

**LEARNING ENVIRONMENT AND THE GIRL CHILD ACADEMIC
PERFORMANCE IN PAKWACH SUB COUNTY PAKWACH DISTRICT**

Susan Akello

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DECLARATION

I, AKELLO SUSAN, do hereby declare that the work contained in this dissertation about “Learning environment and girl child academic performance in Primary schools in Pakwach sub county Pakwach district” is my original work and has never been submitted to any other University or institution for any award.

Signed: 

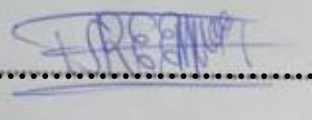
Date 30th May 2025

AKELLO SUSAN

S22/ASC/BSW/016

APPROVAL

This dissertation is being done under my supervision and will be submitted for examination with my approval.

Signed:

Date:..... 30th May 2025

Mr. ODOKONYERO RICHARD GODY

(University supervisor)

DEDICATION

This work is dedicated to my beloved brother Mr. Denis Akwayopanga. I wish to express my heartfelt gratitude for his unwavering support, both financially and morally, throughout the journey of compiling this Research dissertation.

To my precious children, your love, encouragement, and understanding have been my constant source of inspiration. This dedication symbolizes the profound impact you have had on my life and the strength of our family's unity. Thank you for always being there for me.

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My mom Mrs. Ongierto Jane and Dad Mr. Ongierto Gilbert, for their tireless support in my career pursuit

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ABSTRACT

This study explored learning environment and academic performance of girls in schools in Pakwach sub county Pakwach district. It was guided by the following objectives; To assess the impacts of learning resource materials on academic performance of a girl child, to examine the impacts of school infrastructures on academic performance of a girl child and to propose strategies to improve the academic performance of a girl child. The study embraced both qualitative and quantitative research case study design. The study included 384 participants including the District Education Officer Pakwach district, Head Teachers, teachers, parents, inspectors of schools and learners of primary schools within Pakwach sub county Pakwach district. Pupils were randomly selected to participate in the study while purposively sampling was deployed on the Head Teachers and teachers. Three methods and tools of data collection were applied; the questionnaire, interview guide and focus group discussion. The study findings revealed that the impacts of learning resources including text books, availability of trained teachers have greater impacts on educational achievement of a girl child while schools without good learning resources have always performed poorly. It also found out that school infrastructures including well stocked library, laboratory, computers and sanitary facilities for girls, facilitates good academic achievements while participants agreed that involvement of community member in school activities like monitoring learners' achievement and participation would improve academic performance of a girl child

CHAPTER ONE

INTRODUCTION

1.0. Introduction

This chapter consists of the background to the study, statement of the problem, objectives of the study, scope of the study, study questions, and significance of the study and definition of the concepts.

1.1. Background to the Study

Education plays a critical role in shaping the future of individuals and society. However, the academic performance and a girl child education seems to pose significant challenges particularly in environment that do not support gender equality in education. The learning environment encompasses physical infrastructure, textbooks, learning aids, level of teachers training and other learning materials which supports girls' education.

Conducive learning environment can encourage girls to thrive academically while un-conducive environment can hinder their performance. According to UNESCO (2013), "Girls' education goes beyond getting girls into school". "It is also about ensuring that girls learn and feel safe while in school, have the opportunity to complete at all levels of education, acquiring the knowledge and skills to compete in the labour market, learn the socio-emotional and life skills necessary to navigate and adapt to a changing world, make decisions about their own lives; and contribute to their communities and the world". (Schrader-King, 2021). With global initiatives such as sustainable development goal for emphasizing inclusive and equitable quality education, understanding the impacts of the learning environment on the girl child academic performance is more relevant than ever.

1.1.1. Historical Perspective

The historical perspective plays a crucial role in understanding the relationship between the learning environment and girl child academic performance. By examining

the historical context, we can gain insights into the factors that have influenced academic performance over time (Kipkemboi, F. 2018)

Historically, the learning environment in Pakwach sub county Pakwach district schools has undergone several changes. The district education officer Pakwach district report of 2019/2020 explains that, “improvements in infrastructure, teaching methods, curriculum development, and access to educational resources are in place”. These changes have had a significant impact on girl child academic performance (District Education Officer Report 2019/2020).

In the past, limited resources and inadequate infrastructure were common challenges faced by schools in Pakwach sub county Pakwach district. This often resulted in overcrowded classrooms, lack of proper teaching materials, lack of wash room for girls and limited access to libraries or learning resources. These factors negatively affected pupils' learning experiences and their academic performance. However, over the years, there have been efforts to improve the school environment in Pakwach sub county, Pakwach district Primary Schools. Government initiatives, community involvement, and partnerships with non-governmental organizations have played a vital role in addressing these challenges. As a result, there has been an improvement in infrastructure, availability of teaching materials, and access to educational resources, positively impacting girl child academic performance (Verschueren, K. 2022).

It is important to note that while the learning environment is a significant factor, other variables also influence pupils' academic performance in schools. These include teaching quality, parental involvement, pupils ' motivation, and socio-economic backgrounds. Therefore, it is essential to consider a holistic approach when analyzing the relationship between the school environment and girl child academic performance. By understanding the historical perspective and considering the various factors at play, Berry asserts that, “educational stakeholders can develop strategies to further enhance the school environment and ultimately improve girl child academic performance”. (Berry, M. A. 2002:12).

1.1.2. Contextual Perspective

The school environment plays a crucial role in pupils' academic performance. In the case of Pakwach sub county Primary Schools, it is important to consider various factors that contribute to the overall school environment and its impact on girl child academic performance as Effiong, I.E 2020. Confirms that, “one significant factor is the availability of adequate resources for teaching”. (Effiong, I. E. 2020). He continued that, “this includes textbooks, reference materials, and other learning resources that are essential for effective instruction”. If schools in Pakwach sub county have limited access to such resources, it can hinder pupils' understanding and engagement with the subject (Wisembaker, J. M. 2023).

Additionally, Waxman, H. C. 2018) opined that, “the quality of teaching approach to the girl child is vital”. He continued that “Teachers who are knowledgeable, skilled, and passionate about the teaching can inspire pupils and create a conducive learning environment for girls”. “On the other hand, if teachers lack competence or enthusiasm in teaching, it can negatively affect girl child academic achievement”.t (Waxman, H. C. 2018).

The physical infrastructure of the school also matters. Classrooms that are well-maintained, properly ventilated, and equipped with necessary teaching aids can enhance pupils' concentration and overall learning experience. “A comfortable and safe learning environment can positively impact pupils' motivation and engagement in studies”. Furthermore, “extracurricular activities and opportunities for a girl child to participation in social related programs can also influence academic performance”. “Schools that provide platforms for debates, quizzes, field trips, and other interactive activities can help a girl child apply their knowledge practically and develop a deeper understanding of the concepts taught from the classroom”. (Madudili, C. G. 2019).

Lastly, parental involvement and support to a girl child at school are crucial for their academic success. When parents actively participate in their children's education, monitor their progress, and provide support at home, it can significantly contribute to improved academic performance. Parents who constantly pack their girls with domestic work eventually demoralize them from studies. In other communities, some parents force their children into early marriages in order to gain wealth. This

therefore hinders their academic success. In conclusion, the school environment in Pakwach sub county Primary Schools plays a crucial role in academic performance of girls in schools. “Access to resources, quality teaching, infrastructure, extracurricular activities, and parental involvement all contribute to creating an environment that fosters learning and supports pupils ' achievement in classrooms”. (Warner, N. 2018).

