

# **School Climate and Learners' Achievement in Private Secondary Schools in Nabweru Division, Wakiso District, Uganda**

**Nazziwa Summaya<sup>1</sup>, Ssali Muhammad Bisaso<sup>2</sup> Nabukeera Madinah<sup>3</sup>,  
Matovu Musa<sup>4</sup>**

<sup>1</sup>Post graduate student, Department of Education Management and Administration, Faculty of Education, Islamic University in Uganda,

<sup>2</sup>Senior lecturer., Department of Education Management and Administration, Faculty of Education, Islamic University in Uganda.

<sup>3</sup>Assoc.Prof. Dr., Department of Public Administration Faculty of Management Studies, Islamic University in Uganda.

<sup>4</sup>Assoc. Prof. Dr., Department of Educational Psychology, Faculty of Education, Islamic University in Uganda.

## **Abstract**

The main purpose of this study was to assess the influence of school climate on learners' achievement in private secondary schools in Nabweru Division, Wakiso District, Uganda. The study was directed by the following specific objectives of the study; i) To assess the influence of socio-emotional support on learners' achievement, ii) To assess the influence of school support on learners' achievement, and iii) To assess the influence of environmental support on learners' achievement in private secondary schools in Nabweru Division, Wakiso District. The study embraced a cross-sectional research design together with only a quantitative approach. Simple linear regression analysis was employed to establish the magnitude, direction, and the significance of the influence of school climate on learners' achievement in private secondary schools in Nabweru Division, Wakiso District. The study utilized a sample of 46 participants constituting of school administrators and teachers who were selected using convenient. The study revealed that social-emotional support has a moderately positive and statistically significant influence on learners' achievement in private secondary schools in Nabweru Division, Wakiso District. Additionally, the study also showed that school support has a moderately positive and statistically significant influence on learners' achievement in private secondary schools in Nabweru Division, Wakiso District. The study further shown that environmental support has a strong positive and statistically significant influence on learners' achievement in private secondary schools in Nabweru Division, Wakiso District. The study concluded that school climate in terms of social-emotional support, school support, and environmental support has a significant influence on learners' achievement in private secondary schools in Nabweru Division, Wakiso District in that an improvement in social-emotional support, school support, and environmental support would resultantly lead to an enhancement in learners' achievement in private secondary schools in Nabweru Division, Wakiso District. The study recommends that school administrators should create a supportive atmosphere that enhances both emotional well-being and

academic success through allowing students to express themselves and take an active role in their learning journey as this would influence an improvement in learners' achievement in private secondary schools in Nabweru Division, Wakiso District.

**Keywords:** School Climate, Socio-Emotional Support, School Support, Environmental Support, Learners' Achievement, and Private Secondary Schools.

## **Introduction**

This study aims at evaluating the influence of school climate on learners' achievement in private secondary schools in Nabweru Division, Wakiso District.

## **Historical Perspective**

Globally, school climate is viewed as a critical aspect in addressing educational inequalities and improving outcomes for marginalized students such as performance. Research from countries like Finland, Singapore, and South Korea demonstrates that supportive, collaborative, and respectful school environments and climate contribute to high learners' academic achievements (Larson, Nguyen, Humpherys & Bradshaw, 2020). During the late 20<sup>th</sup> Century, the United Nations and UNESCO promoted education as a human right, encouraging governments to create inclusive and safe school environments to improve learning outcomes. The concept of school climate expanded beyond discipline to include emotional well-being, teacher support, peer relationships, and student commitment and these were positively related with higher academic achievement among students worldwide (Ogamba, Kadenyi & Mobegi, 2017).

## **Theoretical Perspective**

The study was directed by the Ecological Systems Theory introduced by Bronfenbrenner in 1979. The theory emphasizes that a child's growth is influenced by multiple surroundings, from the immediate school setting (microsystem) to broader societal factors (macro system). The microsystem includes relationships with teachers, peers, and school staff, directly affecting academic motivation and performance (Ettekal & Mahoney, 2017). According to El Zaatari and Maalouf (2022) the theory in relation to education posits that student interactions with school and family also influences achievement, as supportive communication and shared values enhance learning outcomes. The authors also assert that a positive and supportive school environment within the microsystem fosters learners' self-esteem, engagement, and cognitive development which resultantly leads to a significant improvement in the learners' achievement (El Zaatari & Maalouf, 2022). This theory was applicable to this study as it provided an association between school climate and learners' achievement as the school climate considerably influences learners' learning and performance outcomes.

