academic achievement in selected government aided secondary schools in Nangabo Sub County, Wakiso District.

### Conceptual Framework

The conceptual framework on the association between School Fees Policy Implementation and Students' Academic Achievement.

## Independent Variable

### SCHOOL SOCIAL ENVIRONMENT



## Literature Review

### School Social Environment and Learners' Academic Achievement

The school social environment plays a pivotal role in shaping learners' academic achievement. It encompasses the quality of interpersonal relationships, the norms and values upheld within the school, and the overall social climate that learners experience daily. Beyond the physical infrastructure or curriculum, it is this social environment that profoundly affects motivation, engagement, behavior, and ultimately, academic success (Rafik, 2021). According to Podiya, Navaneetham and Bhola (2025) at the heart of the school social environment are the relationships between students, teachers, peers, and school staff. Positive, supportive relationships foster a sense of belonging and acceptance, which are critical for learner motivation. When students feel valued and respected by their teachers and peers, they are more likely to actively participate in learning activities, take intellectual risks, and persist through academic challenges, which significantly and positively influences learners' academic achievement. Conversely, the authors assert that negative relationships characterized by neglect, bullying, or exclusion can lead to disengagement, anxiety, and poor academic performance, negatively affecting the learners' academic achievement (Podiya et al., 2025).

School social environment influences learners' emotional and psychological well-being. Schools that cultivate a safe, inclusive, and supportive atmosphere enable students to focus their energy on academic tasks rather than coping with stress or fear. Emotional safety reduces absenteeism and behavioral problems, which are often barriers to learning (Hasbullah, Ahmad & Fakhrul, 2023). For example, students who experience bullying or discrimination may suffer from low self-esteem and depression, which detrimentally impacts learners' concentration and academic achievement or outcomes (Hasbullah et al., 2023).

According to Harinarayanan and Pazhanivelu (2018) collaboration is another crucial way the school social environment impacts learners' academic achievement. A school culture that encourages peer interaction through group work, discussions, and cooperative learning fosters deeper understanding. Learners benefit from

the diverse perspectives of their classmates and develop critical thinking and communication skills which have direct influence on learners' academic achievement and support better learning outcomes. Additionally, the authors assert that peer support also creates informal learning opportunities outside the classroom, reinforcing academic concepts and enhancing learners' academic performance, resultantly improving learners' academic achievement (Harinarayanan & Pazhanivelu, 2018).

The school social environment shapes learners' motivation and self-concept which has a direct and positive influence on learners' academic achievement. Recognition and positive reinforcement from teachers and peers build learners' confidence, encouraging them to set higher academic goals and work diligently. This motivational boost often translates into better grades and higher achievement levels (Amsalu & Sintayehu, 2024). On the other hand, the author assets that school social environments lacking encouragement or riddled with negative feedback can undermine students' self-esteem and academic aspirations, which may negatively impact the learners' academic achievement (Amsalu & Sintayehu, 2024). According to Kassab, Rathan, Taylor and Hamdy (2024) the school social environment establishes behavioral norms that influence discipline and classroom management. A positive, well-structured environment minimizes disruptive behaviors and promotes focus, enabling teachers to deliver effective instruction. Clear expectations and mutual respect create an orderly setting where learning can thrive, resultantly influencing learners' academic achievement.

Inclusivity within the school social environment ensures that learners from diverse backgrounds, including marginalized or differently-abled students, feel welcomed and supported. This reduces barriers to participation and achievement, promoting equity in education. Schools that actively engage families and communities extend this supportive network beyond the classroom, providing additional resources and encouragement that further enhance learners' academic success and achievement (Edgerton & McKechnie, 2022). Additionally, Rafik (2021) postulated that the school social environment is a foundational element influencing learners' academic achievement. Through nurturing relationships, emotional support, collaborative opportunities, motivation, positive behavior, and inclusivity, it creates the optimal conditions for effective learning that foster both academic excellence and holistic learners' development.

A positive school social environment where students feel safe, respected, and supported provides a secure foundation for learning. Emotional safety enables learners to focus on their studies without fear of bullying, discrimination, or exclusion. When students feel psychologically secure, they are more confident, less anxious, and more willing to engage in academic activities. This leads to better concentration, higher participation, and improved academic outcomes (Budiarti & Solehudin, 2024). The authors assert also assert that strong, respectful relationships between teachers and students are critical for academic success. Teachers who show empathy and encourage open communication help foster a supportive atmosphere where students are motivated to excel. Likewise, healthy peer relationships marked by cooperation, acceptance, and encouragement promote collaborative learning and reduce social isolation. Peer support networks are especially influential in helping learners grasp complex concepts, build confidence, and stay motivated, which helps learners succeed academically (Budiarti & Solehudin, 2024).