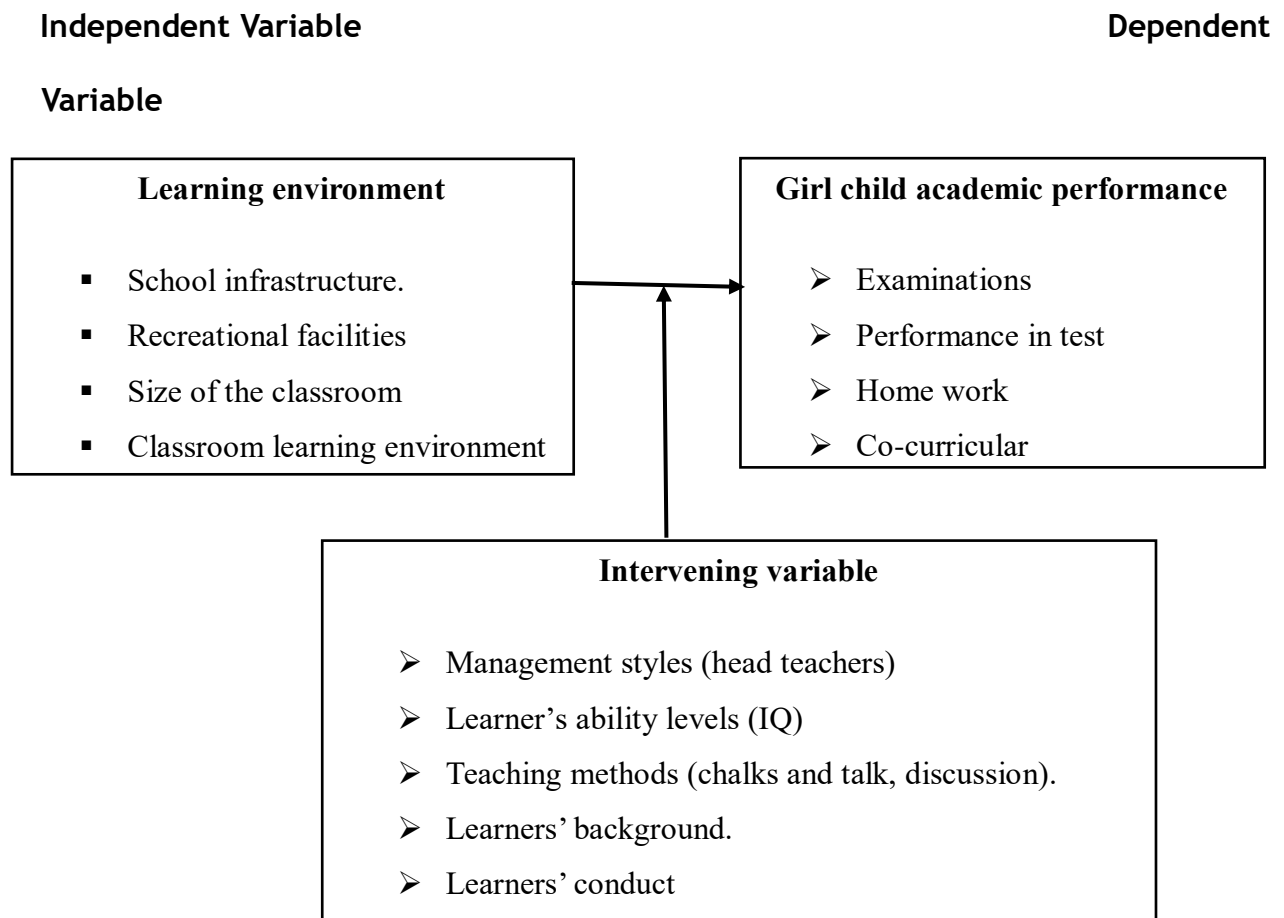
1.1.3. Conceptual perspective

From conceptual perspective, the relationship between the school environment and pupils' academic performance is an important area to explore. “The school environment encompasses various factors such as the physical infrastructure, teaching resources, classroom atmosphere, and the overall learning environment”. (Bolton, 2018).

Research has shown that, “a conducive school environment can have a positive impact on girl child academic performance”. Cotton, 2017 opined that, “when girls are provided with well-equipped classrooms, libraries, and other necessary facilities, it creates a favorable learning atmosphere that supports their educational development”. In the context of Pakwach sub county Primary Schools, analyzing the relationship between the school environment and pupils' academic performance can provide valuable insights. It would involve, “examining the availability of teaching materials, the condition of classrooms, the quality of teaching, condition of washrooms for girls, changing rooms and the overall support provided to girls”. (Cotton, 2017).

By understanding this relationship, educators and policymakers can identify areas for improvement and implement strategies to enhance the learning environment. This may include allocating resources for infrastructure development, ensuring the availability of up-to-date teaching resources, providing professional development opportunities for teachers, and fostering a positive and inclusive classroom culture. Ultimately, “a positive school environment that prioritizes education can contribute to improved academic performance among girls”. It creates a space where girls feel motivated, engaged, and supported in their learning journey, leading to better outcomes in the studies and beyond”. (Cakir, H. 2018).

Fig 1 Showing Conceptual frame work



The conceptual framework of the study presents the interrelationships of the factors that influence girls’ performance in primary schools. The study aims to explore learning environment and the girl child academic performance in Primary schools in Pakwach sub county Pakwach district. The factors include availability and adequacy of learning materials, school physical infrastructures and strategies that can be used to improve girls’ performance. The diagrammatical representation above illustrates the availability and adequacy of learning materials, the school physical infrastructures and strategies to improve girls’ performance in Pakwach sub county Pakwach district. These have been classified into three broad theme that is the independent variables, Dependent variables and the intervening variables. The independent variables focus on the learning environment which incorporates school infrastructures, recreational facilities, classroom size and classroom environment while the dependent variables focus on performance of the girls through examinations, performance in tests, homework and co-curricular activities. The intervening variables focus on the administration system which incorporate the management style, learners’ ability level

(IQ), teaching methods (chalk and talk, discussion), learners background and learners' conduct.

1.2. Problem statement

Despite various educational reforms and policies aimed at promoting gender equality in education, disparities in academic performance between boys and girls persist. Factors such as inadequate school facilities, lack of female role models, societal expectations and gender-based violence in schools negatively impact girls' education. These challenges hinder their potentials and contribute to their low academic outcomes compared to boys. Therefore, the current study seeks to examine learning environment and its importance on the girl child academic performance in Pakwach sub county Primary Schools.

1.3. Purpose of the study

The purpose of the study was to explore the relationship between learning environment and academic performance of a girl child. This study sought to analyze the key environmental factors, societal expectations and gender-based violence related cases or factors affecting girls academic performance.

1.4. General Objectives of the study

To examine learning environment and girl child academic performance in primary schools in Pakwach sub county Pakwach district.

1.4.1. Specific Objectives

- i. To assess the availability and adequacy of learning materials towards the performance of girl child.
- ii. To assess how the school physical infrastructure and learning environment affects the academic performance of girls in primary schools.
- iii. To propose strategies to improve the academic performance of the girl child.

1.5. Research Questions

1. How does availability of learning materials influence academic performance of a girl child?
2. In what ways does school infrastructure impact the academic performance of girls in Pakwach sub county Primary Schools?
3. What strategies can be put in place to enhance learning environment to improve performance of a girl child.

1.6. Scope of the study

This study included the content scope, geographical scope and the time scope.

1.6.1. Content scope

In this study, the researcher investigated the influence of three independent variables recreational facilities, class size, and school infrastructure on the dependent variable, which is the academic performance of girls in Pakwach sub county Primary Schools. The study focused on three specific objectives: examining the impact of learning resource materials on girl child academic performance, determining the impact of school infrastructure on a girl child academic performance, and providing means and strategies to improve academic performance of a girl child. By exploring these factors, the research aims to gain insights into the dynamics of the school environment and its impact on girl child academic achievements in the context of Pakwach sub county Primary Schools.

1.6.2. Geographical Scope

This study was conducted in three primary schools within Pakwach sub county specifically focusing on Pakech primary school, Puvona Primary school and Paroketo primary school. Pakwach Sub County is situated in Jonam County Pakwach district locate in Western Part of the Nile approximately 320 kilometers from Kampala the capital city of the republic of Uganda. The selection of these specific schools was to allow for a focused exploration of the relationship between the learning environment and girl child academic performance in Pakwach sub county.

1.6.3. Time Scope

The research study encompassed a comprehensive literature review focusing on the relationship between the learning environment and girl child academic performance within the primary educational context of Pakwach primary the literature review spanned a specified decade, from 2014 to 2024, in order to analyze and synthesize pertinent scholarly works, encompassing various facets of the learning environment that influenced girl child academic achievements. This investigation sought to shed light on the crucial factors and dynamics at play within primary schools in Pakwach Sub County and their impact on the educational outcomes.

1.7. Significance of the Study.

The study provided a viable insight for educators, policy makers and stake holders in education sector and other and other sectors to understand the critical role of the learning environment in shaping the academic outcome of the girl child.

The findings helped in designing gender responsive educational policies and interventions aimed at improving girls' academic performance. Additionally, the study will contribute to the Broader discourses on achieving gender equality in education and promoting sustainable development in communities where girls' education is marginalized.

The study findings have significantly contributed to the existing body of knowledge, specifically illuminating the intricate relationship between the learning environment and girl child academic performance in Pakwach sub county Primary Schools. By delving into this specific context, the research aims to fill gaps in understanding, providing nuanced insights that can enrich the broader academic discourse on educational environments and pupil's outcomes.

Lastly, the Ministry of Education and Sports may gain substantial insights from this study's findings. Serving as a basis for evidence-based decision-making, the findings offer the ministry a deeper understanding of the local dynamics affecting academic performance of girls. This, in turn, can inform the development of policies and initiatives aimed at improving educational outcomes on a broader scale, aligning

educational practices with the specific needs of schools within Pakwach sub county and, potentially, similar contexts nationwide.

1.8. Justification of the study.

Research consistently shows a gap in academic performance between boys and girls in certain content particularly in rural and underprivileged.

Policy makers require data driven insight to create and implement effective gender responsive policies. Thus, this study offered valuable information on how various aspects of the learning environment impact girls' academic performance. There by supporting the formulation of more targeted interventions.

This research aligns with SDG 4 (quality education) and SDG 5 gender equality which emphasizes the importance of inclusive and equitable education for all by following on the girl child, the study contributes the global efforts aimed at achieving the goals particularly in developing regions where gender disparities is prevalent.

Education is a powerful tool for breaching the gap of poverty. By improving the academic performance of girls through better learning environment, communities can benefit from more educated women who contribute to the social and economic development.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter focuses on the review of relevant literature on learning environment and the girl child academic performance, the relationship between classroom size and its influence on girl child academic performance and how the school infrastructure affects the academic performance of girl child in the schools.

2.1. The availability and adequacy of learning materials and their impacts.

According to Kapur (2019), “teaching and learning resources (TLR) are the tools that are used by teachers and instructors within schools to facilitate learning and understanding of concepts among students”. These are the educational materials that are used within the classroom setting to support the learning objectives as set-out within the lesson plan. United Nations identified these as “adequate teachers, classrooms, textbooks, libraries, laboratories, computers, classrooms, Sport kits, chairs and desks as teaching and learning resources that influence learners’ academic performance success”. (UN, 2015). In the views of Subedi (2013), “influence refers to the power to affect or have an effect on education performance”.

According to Taylor and Robinson (2019), “in the Sub-Saharan Africa, education sector faces the problem of shortage of teachers”. The United Nation Education Science and Cultural Organization (UNESCO) under Institute for Statistics (IS) notes that, “nearly 7 out of 10 African countries face shortage of teachers and other instructional resources as governments struggle to cope with the rising demand from growing school age populations in order to meet Education for All (EFA) targets”. This has been seen to have more effects on girls than boys in most schools.