## **Contextual Perspective**

The study was taken among selected private secondary schools in Nabweru Division, Wakiso District assessing the influence of school climate on learners' achievement. This was selected as of the limited or no studies that has been carried out in the area related to school climate and learners' achievement specifically in private secondary schools in Nabweru Division, Wakiso District. Additionally, Nabweru division was taken into account due to the inadequate learners' achievement among private secondary

schools shown by a decline in student academic performance, poor proficiency in mathematics, and poor behavioral outcomes such as irregular school attendance (Kayizzi, Ongadia & Ssekamwa, 2023).

### **Conceptual Perspective**

School climate refers to the overall atmosphere, environment, and culture within a school, shaped by the quality of relationships, teaching and learning practices, safety, and institutional norms. It encompasses the perceptions, attitudes, and experiences of students, teachers, and staff regarding the school's social, emotional, and academic environment (Pamularsih, 2022). Conversely, learners' achievement refers to the measurable outcomes of a student's educational progress, including their academic performance, skills, knowledge, social-emotional growth, and personal development. It is typically assessed through grades, test scores, and other evaluations that reflect the extent to which learners have met specific learning objectives and educational standards (Yang, Pell & Gaskins, 2019). For this study, school climate was abstracted in terms of social-emotional support, school support, and environmental support, while learners' achievement was conceptualized in terms of academic performance, behavioral outcomes, social-emotional development, cognitive development, and life skills acquisition among others.

### **Statement of the problem**

The government of Uganda has implemented several policies and initiatives aimed at enhancing learners' achievement by improving the school climate. These initiatives focus on creating safe, inclusive, and supportive educational environments, recognizing their critical role in improving learners' achievement and overall educational outcomes. For instance, the Ministry of Education and Sports has developed a series of guidelines to help schools evaluate and improve the quality of learners' achievement and educational outcomes which also focus on creating learner-centered environments, promoting positive behavior, and ensuring the well-being of students, all of which contribute to a conducive school climate (Ministry of Education and Sports, 2017).

However, even with all the significant interventions and policies, learners' achievement in some of the private secondary schools in Nabweru division, Wakiso district is still inadequate characterized by a deterioration in student academic performance, poor proficiency in mathematics, poor cognitive skill development among students such as communication skills, and poor behavioral outcomes such as irregular school attendance (Kayizzi et al., 2023). Evidence indicates a drop in the academic performance of students in UCE exams who passed in first grade from 76.2% in 2018 to 59.8% in 2021 in private secondary schools in Nabweru division, Wakiso district (Wakiso District Local Government, 2021). This has subsequently led to increased learners' dropout rates as students may struggle to advance to higher levels of education, social stigma, disruptive behavior, and disciplinary problems among students. Therefore, it is upon this evidence that this study assessed the influence of school climate on learners' achievement in private secondary schools in Nabweru Division, Wakiso District.

The research gap in the study titled "School Climate and Learners' Achievement in Private Secondary Schools in Nabweru Division, Wakiso District, Uganda" is significant as it addresses the lack of localized empirical studies within private school settings in this specific area. While global research supports the impact of school climate on student performance, there is limited evidence from Nabweru, a context with unique socio-cultural and educational dynamics. This gap is particularly relevant given the dominance of public school-focused studies in Uganda, despite the critical role private schools play. By exploring this relationship, the study provides valuable insights for context-specific policy, school management, and

educational reforms, while also supporting the achievement of Sustainable Development Goal 4 on quality education.

## Objectives of the Study

### General Objective

The main objective of the study is to assess the influence of school climate on learners' achievement in private secondary schools in Nabweru Division, Wakiso District.

### Specific Objectives

1. To assess the influence of social-emotional support on learners' achievement in private secondary schools in Nabweru Division, Wakiso District.
2. To assess the influence of school support on learners' achievement in private secondary schools in Nabweru Division, Wakiso District.
3. To assess the influence of environmental support on learners' achievement in private secondary schools in Nabweru Division, Wakiso District.

