

**INFLUENCE OF LEARNING ENVIRONMENT ON ACADEMIC PERFORMANCE IN  
PRIMARY SCHOOLS IN WAA-NG'OMBENI EDUCATIONAL ZONE IN MATUGA  
DIVISION, KWALE COUNTY, KENYA**

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## ABSTRACT

The study on influence of learning environment on academic performance in primary schools in Waa – Ng’ombeni Zone in Matuga Division in Kwale County, was carried out with the purpose of investigating the influence of learning environment on academic performance. It has been noted that pupils’ academic performance in Waa-Ng’ombeni Zone has been on the decline in the recent past, which brought many changes in the learning environment. This study sought to establish the type of learning environment in the primary schools, the leadership styles used as strategies to overcome poor learning environment and academic performance. Sixteen primary schools in Waa-Ng’ombeni Zone were targeted for the study where ten thousand and fifty six pupils, one hundred and ninety two teachers and sixteen head-teachers participated. The schools, pupils and teachers were also selected through random sampling technique while headteachers were selected on purposive sampling technique. Data was collected using questionnaires, document check list, observation schedules and interview schedules. Analysis of the data was done using measure of central tendency where frequencies, percentages and means were used to present the findings. The results showed that the academic performance had been influenced by the learning environment. Learning aids and learning materials were found to be shared in bigger ratio than 1:3, which is the recommended ratio. Playgrounds are a problem only to a twenty percent of the schools. Teacher-pupil one-to-one attention was found to be minimal. Academic performance, ability of learners to work independently and co-curricular performance was also found to be unsatisfactory. Leadership styles used by teachers and headteachers as strategies to cope with the changed learning environment towards improvement were not in place. There is need for headteachers, to adjust their leadership styles with changes in learning environment in Kenyan schools to improve academic performance.