According to Lyimo, Too and Kipng’etich (2017) on perception of teachers on availability of instructional materials and physical resources in secondary schools in Arusha District, Tanzania, the study acknowledges that; “the quality of secondary school education cannot be separated from the context and circumstances that are found in schools”. The study continued that, “a number of secondary schools in

Tanzania considered to have shortage of instructional materials are understaffed, and some teachers are under qualified and de-motivated, classrooms are also overcrowded which affects teaching negatively most especially for girls”.

“Adequacy of TLR determines an educational system’s efficiency”. Padmanabhan (2001). He further continues that, “for effective teaching and learning, textbook and resource materials are basic tools. Their absence or inadequacy makes teachers handle subjects in an abstract manner, portraying it a dry and non-exciting”. It is also important to have appropriate personnel plan for adequate instructional materials and physical facilities to support educational effort for a girl child. Therefore, “Scarcity of textbooks, libraries and physical facilities according to Coombs (1970), will constraint educational system from responding more fully to new demands”.

Adeogun (2001) discovered a very strong positive significant relationship between instructional resources and academic performance of a girl child. According to Adeogun, “schools endowed with more materials performed better than schools that are less endowed”. This corroborated the study by Babayomi (1999) that, “private schools performed better than public schools because of the availability and adequacy of teaching and learning materials”. Mwiria (1985) also supports that, “student’s performance is affected by the quality and quantity of teaching and learning materials”. The author noted that, “institutions with adequate facilities such as textbooks stand a better chance of performing well in examination than poorly equipped ones”. Therefore, poor performance could be attributed to inadequate teaching and learning materials and equipment.

2.3 The impacts of physical school infrastructure on the academic performance.

School infrastructure significantly influences the academic performance of girls academically, and several key factors underscore its importance in this regard. First, “well-maintained and adequately equipped school infrastructure creates a conducive learning environment that enhances pupils’ engagement and motivation”. (Wisembaker, J. M. 2023:18).

Comfortable classrooms, well-equipped libraries, and modern technology contribute to a positive atmosphere, encouraging pupils to actively participate in their studies. This heightened interest in studies often translates into improved academic performance.

“The development and maintenance of physical facilities in educational institutions by communities, parents, and sponsors should continue to be encouraged. This is because lack of such facilities interferes with learning process”. (Republic of Kenya, 1988a). DFID (2007) indicates the importance of school facilities in relation to quality education. “Difference in school facilities would be seen to account for difference in achievement”. Physical facilities include classrooms, lecture theatres, auditoriums, administrative block, libraries, laboratories, workshops, play grounds, assembly halls, and special rooms like clinics, staff quarters, students’ hostels, kitchen, cafeteria, and toilet amongst others.

Secondly, the quality of school infrastructure affects the teaching and learning process. “Properly designed classrooms and instructional spaces enable teachers to deliver lessons effectively, while comfortable seating and good lighting enhance the learning experience”. (Cakir, H. 2018:88). Cakir, H. 2018 continued that, “access to essential resources, including textbooks, educational materials, and technology, facilitates pupils’ comprehension of concepts since specialized facilities such as, multimedia rooms, and outdoor learning areas provide opportunities for hands-on learning experiences, which have been shown to improve retention and comprehension for girls in school”.

Moreover, school infrastructure alone cannot guarantee academic success for girls, but it certainly contributes to creating a positive learning environment. “Effective teaching methods, qualified teachers, and supportive school policies also play integral roles”. (Warner, N. 2018). However, “Warner, N. 2018 also argues that, “well-maintained and adequately equipped school infrastructure undeniably enhances concentration, engagement, and overall learning experiences, ultimately positively impacting academic performance for girls in all subjects”. Furthermore, the size of classrooms within school infrastructure can influence the teaching-learning process. Warner, N. 2018 further revealed that, “smaller class sizes, made possible by adequate classroom space, allow for more personalized attention from teachers, increased

interaction, and better classroom management”. This personalized approach often results in improved comprehension and performance.

According to Madudili, C. G. 2019, “safe and secure school infrastructure ensures that pupils can focus on their studies without concerns for their well-being”. He continued that, “well-maintained physical environment with proper lighting, sanitation facilities, and safety measures reduces distractions and stress that can hinder academic performance for girls”. Madudili, C. G. 2019 also acknowledges that, “modern school infrastructure incorporating technology such as smartboards, computers, and audiovisual equipment facilitates dynamic teaching methods, making lessons more engaging and effective”. “This technology-driven approach enhances pupils’ understanding and performance in the subject”. (Madudili, C. G. 2019).

School infrastructure also encompasses spaces for extracurricular activities, including sports fields, music rooms, and theaters. “These spaces provide opportunities for girls to develop skills and interests outside of the classroom, contributing to their overall personal and academic growth”. (Keser, H. 2019:88). Additionally, “accessible school infrastructure ensures that all pupils, including those with disabilities, can fully participate in the educational process”. Keser, H. 2019:88. Inclusive infrastructure design accommodates diverse needs, enabling all pupils to engage effectively in lessons. Moreover, the quality of school infrastructure can impact teacher morale and performance. Teachers are more likely to be motivated and effective when they have access to a well-equipped and supportive teaching environment. This, in turn, positively impacts the quality of instruction they give to the pupils most especially girls and other pupils’ academic performance.

Finally, Madudili, C. G. 2019 agreed that, “well-maintained school infrastructure can attract greater involvement from parents and the local community, leading to additional resources, volunteer opportunities, and a more enriching learning environment for a girl child”. (Madudili, C. G. 2019). This broader support system further enhances pupils’ academic performance.

In summary, “school infrastructure plays a multifaceted role in shaping pupils’ academic performance in all subjects and a supportive and well-maintained physical

environment enhances the overall educational experience, providing pupils with the resources, comfort, and security needed to excel in their studies”. (Waxman, H. C. 2018).

2.4. To propose strategies for enhancing learning environment.

Community participation is an essential element in the enhancement of the learning environment to support girl child academic success. Ogundele et al., (2015) posited that, “community participation is the total involvement of the stakeholders in the society like parents, industries, religious institutions, philanthropists, teachers and other parties that can facilitate implementation of programs that will aid effective learning environment of a girl child education”. Wami (2020) averred that, “community participation implies the ability of the community to organize themselves and improve their living standards”. This is expressed in communal execution of such projects as building of village squares, town halls, roads, markets, clearing of bush paths, etc.

School facilities and the classroom must be flexible enough to accommodate changing learning patterns and methods that suits a girl child education. According to the Tennessee Advisory Commission on Intergovernmental Relations: Staff Information Report (TACR 2003), reported that, “there was growing evidence of a correlation between the adequacy of a school facility and student behavior and performance”. Research studies that were conducted in the past three decades found that, “there was significant relationship between the condition of a school, or classroom, and student achievement”. (Berner, 1993; Cash, 1993; Earthman, 1995; Hines, 1996; Lanham, 1999; TACR).

Educators and policy makers should be concerned about the relationship between learning environment of a girl child and academic achievement (TACR, 2003). “Educators and policymakers must also be concerned about the health, security, and psychological issues”. (TACR, 2003).

Formulation of Gender Responsive Policies: At the policy level, “Ministry of Education and Sports highly prioritizes gender mainstreaming as a key to success of achieving equality in education sector”. Citing the MDG goals 2 and 3, and the Education for All

commitments, education sector underlines, “gender parity as one of the priority aspects to achieve”. The need to deal with gender inequality is re-echoed in the Revised Education Sector Strategic Plan (2007 - 2015), MoES re-echoes, “the need to deal with gender inequalities, particularly, addressing barriers to girls’ education”. The sector has further committed itself to, “mainstreaming gender in education as a cross-cutting issue, developed a Gender in education Policy (2009) and developed programs particularly to promote girls’ education”. Some of these programs include; ‘curriculum reviews to include gender, creating gender responsive school environment, construction of separate sanitary facilities for boys and girls, promoting sex education, and recruitment of teachers, particularly females as role models for young girls”.

Multi-stakeholder networking on Girls’ Education: The MoES also supports the network associated with the United Nations Girls’ Education Initiative (UNGEI) which was launched in 2004 in Uganda as an overarching multi-stakeholder response that would set forth a context-specific development road map for girls’ education in the country. Jointly with the Gender Task Force, MoES contributed to the evaluation process of UNGEI in 2012.

Good Syllabus Coverage: The syllabus is a document that explains how a course is constructively matched with learning outcomes, assessments, material, and pedagogical practice to help learners progress through their learning. Savaria & Monteiro, 2017 argue that, “a course syllabus provides valuable information which enables meaningful communication between the learner and the instructors”. They continued that, “a lively and effective classroom atmosphere where all the learners are engaged in the lesson could be obtained when the syllabi are prepared thoroughly to answer students’ questions and comments beforehand”. According to Tokatlı & Keşli, 2009 study, it noted that, “good syllabus coverage at a specific level facilitated girls’ performance because of the regular attendance of teachers and students that facilitates good syllabus coverage”

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the research design, area of study, target population, sampling techniques, research instruments, research procedure, and data collection procedure and data analysis methods.

3.1 Research Design

The study used a descriptive research design that combined both quantitative and qualitative methods. This approach is chosen because the research aimed to investigate learning environment and girl child academic performance in Pakwach sub county Primary Schools. Quantitative methods were used to collect numerical data, such as academic performance scores and attendance records, which are statistically analyzed. Qualitative methods, including interviews and surveys with teachers, head teachers, and pupils provided insights into the factors influencing academic performance and the learning environment's impact on girl child academic achievements. This mixed-methods approach shall bring a comprehensive exploration of the subject, offering a deeper understanding of the complex relationship between the learning environment and girl child academic performance.