## Study Hypotheses

The study was also directed by these various alternative hypotheses;

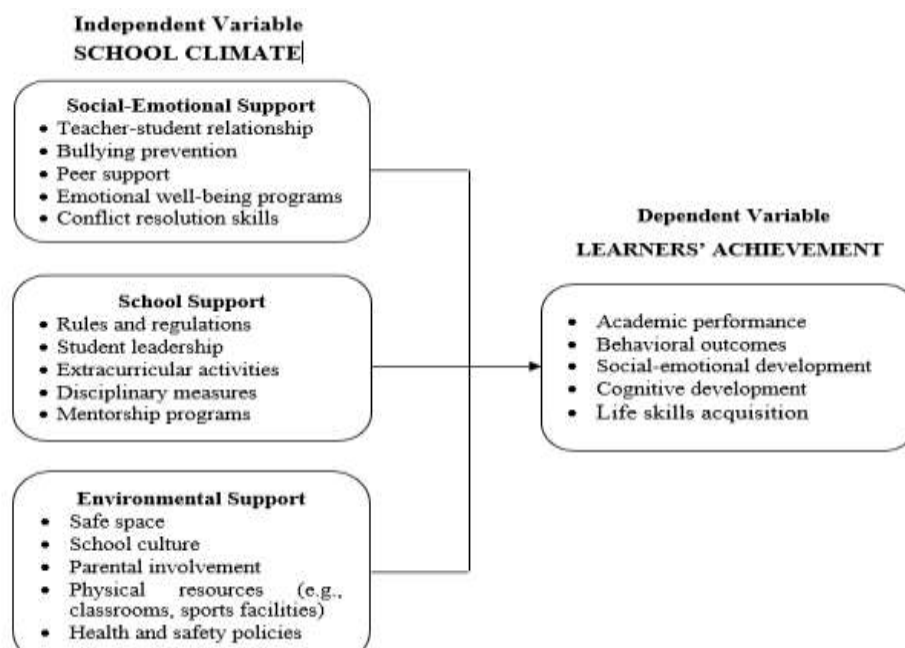
**H<sub>a1</sub>:** Social-emotional support has a statistically significant influence on learners' achievement in private secondary schools in Nabweru Division, Wakiso District.

**H<sub>a2</sub>:** School support has a statistically significant influence on learners' achievement in private secondary schools in Nabweru Division, Wakiso District.

**H<sub>a3</sub>:** Environmental support has a statistically significant influence on learners' achievement in private secondary schools in Nabweru Division, Wakiso District.

## Conceptual Framework

The conceptual framework shows a diagrammatic drawing on the connection between School Climate and Learners' Achievement.



## **Literature Review**

### **School Climate and Learners' Achievement**

School climate significantly impacts learners' academic performance, motivation, and overall well-being. It encompasses factors like relationships, safety, teaching practices, and the physical environment, all of which shape students' attitudes towards learning. A positive school environment promotes engagement, confidence, and perseverance, leading to improved academic outcomes, while a negative climate can hinder achievement (Straumann, 2023). According to Maxwell, Reynolds and Bromhead (2017) a supportive and nurturing school climate promotes emotional security, reducing anxiety and stress, which enhances concentration and cognitive performance. The authors argue that positive teacher-student relationships build self-confidence, fostering a sense of belonging that motivates learners to engage more actively in their studies (Maxwell et al., 2017).

According to Podiya, Janardhana and Bhola (2025) collaborative and respectful peer interactions promote teamwork, communication, and problem-solving skills, improving both academic and social outcomes. A climate that discourages bullying and discrimination ensures learners feel safe and respected, leading to better attendance, concentration, and performance. In addition, the authors assert that effective teaching methods, clear expectations, and constructive feedback create a productive learning environment that enhances academic achievement. Teachers who foster a growth mindset encourages resilience, helping students view challenges as opportunities to learn and grow (Podiya et al., 2025).

School climate play a crucial role in influencing learners' achievement by providing support, resources, and guidance. School support through effective teaching methods, clear expectations, and constructive feedback creates a productive learning environment that enhances students' academic achievement. Teachers who foster a growth mindset encourage resilience, helping students view challenges as opportunities to learn and grow (Amsalu & Belay, 2024). The authors also argue that a positive disciplinary environment teaches learners accountability and respect, creating a conducive environment for academic success. Consistent, fair, and respectful discipline practices promote self-regulation and responsibility, reducing disruptive behavior and improving focus, significantly leading to an improvement in learners' achievement (Amsalu & Belay, 2024). Similarly, Straumann (2023) asserts that physical environment and resources such as safe, clean, and well-equipped school facilities support effective learning by minimizing distractions and ensuring comfort. Additionally, access to technology, books, and extracurricular activities enriches the learning experience, broadening students' knowledge and skills leading to an improvement in learners' achievement (Straumann, 2023).

