

## **ABSTRACT**

The study was about school environment and academic achievement of pupils in selected primary schools. The study was carried out in Ntungamo Municipality. The study's main objective was to find out the influence of school environment on the academic achievement of pupils in Ntungamo Municipality. Specifically the study was aimed at; finding out the contribution of the school environment on the academic achievement of pupils in selected primary schools, establishing factors outside school environment that influence academic achievement and establishing strategies for improving the school environment for pupils' academic achievement. The study relied on a number of methods and techniques. A cross-sectional survey design was used in the study, and both qualitative and quantitative methods were used in the research design. The study population comprised of head teachers, teachers, pupils and parents. Sampling techniques included purposive, simple random and judgmental sampling. The data collection tools included questionnaire, interview guide, observation and documentary review. Data analysis comprised of qualitative and quantitative methods, whereby qualitatively content analysis and thematic analysis was done while quantitatively SPSS was used to analyse the coded data and generate the descriptive statistics. From the study findings, it was realized that accommodation in most schools was adequate. It was further found that teaching staff, teachers discipline and good public relations and the mastery of subject matter by teachers have been good school environment indicators that have positively influenced academic achievement of pupils. Factors outside school environment that have facilitated academic achievement of pupils have included pupils' interest in the school, teachers characters and behaviours, mastery of subjects by the teachers and supervision of pupils and teachers by head teachers. The strategies to promote academic achievement among pupils have ranged from improvement in teachers experience and qualifications to improvement in information and technology, timely tests and home work and staff motivation. There is need for the affected schools to plan for construction of more classroom blocks, procure more text books and strengthen school management bodies as these are good indicator of good school learning environment.