3.2 Area of Study

The research focused on investigating the learning environment and girl child academic performance within three selected primary schools including Pakech Primary, Puvona primary school and Paroketo primary school located in Pakwach sub county. The researcher investigated the parents from Pakech South Village, Puvona village and Pajau village respectively. Pakwach District Local Government headquarters too was included. This particular area was chosen due to its proximity to the researcher's place of residence, which resulted in cost savings during the data collection phase. The study aimed to explore how the learning environment influence girl child academic performance in these specific primary schools.

3.3 Target Population

Participants' selection is a specific strategy for generating a sample from a certain population that will be reachable at the time of study. This subgroup shall be randomly selected and purposefully chosen to accurately reflect the entire population in terms of the pertinent traits.

The researcher had a main focus on three primary schools in Pakwach sub county to conduct his study in. These schools were randomly selected to represent the entire sub county. The study was conducted on 384 participants including 330 learners both boys and girls from the three selected primary schools and the learners were also random selected. It further included 25 classroom teachers from the three selected schools and these teachers were also randomly selected. The study took sample of 25 parents and 3 head teachers who were purposefully sampled. The study also included the District Education Office Pakwach district local government who gave to the researcher performance records of learners in the past 5 years. The total number of participants were (384).

3.4 Sample Size.

The sample size of the study was determined using Kish and Leisie's formular of 1965 which state that

$$\frac{(n = z^2 pq)}{d^2}$$

Where n is Sample size.

Z= standard deviation at desired degree of accuracy which was 95%, the standard deviation was 1.96

P= proportion of the participants.

P= is estimated to at 50%=0.5 thus p=0.5

Q=1-p, (1-0.5) =0.5

D= the marginal error to be allowed at 5%, d=0.05.

$$N = \frac{(1.96^2 \times 0.5 \times 0.5)}{0.05^2}$$

$$N = 384$$

Therefore, a sample of 384 respondents shall be used.

3.5 Data Source.

3.5.1 Primary data.

Primary data is considered original and collected directly by the researcher. It involves the use of questionnaires and interviews. For this study, primary data was gathered by administering questionnaires and conducting interviews with teachers and head teachers. The primary data collection method allowed researcher to obtain firsthand information.

3.5.2 Secondary Data.

The study relied on secondary data, drawn from sources such as academic journals, books, websites, and research reports, to comprehensively explore the relationship between learning environment and girl child academic performance in Pakwach sub county Primary Schools. This approach involves reviewing existing knowledge and insights from diverse scholarly and institutional perspectives, providing a robust foundation for understanding the subject matter. By leveraging this secondary data, the study aims to contribute valuable context-specific insights to the ongoing discourse on the factors influencing academic achievement in the specified educational setting.

3.6 Sampling Techniques.

3.6.1 Simple Random Sampling Technique.

In the study, this approach was employed to select both pupils and class teachers. For pupils, each pupil was selected through a random process, guaranteeing that every pupil within the target population have an equal chance of being included in the study. This ensured that the selection process was fair and free from any bias, allowing for a representative sample of pupils to participate in the research. Similarly, the same

technique was applied to select class teachers from various schools. By utilizing simple random sampling for teachers as well, the study maintained an objective and equitable approach to participant selection.

3.6.2 Purposive Sampling

The researchers also employed purposive sampling to select Head Teachers in their study due to the specific research objectives and the desire to include individuals with unique knowledge and expertise relevant to their research focus. Head Teachers, known for their leadership roles and extensive experience in educational administration, will be considered as key informants possessing critical insights into school infrastructure, management styles, and policies affecting girl child academic performance in the schools. By deliberately selecting Head Teachers from various schools, the researchers aim was to capture a range of experiences and practices, enhancing the study's depth and breadth. While acknowledging the potential subjectivity introduced by purposive sampling, the researchers emphasized its resource efficiency and relevance to addressing their research questions.

3.7 Method of data collection.

3.7.1 Questionnaire Survey.

Questionnaires are valuable method of data collection in research, as they provided a systematic and standardized approach to obtaining information from participants. In this study, questionnaires were used to collect responses from both teachers and pupils. These questionnaires contained a mix of open-ended and closed-ended questions. Open-ended questions allow respondents to provide detailed, free-text responses, while closed ended questions offers respondents a set of predefined response options to choose from (e.g., multiple-choice questions). The inclusion of both types of questions in the questionnaires allow for a more comprehensive exploration of the research topic. One of the advantages of using questionnaires that they help in a standardize responses, ensuring that all participants are asked the same set of questions in the same format. This standardization is valuable for data analysis and comparison. Additionally, questionnaires could be administered to a large number of participants efficiently, making them a time-saving data collection method. Overall,

questionnaires were structured and efficient means of collecting data in research, and they were used in this study to gather insights and perspectives from teachers and pupils regarding the learning environment and its impact on girl child academic performance.

3.8 Research instruments.

The study used three categories of research instruments.

3.8.1 Questionnaires

In this study, questionnaires were used to collect responses from teachers and head teachers. These questionnaires contained a mix of open-ended and closed-ended questions. The inclusion of both types of questions in the questionnaires allowed for a more comprehensive exploration of the research topic. One of the advantages of using questionnaires is that they help standardize responses, ensuring that all participants are asked the same set of questions in the same format. This standardization is valuable for data analysis and comparison. Additionally, questionnaires could be administered to a large number of participants efficiently, making them a time-saving data collection method.

3.8.2 Interview guide

An interview guide serves as a framework to ensure that the interview covers specific areas of interest and help maintain consistency across different interviews within a study. An interview guide typically included a list of open-ended questions and probes that the interviewer could use to elicit in-depth responses from participants. The interview method of collecting data involves the presentation of oral verbal stimuli, such as questions or prompts, to respondents, who then provide their responses in terms of oral verbal communication. One advantage of using interview guides in this context is that they could help save time for the respondents, who, in this case, are busy head teachers.

3.8.3 Focus Group Discussions.

In this study, focus group discussion was used to collect responses from the parents and the learners (pupils). Focus Group Discussion involves picking sample from the total population, involving them in discussions by asking them the different questions concerning the research topic. They therefore, came up with answers to the questions after the discussions. It is advantageous that it involves a one-on-one discussion with the correspondents, it involves also active participation.

3.9 Study Procedure.

Prior to commencing data collection, the researcher underwent an introductory phase to establish trust and ethical conduct. This process involved an introduction by the Dean of the Faculty of social science of Uganda Christian University, facilitated by a formal letter of introduction, which was presented to the Head Teachers of the selected schools. This letter also included a request for permission to conduct research within the schools. It also included permission to carry out research from the community, the Education department in Pakwach District Local Government. Subsequently, the researcher met with the respondents, including Head Teachers, teachers, pupils, parents, The District Education Office and inspector of schools to verbally explain the research's purpose. During this interaction, assurances of confidentiality regarding the information shared by the participants were provided. These introductory steps aimed to create a respectful and ethical research environment that fostered open and honest participation while respecting the rights of the respondents.

3.10. Data analysis.

There are several ways of analyzing data as afflicts research study. This data was analyzed basing on two forms. There was statistical analysis and thematic analysis. This is so because the study used both statistical data and qualitative data. The statistical data analysis took care of statistical data while thematic approach (analysis) took care of all the qualitative information attained from the field. On the receipt of raw data, proper organization was place by the researcher to enable raw data received be processed for analysis. The analysis of the data was a task that formed the base of

the research report and was conducted in a manner that suits and fulfills all ethical aspects of the research study.

3.11. Ethical Considerations.

The researcher got permission from schools for data collection purposes. The researcher also presented to the schools a letter of introduction from university. The letter also confirmed that the research was only for academic purposes and identities of respondents were kept confidential.

CHAPTER: FOUR;

DATA PRESENTATION, ANALYSIS AND INTERPRETAION

4.1. Introduction.

This chapter presents data on the learning environment and the girl child academic performance in Pakwach sub county Pakwach district. The data was collected through questionnaires, interview guide and focused group discussion guide. The qualitative data was organized in broad themes that answered the research objectives. Quantitative data was organized in frequency counts and converted to percentages for clear presentation.

4.2. Socio Demographic characteristics.

Table1: Socio-demographic characteristics of the respondents (n =384)

Character		Number	Percentage
Gender			
	Male	160	42%
	Female	224	58%
	Total	384	100%
Age bracket			
	10-19	330	85%
	20-30	7	2%
	31-40	28	7%
	41-50s	11	3%
	51-60	6	2%
	61 or older	2	1%
	Total	384	100%
Teaching experience (n=28)			

	1-5 years	10	36%
	6-10 years	14	50%
	11-15 years	4	14%1
	Total	28 Teachers	100%
Educational qualification (n=54)			
	High school diploma	42	42%
	Bachelors	7	13%
	Masters	2	4%
	Others	22	41%
	Total	54 participants	100%

Source: Primary data 2025.