A positive school climate plays a crucial role in shaping learners' academic achievement by promoting emotional well-being, motivation, social skills, and effective teaching practices. By fostering supportive relationships, ensuring safety, and maintaining high expectations, schools can create environments where students feel valued, confident, and empowered to reach their full potential. Conversely, a negative school climate can undermine learners' confidence, engagement, and performance, highlighting the significance of prioritizing a positive and inclusive school culture (Demirtas-Zorbaz, Akin-Arikan & Terzi, 2021). According to Kutsyuruba, Klinger and Hussain (2019) emotional support helps learners manage stress, anxiety, and frustration, allowing them to focus better on their studies. The authors argued that feeling emotionally secure boosts self-confidence, promoting a growth mindset and encouraging students to take academic risks which would resultantly lead to an improvement in learners' achievement (Kutsyuruba et al., 2019).

A study by Muhammad, Nasrullah and Niaz (2019) found out that environment support as a dimension of school climate has a positive and significant influence on students' achievement in secondary schools in Pakistan. The study revealed that providing environmental support through a well-structured physical environment, supportive social relationships, and access to resources enhances motivation, focus, and cognitive development leading to improved learners' achievement. The authors argued that access to libraries, after-school programs, and mentorship opportunities enhances students' learning experiences and broadens their perspectives, leading to improved learners' achievement (Muhammad et al., 2019). More so, the authors assert that by addressing students' physical, emotional, and social needs, both within the school and in the broader community, environmental support creates the foundation for long-term academic success and personal growth (Muhammad et al., 2019).

According to Guanling, Zhao, Chen, Zhijun and Wang (2023) school climate constitutes environmental support which refers to the physical, social, and psychological conditions within and around a learning environment that promote students' academic success. This support encompasses factors such as classroom design, school facilities, social relationships, and community involvement. A well-structured and supportive environment fosters motivation, engagement, and cognitive development, leading to improved academic performance. The authors argued that access to school facilities such as libraries, laboratories, sports facilities, and safe recreational areas enhances both cognitive and physical development, supporting learners' academic achievement (Guanling et al., 2023). Further more, the authors also assert that teachers and counselors who provide emotional support help students manage stress, anxiety, and personal challenges, improving their focus and performance (Guanling et al., 2023).

A study by Belton and Brinkmann (2024) examined the influence of school climate on student achievement in reading in public elementary schools in Virginia, USA. The study found out that school support as a dimension of school climate has a positive and significant influence on student achievement in reading in public elementary schools in Virginia, USA. The study revealed that an improvement in school support provided to students by either teachers or school administrators significantly leads to an improvement in learners' achievement and educational outcomes. The authors also assert that additional support such as tutoring or remedial classes, helps struggling students catch up, improving their confidence and achievement (Belton & Brinkmann, 2024).

## **Methodology**

### **Research Design**

This study embraced a cross-sectional research design together with only a quantitative approach. A cross-sectional research design is focused on assessing the prevalence of certain variables in a population at a specific point in time (Kassu, 2019). Hence, this design was vital in assessing the influence of school climate on learners' achievement in private secondary schools in Nabweru Division, Wakiso District at a given point in time. A quantitative approach was fundamental in obtaining information in numerical form that was used to examine the study phenomenon.

### **Target Population and Sample Size**

A study population is a group of individuals with the characteristics of interest out of which a sample is selected (Majid, 2018). The study population comprised of school administrators and teachers from the different selected private secondary schools in Nabweru division, Wakiso district from which a sample was selected. The sample size comprised of 46 respondents constituting of 6 school administrators and

40 teachers selected from the two selected private secondary schools in Nabweru division, Wakiso district to give quantitative data that was utilized to avail answers to the study objectives.

The study selected two private secondary schools in Nabweru Division to enable a manageable yet meaningful comparative analysis of school climate and learner achievement within the local context. This choice allows for in-depth data collection and analysis while accommodating resource and time constraints. It also provides a representative snapshot of private school dynamics in the area and serves as a practical foundation for future broader research, ensuring both feasibility and relevance of the findings.