According to Shahid, Ayesha and Farrukh (2022) a well-managed school social environment helps establish clear behavior expectations and promotes self-discipline. When students understand and respect the rules, classrooms become more orderly and conducive to learning. Schools that reinforce positive behavior through role modeling, rewards, and consistent consequences see fewer disruptions, enabling more instructional time and better learning outcomes. Further, the authors assert that a collaborative school social environment promotes teamwork, group discussion, and peer tutoring. These activities enhance learners' understanding of academic content through active engagement and shared learning. Working with peers can also expose students to new perspectives, increase confidence, and build communication skill, all of which contribute to learners' academic achievement and improvement (Shahid et al., 2022).

## Methodology

### Research Design

This study was steered by a correlational research design integrated with a quantitative method. A correlational research design assesses associations between variables without indicating causality in a particular study population (Kassu, 2019). Therefore, this research design enabled the researcher to determine whether there exists a relationship between school social environment and learners' academic achievement, and the extent and direction of the relationship. The quantitative method enabled the researcher to quantify and analyze variables numerically, making it easier to relate, reproduce, and evaluate outcomes.

### Target Population and Sample Size

The study covered a target population of 4 government aided secondary schools in Nangabo sub county, Wakiso district (Wakiso District Local Government, 2022). However, considering the time limitation, the researcher accounted for only 2 government aided secondary schools and a sample was picked from these that was engaged in the study. The study was grounded on a sample size of 52 individuals constituting of head teachers and teachers picked from the two selected government aided secondary schools in Nangabo sub county, Wakiso district to provide numerical data that was utilized to give an understanding to the objectives of study.

### Sampling Procedure

The researcher utilized both simple random sampling and convenience sampling to select participants into the study. Convenience sampling comprises the researcher choosing individuals who are certainly reachable, willingly present, and ready to participate in the study which was applied to choose head teachers. Simple random sampling was utilized to choose teachers from the government aided secondary schools to take part in the study. Simple random sampling provides every individual in a population an equal chance of being selected into the sample and selection is entirely random (Elfil & Negida, 2017).

## Data Collection Methods

### Questionnaire Survey Method

A questionnaire survey method is a data collection technique in which the researcher utilizes a structured group of transcribed questions to collect information from a set of respondents (Mathiyazhagan, 2018). The questionnaire survey method enabled the researcher to collect data using closed-ended questions which data can be statistically explored to identify patterns, correlations, and trends. Therefore, this method allowed the researcher to achieve structured, reliable, and measurable data from individuals on the study aspects in the availed limited time.

### Data Collection Instruments

#### Structured Questionnaire

A structured questionnaire is a data collection tool that is utilized to collect information from respondents using closed-ended questions to warrant consistency in responses, deeming it easier to compare and analyze data (Acheung, 2019). The study used structured questionnaires to collect statistical numerical data from school head teachers and teachers comprising of closed-ended queries and pre-set responses which were administered directly by the researcher to participants in the different selected government aided secondary schools in Nangabo sub county, Wakiso district. The structured questionnaires were used to guarantee uniformity in responses across the study, making data collection more organized and quantifiable making it easier to compare and analyze the data collected.

### Data Analysis

The study employed both descriptive and correlation analysis methodologies to examine the quantitative primary data gathered. Descriptive analysis was employed when examining the distributions, general trends, and patterns in the respondents' demographic data which was presented in an understandable form using frequencies and percentages to provide an organized and clear summary of the data. To examine the relationship between school social environment and learners' academic achievement, Spearman's rank correlation analysis was used to assess the size and direction of the association between two variables as well as to examine the significance of the association. Spearman's Rank Correlation is ultimate for evaluating the association between two variables, precisely when the data is ordinal or not normally distributed (Jerrold, 2016).

### Ethical Consideration

The researcher acquired an introductory letter from the university as a requirement for getting authorization from school management of the various schools to carry out the survey in their schools before undertaking the study.

The researcher made sure that involvement in the study was completely voluntary, with no persuasion or undue influence, and individuals were free to step out at any time.

The researcher also fully informed participants about the objective, nature, and significance of the study.

Additionally, the researcher safeguarded individuals' personal information and made sure the data was kept and reported in terms that ensured anonymity or confidentiality.