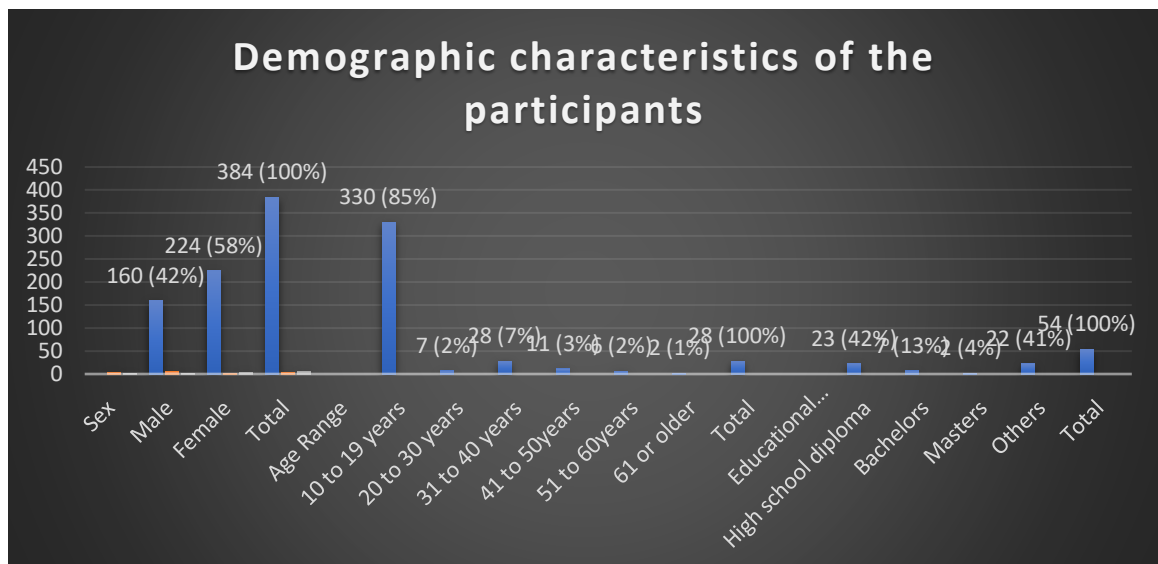


Figure 1: A column graph showing the demographic characteristics of the participants.

In accordance with table and figure 1 above, the researcher intended to analyze the demographic characteristics of the participants. This was based on 384 participants as the data revealed according to the sex of the respondents that majority of the participants 224 (58%) were female while 160 (42%) were male.

The researcher further categorized the participants according to their age range. The data set revealed that majority of the participants fell in the age range of 10-19 (330), 85%). These were basically learners who participated in the study. 28 (7%) were in the age range of 31 to 40, 11 (3%) were in the age range of 41 to 50 while 7 which

constituted 2% were in the age range of 20 to 30 and 6 (2%) also fell in the age range of 51 to 60. Only 2 participants 1% were in 60 years and beyond.

The participants were also categorized according to their teaching experience. This was tasted on the selected 25 teachers and 3 head teachers in the selected primary schools in Pakwach district. Finding revealed that 14 (50%) taught for 6 to 10 years while 10 (36%) taught for 1 to 5 years and only 4 (14%) 11-15 years teaching experience.

According to the figure above, the participants level of education was tasted by the researcher. These participants included teachers, head teachers, district inspector of schools, District Education Officer and the parents who participated in the study. It was realized that majority 23 (42%) had high school diploma while 22 (41%) had other qualification including grade III certificate, Secondary and primary level of education. 7 (13%) had bachelor's degree and only 2 (4%) had attained master degree.

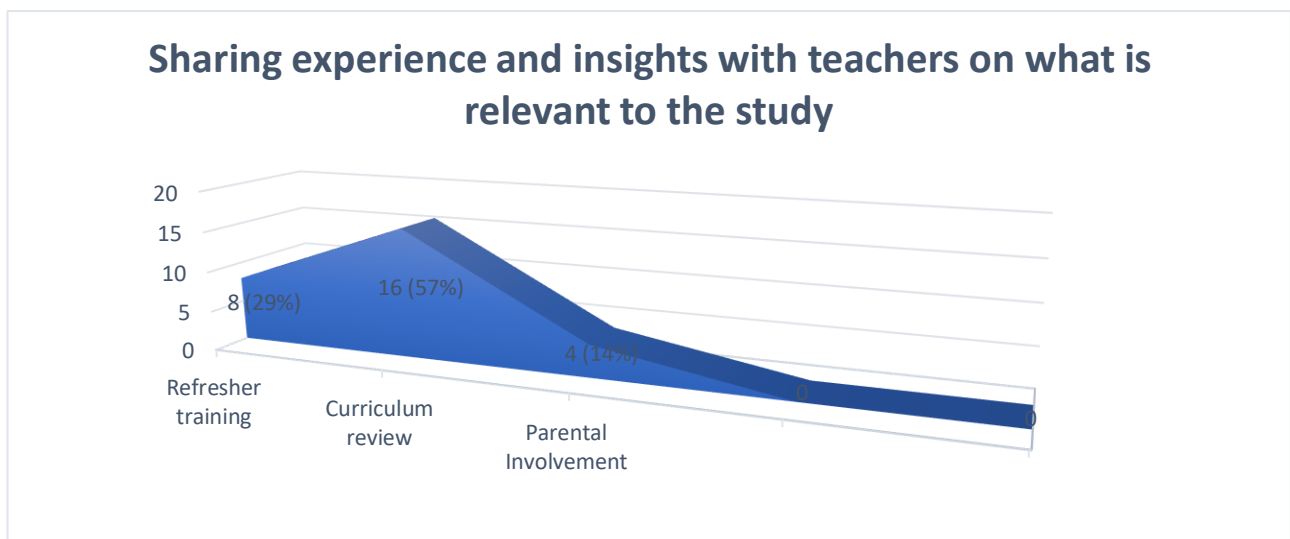


Figure 2: An area graph showing teachers experience and insights that can improve performance of learners.

According to figure 2, the researcher intended to internalize teachers' experiences and insights that are relevant to the study. This was tasted on 28 teachers and the finding revealed that majority of the teachers 16 (57%) suggested curriculum review while 8

(29%) agreed that refresher training would support learning and 4 (14%) suggested parental involvement and support to learners right from home up to the school.

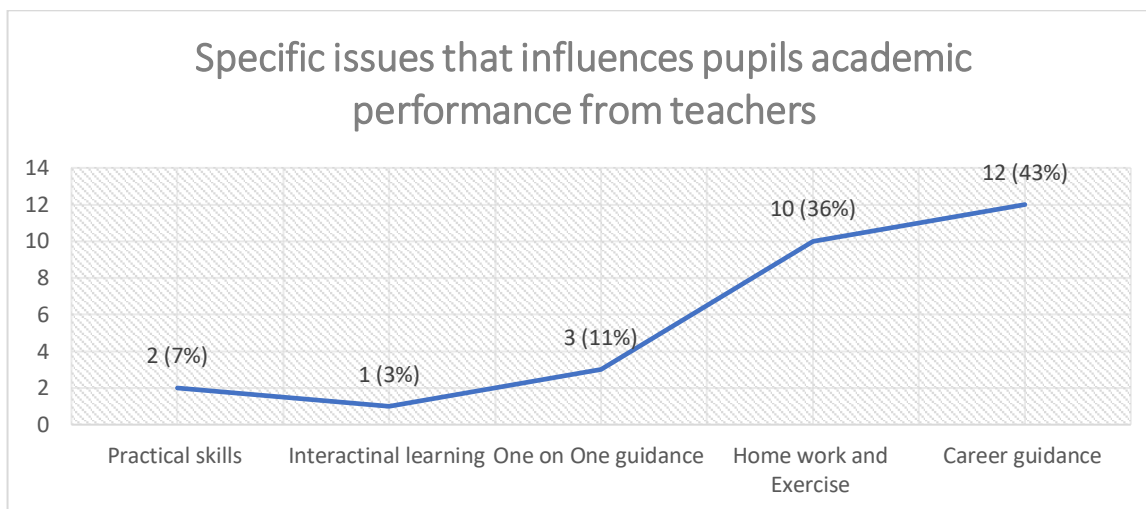


Figure 3: A line graph showing specific issues with teachers which influences pupils' academic performance.

From the line graph in figure 3 above, the researcher analyzed teachers' specific characteristic that can influence pupils' academic performance. A sample of 25 teachers and 3 head teachers were taken in the data set. The findings revealed that most teachers, 12 (43%) agreed that career guidance would greatly improve academic performance of learners while 10 (36%) had the view that giving homework and class exercise to learners. 3 (11%) argued that involvement of learners in one-on-one learning approach improves their performance since corrections are taken there and then. 2 (7%) agreed that practical skills to improves and build their intellectual capacity and only 1 (3%) proposed interactional learning.

4.3. Objective 1: The impacts of learning resource materials on girl child academic performance

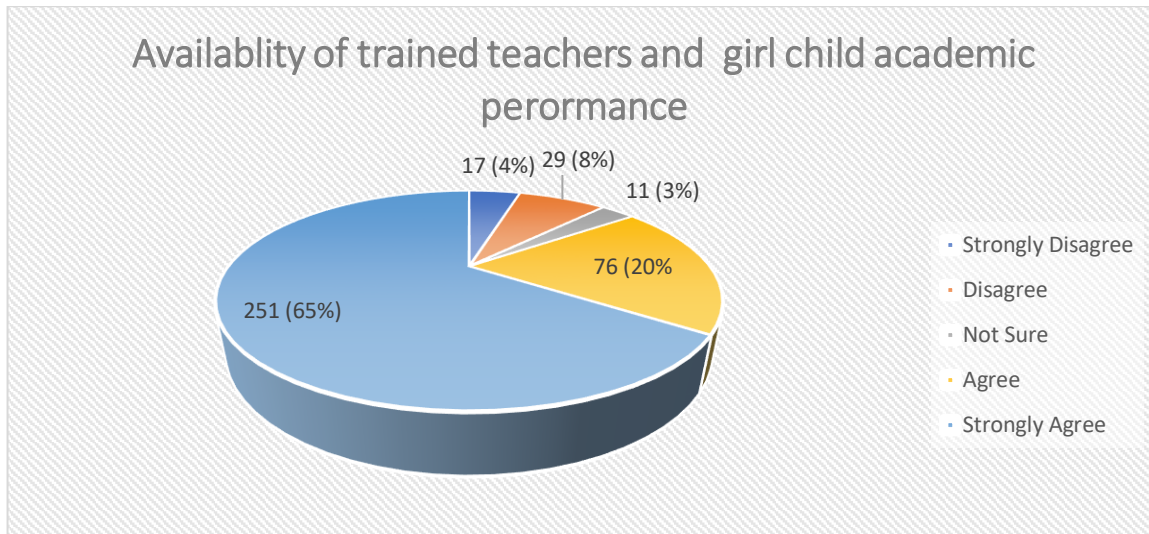


Figure 4: A pie chart showing the influence of available trained teachers and girl child academic performance.