### **Sampling Procedure**

Sampling refers to a systematic procedure of choosing a representative sample of entities from the target population (Singh & Masuku, 2017). The researcher employed convenient sampling to choose participants who were involved in the study. Convenient sampling constitutes the researcher choosing individuals who are readily and easily accessible and this was used to pick both school administrators and teachers from the various selected private secondary schools in Nabweru division, Wakiso district to participate in the study to generate quantitative data.

### **Data Collection Methods**

#### **Questionnaire Survey Method**

A questionnaire survey method is a method of obtaining information through a number of questions for the purpose of gathering information from participants (Anokye, 2020). The questionnaire survey method was necessary so as to obtain uniform information which safeguards data comparability using easily understandable structured questions. Thus, this method was considered as it allowed the researcher to get data from the participants in the possible shortest time.

### **Data Collection Instruments**

#### **Structured Questionnaire**

A structured questionnaire is a tool engaged to gather information from individuals comprising of closed-ended answers to questions from which participants are supposed to pick out (Kuphanga, 2024). The study engaged structured questionnaires to gather quantitative data from respondents which comprised of closed-ended questions and encoded responses that were administered to the participants in the various selected schools. The structured questionnaires were opted for as they necessitate little time and collect much information on the phenomenon under study.

### **Data Analysis**

Quantitative data analysis helps the researcher to measure, scrutinize and comprehend a concept through conducting statistical tests and descriptive analysis. The study engaged both descriptive and linear regression analysis methods in evaluating the quantitative data collected. Descriptive analysis was considered when analyzing participants' demographics. So as to assess the influence of the independent variable on the dependent variable, linear regression analysis was taken into account to give the empirical evidence on the study hypotheses at a 5% significance level. Linear regression analysis is important in research in examining the strength of the association between the outcome variable and the predictor variable (Maulud & Abdulazeez, 2020). Linear regression analysis included the engagement of simple linear regression models which comprised of both the dependent and independent variables.

## Ethical Consideration

The researcher acquired an introductory letter from the Department of Post Graduate Studies at Islamic University in Uganda before undertaking the study as a prerequisite to obtain permission to gather the required data for research in the different schools. The researcher also requested for respondents' consent to be engaged in the study and participants were entirely informed on the purpose, techniques, and significance of the study and participation was voluntary without any intimidation.

The researcher protected the privacy of individuals by ensuring confidentiality through safeguarding personal information and ensuring that data is anonymized where possible. The researcher also conducted her work honestly and transparently, reporting findings accurately and acknowledging any limitations or conflicts of interest.

In addition, all the participants were treated with dignity and respect including recognizing their autonomy.

## Study Findings

The findings presented in this chapter include; descriptive statistics on the respondents' bio data and regression analysis results.

### Findings on the Demographic Characteristics of Respondents

The study evaluated the demographic characteristics of respondents that participated in the study from the selected private secondary schools in Nabweru division, Wakiso district and the results are shown in Table 4.1;

**Table 4.1: Demographic Characteristics of Respondents**

<b>Demographic Composition</b>			
<b>Category</b>	<b>Items</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>	Female	21	45.7
	Male	25	54.3
	<b>Total</b>	<b>46</b>	<b>100.0</b>
<b>Age Category</b>	25-30 years	10	21.7
	31-35 years	13	28.3
	36-40 years	7	15.2
	Above 40 years	16	34.8
	<b>Total</b>	<b>46</b>	<b>100.0</b>
<b>Level of Education</b>	Diploma	7	15.2
	Degree	33	71.8
	Masters	6	13.0
	<b>Total</b>	<b>46</b>	<b>100.0</b>
<b>Marital Status</b>	Single	15	32.6
	Married	31	67.4
	<b>Total</b>	<b>46</b>	<b>100.0</b>
<b>Period of Work at the School</b>	1-2 years	6	13.0
	3-5 years	12	26.1
	Above 5 years	28	60.9

	<b>Total</b>	<b>46</b>	<b>100.0</b>
--	--------------	-----------	--------------

**Source: Field Data (2025)**

The results in Table 4.1 show that majority of the respondents who were engaged in the study 25 (54.3%) were males and 21 (45.7%) of the respondents were females. The results also shown that a bigger proportion 16 (34.8%) of the respondents were aged above 40 years, followed by 13 (28.3%) of the respondents who were aged 31-35 years, then 10 (21.7%) of the respondents who were aged 25-30 years, and the least proportion 7 (15.2%) of the respondents were aged 36-40 years.