## Study Findings

The findings include the descriptive statistics on the individuals' demographic composition and level of learners' academic achievement as well as the correlation analysis to render answers to the study objectives.

### Findings on the Participants' Demographic Compositions

The study evaluated the participants' demographic compositions from the selected government aided secondary schools in Nangabo sub county, Wakiso district, and the results are shown in Table 1;

**Table 1: Participants' Demographic Compositions**

<b>Demographic Composition</b>			
<b>Classification</b>	<b>Items</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Sex</b>	Male	30	57.7
	Female	22	42.3
	<b>Total</b>	<b>52</b>	<b>100.0</b>
<b>Age Groups</b>	25-30 years	4	7.7
	31-35 years	12	23.1
	36-40 years	23	44.2
	Above 40 years	13	25.0
	<b>Total</b>	<b>52</b>	<b>100.0</b>
<b>Academic Qualification</b>	Diploma	3	5.8
	Bachelors' degree	41	78.8
	Masters' degree	8	15.4
	<b>Total</b>	<b>52</b>	<b>100.0</b>
<b>Marital Status</b>	Married	37	71.2
	Single	15	28.8
	<b>Total</b>	<b>52</b>	<b>100.0</b>
<b>Work Experience at the school</b>	1-5 years	9	17.3
	6-10 years	31	59.6
	Above 10 years	12	23.1
	<b>Total</b>	<b>52</b>	<b>100.0</b>

*Source: Primary data, 2025*

Table 1 shows findings on the participants' demographic compositions from different government aided secondary schools in Nangabo sub county, Wakiso district. The results indicate that of the 52 participants, 57.7% were males and 42.3% were females. The study results also indicate that of the 52 participants, 7.7% were aged between 25-30 years, 23.1% were aged between 31-35 years, 44.2% were aged between 36-40 years, and 25.0% were aged over 40 years.

Additionally, the study results show that of the 52 participants, 5.8% had achieved a diploma academic qualification, 78.8% had achieved a bachelors' degree academic qualification, and 15.4% had achieved a masters' degree academic qualification. In respect to marital status, the study results indicate that of the 52 participants, 71.2% were married and 28.8% were single.

Further, the results indicate that of the 52 participants, 17.3 % had a work experience of 1-5 years at the corresponding school, 59.6% had a work experience of 6-10 years at the corresponding school, and 23.1% had a work experience of over 10 years at the corresponding school.

### **Findings on the Objectives of the Study**

This section gives findings in relation to the specific study objectives.

#### **Relationship between Student-Teacher Relationships and Learners' Academic Achievement in Selected Government Aided Secondary Schools in Nangabo Sub County, Wakiso District**

The study sought to examine the relationship between student-teacher relationships and learners' academic achievement in selected government aided secondary schools in Nangabo Sub County, Wakiso District. The relationship was analyzed using Spearman's Rank correlation analysis and the findings are shown in Table 2.

**Table 2: Correlation Analysis on the Relationship between Student-Teacher Relationships and Learners' Academic Achievement in Selected Government Aided Secondary Schools in Nangabo Sub County, Wakiso District**

		<b>Student-Teacher Relationships</b>	<b>Learners' Academic Achievement</b>
<b>Student-Teacher Relationships</b>	Spearman's Correlation	1.000	.714**
	Coefficient		
	Sig. (2-tailed)	.	.000
	N	52	52
<b>Learners' Academic Achievement</b>	Spearman's Correlation	.714**	1.000
	Coefficient		
	Sig. (2-tailed)	.000	.
	N	52	52

\*\*. Correlation is significant at the 0.01 level (2-tailed).

*Source: Primary data, 2025*

The study results indicate that there is a statistically very strong positive and significant relationship between student-teacher relationships and learners' academic achievement in selected government aided secondary schools in Nangabo sub county, Wakiso district ( $r = 0.714$ ,  $N = 52$ ,  $P$ -value = 0.000). This implies that an improvement in student-teacher relationships greatly and significantly leads to an improvement in learners' academic achievement in selected government aided secondary schools in Nangabo sub county, Wakiso district.

#### **Relationship between Inclusivity & Diversity and Learners' Academic Achievement in Selected Government Aided Secondary Schools in Nangabo Sub County, Wakiso District**

The study also sought to examine the relationship between inclusivity & diversity and learners' academic achievement in selected government aided secondary schools in Nangabo Sub County, Wakiso District. The relationship was analyzed using Spearman's Rank correlation analysis and the results are shown in Table 3.