The data set according to figure 4 above indicates that majority of the participants 251 (65%) strongly agreed that availability of trained teachers influences performance of a girl child at school. In relations to this, United Nations 2015 identified that “adequacy of trained teachers and quality learning materials influences learners’ academic performance and success at school”. However, 76 (20%) also agreed that availability of trained teachers influence girl child academic performance. Kapur (2019), opined that, “teaching and learning resources (TLR) are the tools that are used by teachers and instructors within schools to facilitate learning and understanding of concepts among students”. Therefore, 29 (8%) disagreed that availability of trained teachers cannot facilitate performance of learners. According to their views, they pointed that learner’s commitment can promote academic performance of learners but not teachers’ level of training. 17 (4%) Strongly disagreed to the point and only 11(3%) were not sure.

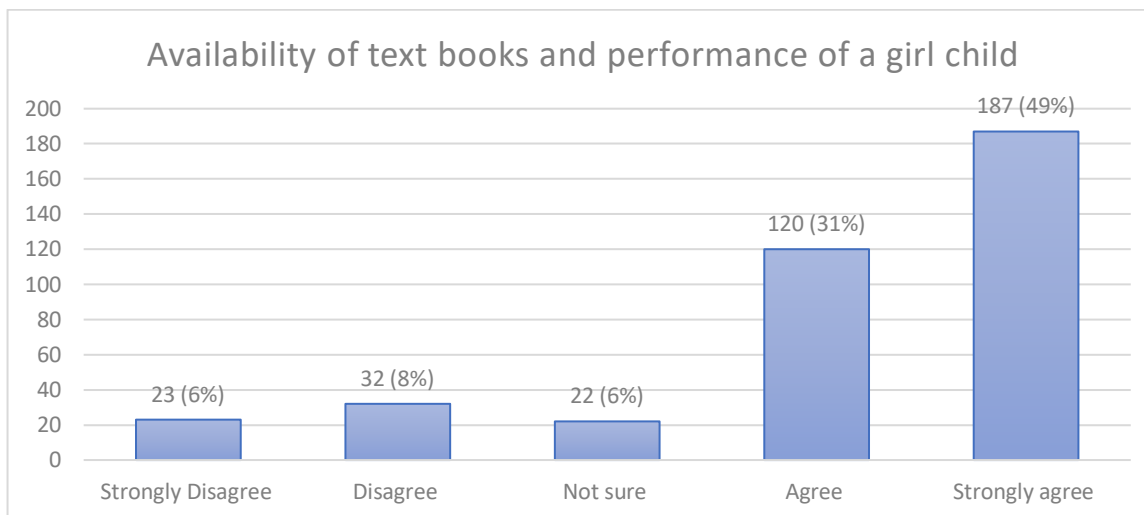


Figure 5: A column graph showing participants views on availability of textbooks and girl child academic performance.

In relations to figure 5 above, the researcher intended to analyze participants views on availability of text books and academic performance of a girl child. The data set revealed that 187 (49%) strongly agreed that availability of textbooks can enhance girl child academic performance. In accordance to this agreement, Padmanabhan (2001) opined that, “for effective teaching and learning, textbook and resource materials are basic tools”. He added that, “their absence or inadequacy makes teachers handle subjects in an abstract manner, portraying it a dry and non-exciting”. 120 (31%) also agreed that availability of text books is a key to success of a girl child at school while 32 (8%) disagreed and argued that learners if not given strong support can still perform poorly despite availability of text books at school while 23 (6%) also strongly agreed that availability of textbooks only cannot improve girl child academic performance. Only 22 (5%) of the participants were not sure.

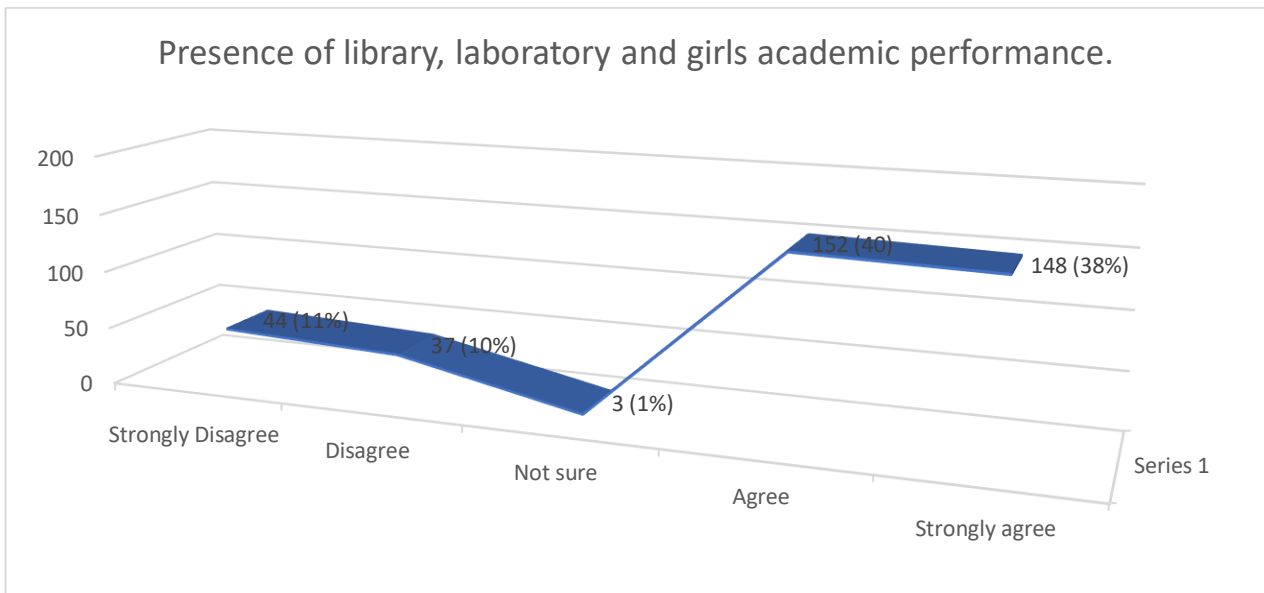


Figure 6: A line graph showing presence of Library, Laboratory and a girl child academic performance.

A total of 384 participants were included in the data set to analyze presence of laboratory and library on academic performance of a girl child. Findings revealed that 152 (40%) agreed that presence of library and laboratory at school can influence girl child academic performance. This correlates with Adeogun (2001) studies which discovered a very strong positive significant relationship between instructional resources and academic performance of a girl child. According to Adeogun, “schools endowed with more materials performed better than schools that are less endowed”. This corroborated the study by Babayomi (1999) that, “private schools performed better than public schools because of the availability and adequacy of teaching and learning materials”. 148 (38%) further agreed strongly to the point that availability of library and laboratory promotes academic performance of a girls since Mwiria (1985) also supports that, “student’s performance is affected by the quality and quantity of teaching and learning materials. The author noted that “institutions with adequate facilities such as textbooks, laboratory and library stand a better chance of performing well in examination than poorly equipped schools. Therefore, poor performance could be attributed to inadequate teaching and learning materials and equipment. 44 (11%) later strongly disagreed to the point arguing that performance of a girl child is not about availability of library and Laboratory it’s all about their interest in studies while 37 (10%) also disagreed to the point in support of availability of library and laboratory to improve performance of a girl child. However, only 3 were not sure.

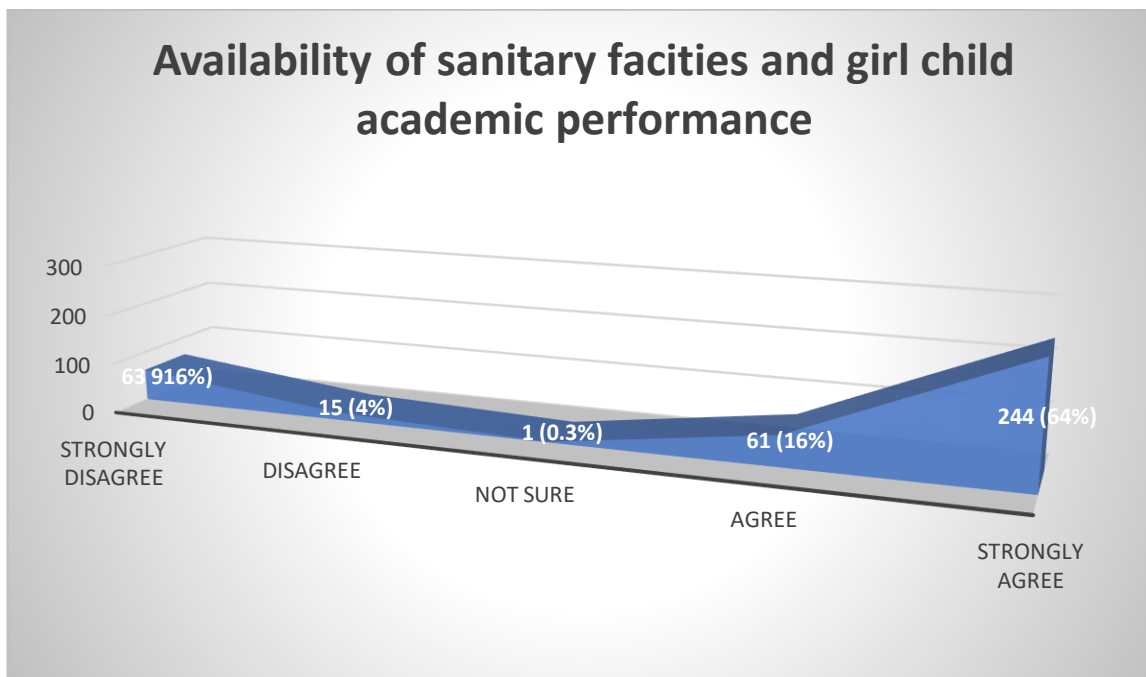


Figure 7: Area graph showing availability of sanitary facilities and academic performance of a girl child.