More so, the study verdicts shown that the biggest proportion 33 (71.8%) of the respondents had attained a bachelors' degree level of education, followed by 7 (15.2%) of the respondents who had attained a diploma level of education, and the least proportion 6 (13.0%) of the respondents had attained a masters' level of education.

In respect to marital status, the study findings shown that majority 31 (67.4%) of the respondents were married and the least proportion 15 (32.6%) of the respondents were single. The study further shown that majority 28 (60.9%) of the respondents had worked with their respective schools for a period of over 5 years, followed by 12 (26.1%) of the respondents who had worked with their respective schools for a period of 3-5 years, and the least proportion 6 (13.0%) of the respondents had worked with their respective schools for a period of 1-2 year.

## Findings on the Study Objectives

This section presents the study outcomes relative to the specific objectives of the study.

## Influence of Social-Emotional Support on Learners' Achievement in Private Secondary Schools in Nabweru Division, Wakiso District

The study sought to assess the influence of social-emotional support on learners' achievement in private secondary schools in Nabweru Division, Wakiso District. To establish the influence, simple linear regression analysis was employed and the results are presented in Table 4.2.

**Table 4.2: Regression Findings on the Influence of Social-Emotional Support on Learners' Achievement in Private Secondary Schools in Nabweru Division, Wakiso District**

Model Summary						
Model	R	R Square		Adjusted R Square	Std. Error of the Estimate	
1	.451 <sup>a</sup>	.204		.186	.42213	
a. Predictors: (Constant), Social-Emotional Support						
Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.165	.359		8.816	.000
	Social-Emotional Support	.306	.091	.451	3.355	.002
a. Dependent Variable: Learners' Achievement						

**Source: Field Data (2025)**

The results in Table 4.2 show that social-emotional support has a moderately positive and statistically significant influence on learners' achievement in private secondary schools in Nabweru Division, Wakiso District ( $\beta=0.451$ ,  $P\text{-value}=0.002$ ) at a 0.05 level of significance. The regression figures stipulate that a unit rise in social-emotional support significantly results into an improvement in learners' achievement in private secondary schools in Nabweru Division, Wakiso District by 45.1%. The results imply that as social-emotional support increases, it resultantly leads to an enhancement in learners' achievement in private secondary schools in Nabweru Division, Wakiso District.

The model summary results show that the coefficient of determination (Adjusted R-square) was 0.186, which indicates that social-emotional support explains 18.6% of the total variations in learners' achievement in private secondary schools in Nabweru Division, Wakiso District and the remaining 81.4% of the variations are explained by other factors. This implies that social-emotional support slightly but significantly influences learners' achievement in private secondary schools in Nabweru Division, Wakiso District. Therefore, to improve learners' achievement there has to be an improvement in social-emotional support in private secondary schools in Nabweru Division, Wakiso District.

## Influence of School Support on Learners' Achievement in Private Secondary Schools in Nabweru Division, Wakiso District

The study also sought to assess the influence of school support on learners' achievement in private secondary schools in Nabweru Division, Wakiso District. To establish the influence, simple linear regression analysis was employed and the results are presented in Table 4.3.

**Table 4.3: Regression Findings on the Influence of School Support on Learners' Achievement in Private Secondary Schools in Nabweru Division, Wakiso District**

Model Summary							
Model		R	R Square	Adjusted R Square	Std. Error of the Estimate		
1		.410 <sup>a</sup>	.168	.149	.43146		
a. Predictors: (Constant), School Support							
Coefficients <sup>a</sup>							
Model			Unstandardized Coefficients		Standardized Coefficients	t	Sig.
			B	Std. Error	Beta		
1	(Constant)		3.186	.396		8.041	.000
	School Support		.294	.099	.410	2.982	.005
a. Dependent Variable: Learners' Achievement							

**Source: Field Data (2025)**

The results in Table 4.3 show that school support has a moderately positive and statistically significant influence on learners' achievement in private secondary schools in Nabweru Division, Wakiso District ( $\beta=0.410$ ,  $P\text{-value}=0.005$ ) at a 0.05 level of significance. The regression findings specify that a unit increase in school support significantly results into an enhancement in learners' achievement in private secondary schools in Nabweru Division, Wakiso District by 41.0%. The results imply that as school

support increases, it resultantly leads to an improvement in learners' achievement in private secondary schools in Nabweru Division, Wakiso District.