**Table 3: Correlation Findings on the Relationship between Inclusivity & Diversity and Learners' Academic Achievement in Selected Government Aided Secondary Schools in Nangabo Sub County, Wakiso District**

		Inclusivity & Diversity	Learners' Academic Achievement
<b>Inclusivity &amp; Diversity</b>	Spearman's Correlation	1.000	.647**
	Coefficient		
	Sig. (2-tailed)	.	.000
<b>Learners' Academic Achievement</b>	N	52	52
	Spearman's Correlation	.647**	1.000
	Coefficient		
	Sig. (2-tailed)	.000	.
	N	52	52

\*\*. Correlation is significant at the 0.01 level (2-tailed).

**Source: Primary data, 2025**

The study results revealed that there is a statistically strong positive and significant relationship between inclusivity & diversity and learners' academic achievement in selected government aided secondary schools in Nangabo sub county, Wakiso district ( $r = 0.647$ ,  $N = 52$ ,  $P$ -value = 0.000). This implies that an improvement in inclusivity & diversity essentially and significantly leads to an improvement in learners' academic achievement in selected government aided secondary schools in Nangabo sub county, Wakiso district.

#### **Level of Learners' Academic Achievement in Selected Government Aided Secondary Schools in Nangabo Sub County, Wakiso District**

The study further sought to explore the level of learners' academic achievement in selected government aided secondary schools in Nangabo Sub County, Wakiso District. This was explored using descriptive analysis and results are given in Table 4. A mean score value of above the threshold of 3 implies an agreement to the particular statement related to the level of learners' academic achievement and a mean score value of below the threshold of 3 implies a disagreement to the particular statement related to the level of learners' academic achievement.

**Table 4: Respondents' Insights about Teacher Performance in Selected Private Secondary Schools in Mukono District**

Learners' Academic Achievement	Mean	Std. dev.
There is an improvement in the overall students' academic performance and behavior at the school	4.46	0.498
There is an improvement in the students' classroom participation at the school	4.43	0.491
There is an improvement in the students' academic progress and growth at the school	4.48	0.536
The students have the ability to transfer and apply knowledge to real-life contexts or problem-solving situations at the school	4.47	0.642

There is an improvement in the students' mastery of specific academic subjects 4.42 0.486 at the school

There is an improvement in the student language proficiency and communication skills at the school 4.49 0.513

#### **Source: Primary data, 2025**

The findings revealed that there is an improvement in the overall students' academic performance and behavior at the school since majority of the respondents were in agreement to the statement indicated by a mean score value of 4.46 above the threshold of 3 with a standard deviation of 0.498. The study also revealed that there is an improvement in the students' classroom participation at the school since majority of the respondents were in agreement to the statement indicated by a mean score value of 4.43 above the threshold of 3 with a standard deviation of 0.491.

The study findings also revealed that there is an improvement in the students' academic progress and growth at the school since most of the respondents were in agreement to the statement indicated by a mean score value of 4.48 above the threshold of 3 with a standard deviation of 0.536. Additionally, the study findings revealed that the students have the ability to transfer and apply knowledge to real-life contexts or problem-solving situations at the school as a bigger proportion of the respondents were in agreement to the statement indicated by a mean score value of 4.47 above the threshold of 3 with a standard deviation of 0.642.

The findings also revealed that there is an improvement in the students' mastery of specific academic subjects at the school since majority of the respondents were in agreement to the statements as indicated by a mean score value of 4.42 above the threshold of 3 with a standard deviation of 0.486. The study findings further revealed that there is an improvement in the student language proficiency and communication skills at the school since majority of the respondents were in agreement to the statement indicated by a mean score value of 4.49 above the threshold of 3 with a standard deviation of 0.513.

#### **Conclusion**

The study concludes that school social environment in terms of student-teacher relationships and inclusivity & diversity has a positive and significant association with learners' academic achievement in that an improvement in the various school social environment resultantly leads to an improvement in learners' academic achievement in selected government aided secondary schools in Nangabo sub county, Wakiso district. The study also concludes that there is an improvement in the level of learners' academic achievement in selected government aided secondary schools in Nangabo sub county, Wakiso district despite some shortfalls.

#### **Recommendations**

The study recommends that school authorities should foster positive teacher-student relationships to build trust and respect, teacher availability, and caring classroom climate that promotes empathy, encouragement, and fairness from teachers which might have a significant influence on enhancing learners' academic achievement in government aided secondary schools in Nangabo sub county, Wakiso district.