In analyzing the data on the influence of sanitary facilities in school and its influence on academic achievement of a girl child, 64% (244) of the respondents agreed that lack of sanitary facilities in school makes girls to feel uncomfortable most especially during menstrual periods. They tend to dodge classes, miss schools and at the end they perform poorly while but schools with good sanitary facilities tend have great academic achievement with girls. 61 (16%) also agreed to the view that good sanitary facilities in schools improves performance of girls but unclean sanitary facilities or lack of good sanitary facilities in a school will render girls not to attend schools daily mostly during menstrual periods. This finding collaborates with that of Gupta. (2019), which indicated that, “sanitation facilities positively impacted on education especially for the girl children”. More studies were conducted by Kebirungi et. al. (2015), who investigated gender perspectives of student’s perceptions to access and utilization of water and sanitation facilities in East African Universities. Findings revealed “inadequate water, sanitation and hygiene conditions disproportionately affected more female than their male student counterparts in East African Universities”. In contrast, 63 (16%) strongly disagreed to the idea while 15 (4%) disagreed and only 11 (14%) were not sure.

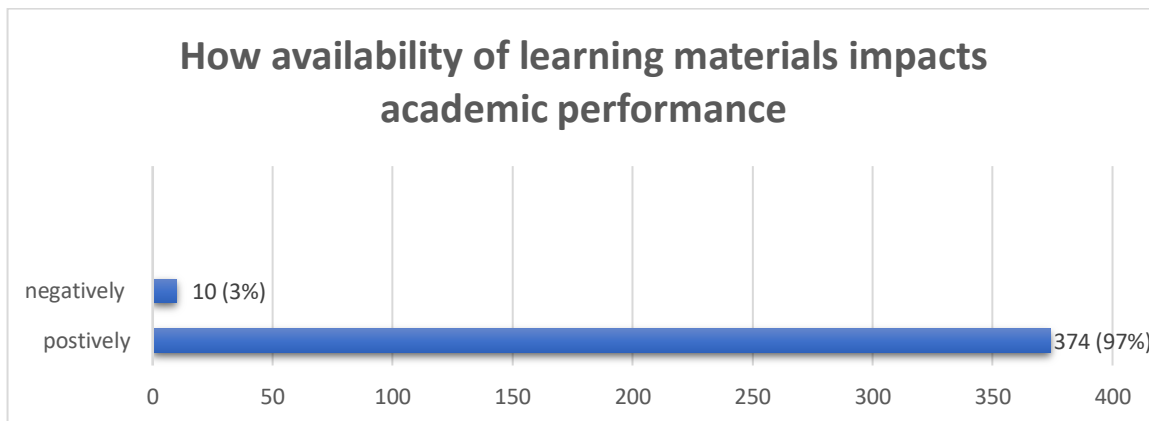


Figure 8: A bar graph showing availability of learning materials and academic performance.

In regards to the bar graph above, it was noted that availability of learning materials at school can positively impact academic performance among learners. While lack of learning materials demoralizes learners’ concentration. On this note, 384 participants were included in the data set where majority 374 (97%) agreed that availability of learning materials can positively impacts academic performance of learners while only 10 (3%) disagreed with the argument that availability of learning materials has no much effects on learners’ performance. Adeogun also argued that, “schools endowed with more materials performed better than schools that are less endowed”. This corroborated the study by Babayomi (1999) that, “private schools performed better than public schools because of the availability and adequacy of teaching and learning materials”.

4.4. Objective 2: The impacts of school infrastructures on a girl child performance.

Table 2: School physical infrastructures and a girl child academic performance.

Character	Number	Percentage
How school infrastructures including classrooms, sanitary facilities and others affects teaching and learning of a girl child		
Positively	344	89%
Negatively	37	10%
Not sure	3	1%
Total	100	100%
Which school infrastructures and facilities requires improvement to improve the academic performance of a girl child		
Sanitary facilities	224	58%

Classroom size	61	16%
School environment	30	8%
Library	57	15%
Laboratory	12	3%
Total		100%

Source: Primary data 2025

In line with table 3, the researcher analyzed school infrastructure and its impacts on academic performance of a girl child. In data set, 384 participants were included were 344 (89%) agreed that improved school infrastructure such as classrooms, library and laboratory can improve performance of a girl child. Wisenbaker, J. M. 2023:18 asserts that, “Comfortable classrooms, well-equipped libraries, and modern technology contribute to a positive atmosphere, encouraging pupils to actively participate in their studies”. This heightened interest in studies often translates into improved academic performance. While 37 (10%) agreed that, lack of good infrastructure in school derails pupils’ academic performance and 3 (1%) were not sure.

In further analysis, it was also noted that to have improved performance of learners most especially among girls, infrastructures such as sanitary facilities 224 (58%) needs improvement. Madudili, C. G. 2019 argued that, “A well-maintained physical environment with proper lighting, sanitation facilities, and safety measures reduces distractions and stress that can hinder academic performance for girls” it was also noted that classroom size 61 (16%) need improvement in order to achieve good performance among girls in school as supported by Waxman, H. C. 2018 that, “A supportive and well-maintained physical classroom environment enhances the overall educational experience, providing pupils with the resources, comfort, and security needed to excel in their studies”. Library improvement was noted by 57 (15%) respondents while 30 (8%) argued that physical school environment when improved, contributes to academic performance of learners at school. “Properly designed classrooms and instructional spaces enable teachers to deliver lessons effectively, while comfortable seating and good lighting enhance the learning experience” (Cakir, H. 2018:88. 12 (3%) agreed that there should well stocked laboratory to enable learners do their practices easily.

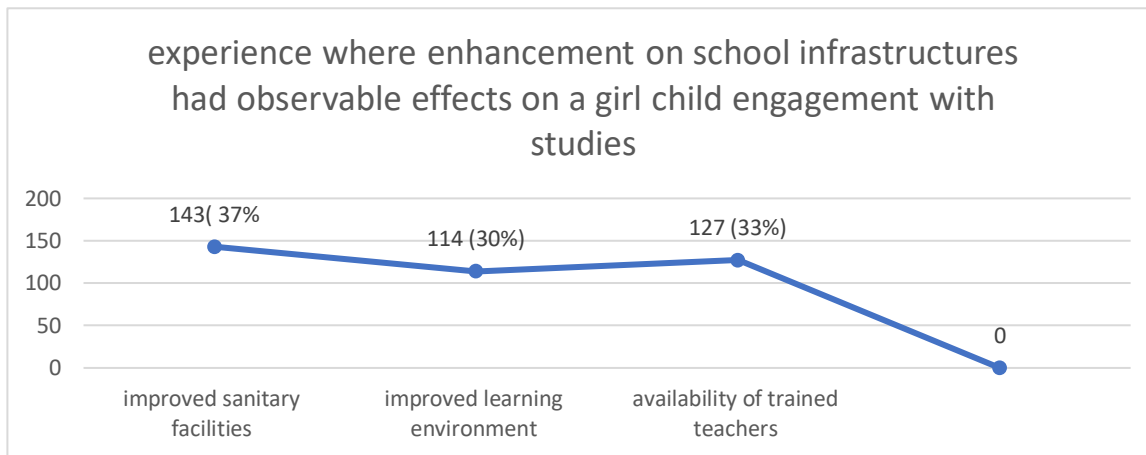


Figure 9: A line graph showing experiences where enhancement on school infrastructures had observable effects on a girl child engagement with studies.

Figure 9 above explains how enhancement on school physical environment had an observable effect on a girl child engagement with studies. Findings revealed that 143 (37%) agreed that improved sanitary facilities promotes learning of girls. It is noted that availability of washrooms at school enable girls to attend classes regularly most especial when having menstrual period. 127 (33%) also supported that availability of trained teachers supports learning of girls. This was in line with Warner, N. 2018 studies which asserts that “Effective teaching methods, qualified teachers, and supportive school policies also play integral roles”. However, 114 (30%) maintained that improved learning environment have supported performance of a girl child through their involvement in studies. Keser, H. 2019:88 agreed that “school infrastructure also encompasses spaces for extracurricular activities, including sports fields, music rooms, and theaters”. These spaces provide opportunities for girls to develop skills and interests outside of the classroom, contributing to their overall personal and academic growth (Keser, H. 2019:88). He further added that, “accessible school infrastructure ensures that all pupils, including those with disabilities, can fully participate in the educational process”.