The model summary results show that the coefficient of determination (Adjusted R-square) was 0.149, which indicates that school support explains 14.9% of the total variations in learners' achievement in private secondary schools in Nabweru Division, Wakiso District and the remaining 85.1% of the variations are explained by other factors. This implies that school support slightly but considerably influences learners' achievement in private secondary schools in Nabweru Division, Wakiso District. Therefore, to improve learners' achievement there has to be an enrichment in school support in private secondary schools in Nabweru Division, Wakiso District.

## Influence of Environmental Support on Learners' Achievement in Private Secondary Schools in Nabweru Division, Wakiso District

The study further sought to assess the influence of environmental support on learners' achievement in private secondary schools in Nabweru Division, Wakiso District. To establish the influence, simple linear regression analysis was employed and the results are presented in Table 4.4.

**Table 4.4: Regression Findings on the Influence of Environmental Support on Learners' Achievement in Private Secondary Schools in Nabweru Division, Wakiso District**

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.622 <sup>a</sup>	.387	.374	.37024		
a. Predictors: (Constant), Environmental Support						
Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.982	.453		4.380	.000
	Environmental Support	.585	.111	.622	5.275	.000
a. Dependent Variable: Learners' Achievement						

**Source: Field Data (2025)**

The results in Table 4.4 show that environmental support has a strong positive and statistically significant influence on learners' achievement in private secondary schools in Nabweru Division, Wakiso District ( $\beta=0.622$ ,  $P\text{-value}=0.000$ ) at a 0.05 level of significance. The regression figures point out that a unit increase in environmental support significantly results into an improvement in learners' achievement in private secondary schools in Nabweru Division, Wakiso District by 62.2%. The results imply that as environmental support increases, it resultantly leads to an improvement in learners' achievement in private secondary schools in Nabweru Division, Wakiso District.

The model summary results show that the coefficient of determination (Adjusted R-square) was 0.374, which indicates that environmental support explains 37.4% of the total variations in learners' achievement in private secondary schools in Nabweru Division, Wakiso District and the remaining 62.6% of the variations are explained by other factors. This implies that environmental support substantively and

significantly influences learners' achievement in private secondary schools in Nabweru Division, Wakiso District. Therefore, to improve learners' achievement there has to be an enhancement in environmental support in private secondary schools in Nabweru Division, Wakiso District.

### Conclusions

The study concludes that school climate in terms of social-emotional support, school support, and environmental support has a substantial influence on learners' achievement in private secondary schools in Nabweru Division, Wakiso District in that an improvement in social-emotional support, school support, and environmental support would resultantly lead to an improvement in learners' achievement in private secondary schools in Nabweru Division, Wakiso District.

### Recommendations

The study recommends that school administrators should create a supportive atmosphere that enhances both emotional well-being and academic success through allowing students to express themselves and take an active role in their learning journey as this would influence an improvement in learners' achievement in private secondary schools in Nabweru Division, Wakiso District.

The study also recommends that the school administrators or leaders should set high expectations for both students and teachers, provide ongoing training for teachers on instructional strategies, classroom management, and differentiated learning, guarantee access to quality learning materials, technology, and a conducive learning environment, and regularly assess school programs and teaching effectiveness which might influence an improvement in learners' achievement in private secondary schools in Nabweru Division, Wakiso District.