The study also recommends that the school authorities should encourage positive peer relationships through implementing anti-bullying programs, promoting peer collaborations, and creating opportunities for interaction among diverse student groups as this would significantly lead to an enhancement in learners' academic achievement in government aided secondary schools in Nangabo sub county, Wakiso district.

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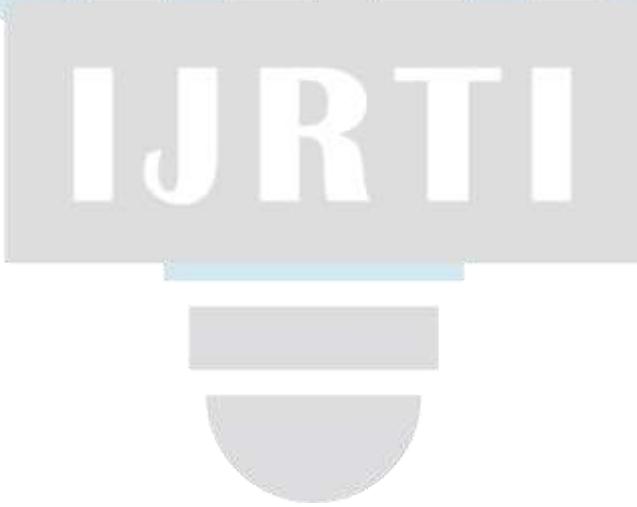
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## Appendices

### Appendix I: Structured Questionnaire

Dear respondent,

You have been chosen as a member to be involved in this study and the responses you will provide will be kept with crucial confidentiality. The information you will provide will only be used for the necessary study purposes. Your involvement in this study is voluntary and you are allowed to pull out at any time.

Do you consent to partake in this study? Yes ..... or No .....

**Instructions: Please tick the most suitable response of your choice**

#### Section A: Demographic Characteristics of Respondents

##### 1. What is your Gender?

1. Male  2. Female

##### 2. What is your age group?

1. 25-30 years  2. 31-35 years  3. 36-40 years  4. Above 40 years

##### 3. What is your highest level of education?

1. Diploma  2. Bachelors' degree  3. Masters' degree

##### 4. What is your marital status?

1. Married  2. Single

##### 5. For how long have you worked at this secondary school?

1. 1-5 years  2. 6-10 years  3. Above 10 years

## SECTION B: SCHOOL SOCIAL ENVIRONMENT

Use a Likert scale for this section where 1= Strongly Disagree (SD), 2= Disagree (D), 3= Not Sure (NS), 4= Agree (A), and 5= Strongly Agree (SA).

**Instructions:** Please tick where applicable using the scale above that best defines your perception to the statements related to different dimensions of School Social Environment;

### Part I: Student-Teacher Relationships

No.	Student-Teacher Relationships	SD	D	NS	A	SA
1.	The teachers show warmth, empathy, care, and respect towards students at the school					
2.	There is an open, respectful, and two-way communication between teachers and students at the school					
3.	There is a mutual trust and respect between teachers and students that fosters a positive and productive learning environment at the school					
4.	The teachers provide guidance, encouragement, and instructional help to students at the school					
5.	The teachers are approachable and available for extra support or listening to students outside class time at the school					

### Part II: Inclusivity & Diversity

No.	Inclusivity & Diversity	SD	D	NS	A	SA
1.	There is recognition, respect, and integration of diverse cultural backgrounds in school life at the school					
2.	There is equal treatment for all genders in education and equal participation in classroom activities at the school					
3.	There is respect for and inclusion of students who speak different languages or dialects at the school					
4.	There is institutional commitment to preventing and addressing all forms of discrimination at the school					
5.	There is respect for different religious beliefs and ethical worldviews at the school					

## SECTION C: LEARNERS' ACADEMIC ACHIEVEMENT

Use a Likert scale for this section where 1= Strongly Disagree (SD), 2= Disagree (D), 3= Not Sure (NS), 4= Agree (A), and 5= Strongly Agree (SA).

**Instructions:** Please tick where applicable using the scale above that best defines your view about the statements related to Learners' Academic Achievement;

No.	Learners' Academic Achievement	SD	D	NS	A	SA
1.	There is an improvement in the overall students' academic performance and behavior at the school					
2.	There is an improvement in the students' classroom participation at the school					
3.	There is an improvement in the students' academic progress and growth at the school					
4.	The students have the ability to transfer and apply knowledge to real-life contexts or problem-solving situations at the school					
5.	There is an improvement in the students' mastery of specific academic subjects at the school					
6.	There is an improvement in the student language proficiency and communication skills at the school					