### References

1. Amsalu, A. & Belay, S. (2024). Analyzing the Contribution of School Climate to Academic Achievement Using Structural Equation Modeling. *Sage Open*, 14(1), 122-135.
2. Anokye, M. A. (2020). Sample Size Determination in Survey Research. *Journal of Scientific Research and Reports (JSRR)*, 26(5), 90-97.
3. Belton, D. & Brinkmann, J. L. (2024). The Influence of School Climate on Student Achievement in Reading in Public Elementary Schools in Virginia, USA. *Journal on Educational Planning*, 31(1), 7-25.
4. Demirtas-Zorbaz, S., Akin-Arikan, C., & Terzi, R. (2021). Does School Climate that Includes Students' Views Deliver Academic Achievement? A Multilevel Meta-Analysis. *Journal on School Efficiency and School Improvement*, 32(4), 543-563.
5. El Zaatari, W. & Maalouf, I. (2022). How the Bronfenbrenner Bio-ecological System Theory Explains the Development of Students' Sense of Belonging to School? *Journal of Public Health Issues and Practices*, 12(4), 170-178.
6. Ettekal, A. & Mahoney, J. L. (2017). *Ecological Systems Theory*. Texas, America: SAGE.
7. Guanling, L., Zhao, K., Chen, N., Zhijun, L., & Wang, X. (2023). School Climate and Left-Behind Children's Achievement Motivation: The Mediating Role of Learning Adaptability and the Moderating Role of Teacher Support. *Journal on Psychology*, 23(1), 104-121.
8. Kassu, J. S. (2019). *Research Design and Methodology*. London, United Kingdom: IntechOpen Limited.

9. Kayizzi, P. L., Ongadia, S. P., & Ssekamwa, J. C. (2023). Validating the Influence of School Learning Environment on Students' Academic Achievement in Selected Private Secondary Schools in Wakiso District, Uganda. *International Journal of Learning and Development*, 13(4), 47-68.
10. Kuphanga, D. (2024). Questionnaires in Research: Their Role, Advantages, and Main Aspects. ResearchGate.
11. Kutsyuruba, B., Klinger, D. A., & Hussain, A. (2019). Relationship among School Climate, School Safety, and Student Achievement and Well-being: A Review of the Literature. *Review of Education*, 3(2), 103-135.
12. Larson, K. E., Nguyen, A. J., Humpherys, A., & Bradshaw, C. P. (2020). A Systematic Literature Review of School Climate in Low and Middle Income Countries. *International Journal of Educational Research*, 102(1), 355-369.
13. Majid, U. (2018). Research Fundamentals: Study Design, Population, and Sample Size. *Undergraduate Research in Natural and Clinical Science and Technology (URNCST) Journal*, 2(1), 1-7.
14. Maulud, D. H. & Abdulazeez, A. M. (2020). A Review on Linear Regression Comprehensive in Machine Learning. *Journal of Applied Science and Technology Trends*, 1(4), 140-147.
15. Maxwell, S., Reynolds, K. J., & Bromhead, D. (2017). The Impact of School Climate and School Identification on Academic Achievement: Multilevel Modeling with Student and Teacher Data. *Journal on Secondary Educational Psychology*, 8(1), 120-138.
16. Ministry of Education and Sports. (2017). *How Well Do We Support Our Learners? A Guide to Evaluating and Improving the Quality of Education*. Kampala, Uganda: Ministry of Education and Sports, Directorate of Education Standards.
17. Muhammad, B. R., Nasrullah, K., & Niaz, M. A. (2019). Impact of School Climate on Students' Achievement at Secondary Level in Pakistan. *Global Social Sciences Review*, 4(1), 305-311.
18. Ogamba, J. K., Kadenyi, M. M. M., & Mobegi, F. O. (2017). School Climate as a Determinant of Pupils' Academic Performance in Public Primary Schools in Marani Sub-County, Kenya. *International Journal of Education and Research*, 5(5), 265-278.
19. Pamularsih, N. (2022). The Effect of School Climate on Students' Reading Achievement. *Journal of Social Sciences & Humanities*, 6(1), 101-118.
20. Podiya, J. K., Janardhana, N., & Bhola, P. (2025). Influence of School Climate on Emotional Health and Academic Achievement of School-Going Adolescents in India: A Systematic Review. *BMC Journal on Public Health*, 25(1), 54-68.
21. Singh, A. S. & Masuku, M. B. (2017). Sampling Techniques and Determination of Sample Size in Applied Statistics Research: An Overview. *International Journal of Economics, Commerce and Management*, 2(11), 12-22.
22. Straumann, M. C. (2023). *The Impact of School Climate on Student Achievement*. Bethel University.
23. Wakiso District Local Government. (2021). *Wakiso District Local Government Education Performance Report 2021*. Kampala, Uganda: Wakiso District Local Government.
24. Yang, C., Pell, M., & Gaskins, C. (2019). Validation of a Brief Measure of Teachers' Perceptions of School Climate: Relations to Student Achievement and Suspensions. *Journal on Learning Environment Research*, 17(1), 339-354.