4.5. Objective 3: strategies to improve academic performance of a girl child in primary school.

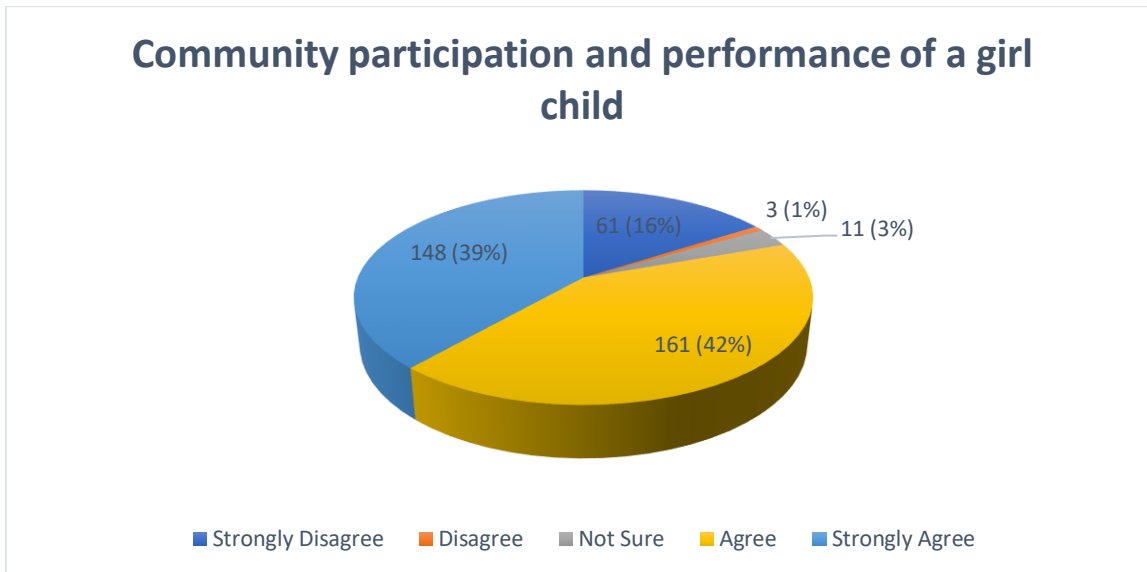


Figure 10: A pie chart showing community participation and a girl child academic performance.

384 participants were included in the study to establish the relationship between community participation and a girl child academic performance. The study indicated that majority 161 (42%) agreed to the point and 148 (39%) strongly agreed in support that community participation and involvement in school program enhances a girl child academic achievement. This went in line with Ogundele et al., (2015) which posited that, “community participation is the total involvement of the stakeholders in the society like parents, industries, religious institutions, philanthropists, teachers and other parties that can facilitate implementation of programs that will aid effective learning environment of a girl child education”. However, 61 (16%) strongly disagreed and only 3 (1%) disagreed. Only 11 (3%) were not sure.

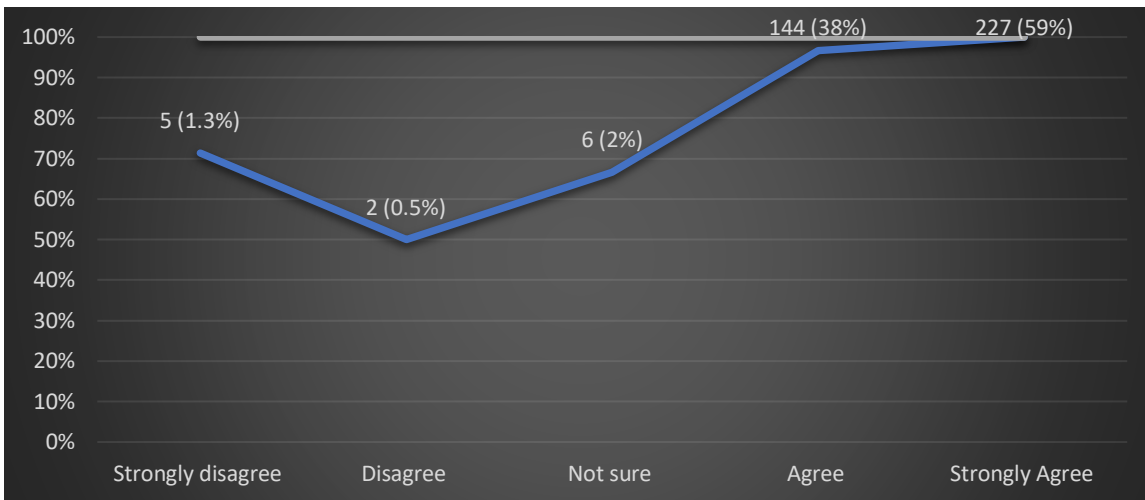


Figure 11: A line graph showing school facilities and a girl child academic performance.

In relations to figure 12, participants were subjected to analyze school facilities and girls’ academic performance. The result showed that 227 (59%) strongly agreed that good school facilities promote girl child academic performance. In support to this statement, 144 (38%) agreed fully to the point. Tennessee Advisory Commission on Intergovernmental Relations studies supported that “school facilities and the classroom must be flexible enough to accommodate changing learning patterns and methods that suits a girl child education”. In retaliation, 5 (1.3%) strongly disagreed to the argument while 6 (2%) were not sure and only 2 (0.5%) disagreed. Implying that school facilities when fully organized and well managed, can support good learning of a girl child at school.

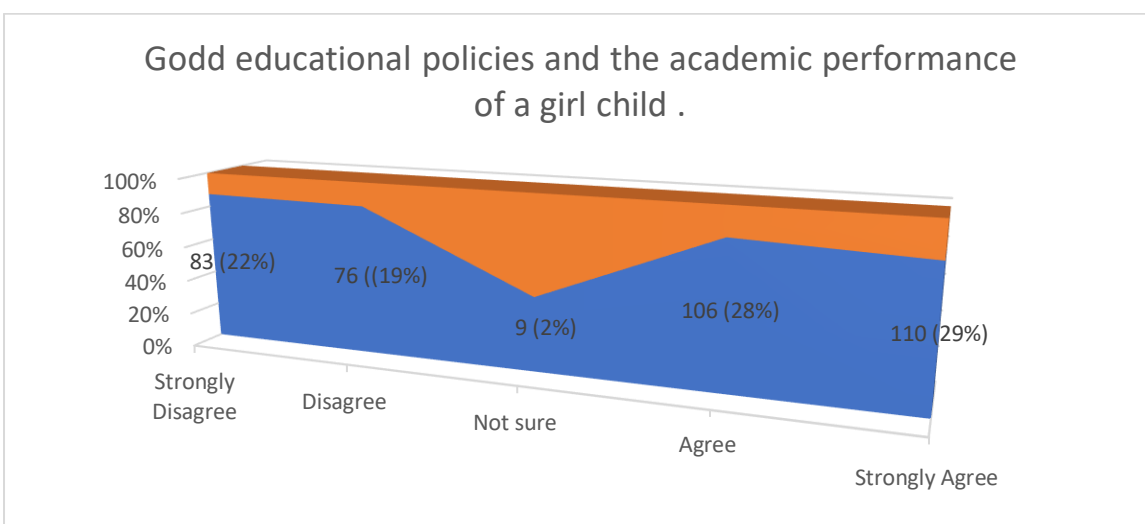


Figure 12: An area graph showing Good educational policies and a girl child academic performance.

To establish the relationship between educational policies and a girl child academic performance, 384 respondents were included in the study. It was realized that 110 (29%) respondents strongly agreed that good educational policies improve academic performance of a girl child. 106 (28%) participants also agreed in support to good government and educational policies for proper academic performance of a girl child. TACR, 2003 asserts that, “educators and policy makers should be concerned about the relationship between learning environment of a girl child and academic achievement”. 83 (22%) strongly disagreed while 76 (19%) also disagreed and only 9 (2%) were not sure.

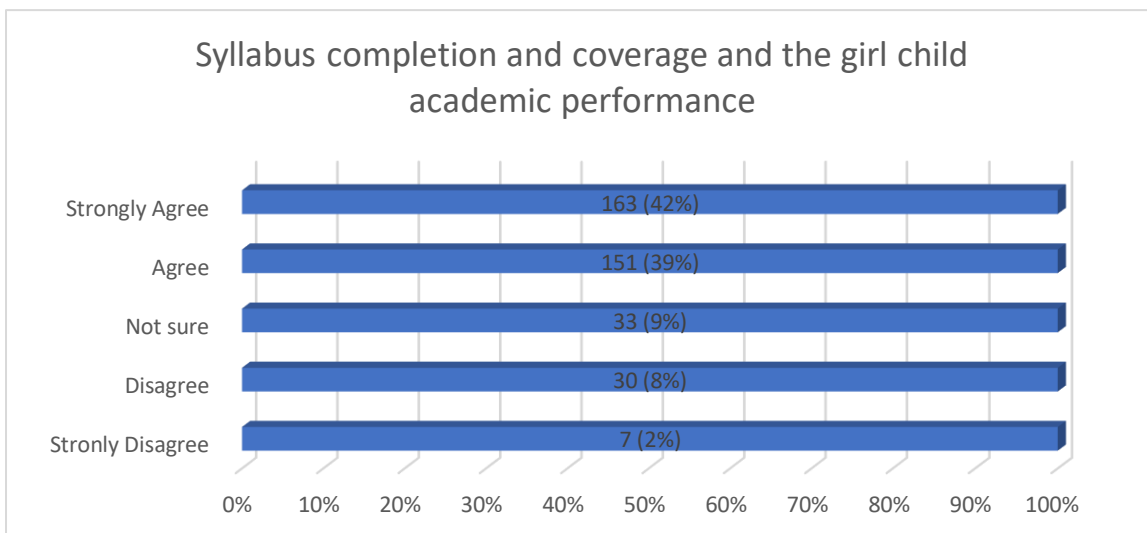


Figure 13: A bar graph showing completion of syllabus and a girl child performance.

Figure 13 presents participants opinion on syllabus converge and a girl Child Academic performance. The result indicated that majority 163 (42%) strongly agreed that when syllabus is fully covered, girls’ performance can improve. 151 (39%) also agreed that improvement on a girl child academic performance calls for proper syllabus coverage. Tokatlı & Keşli, 2009 argue that, “a course syllabus provides valuable information which enables meaningful communication between the learner and the instructors”. They continued that, “A lively and effective classroom atmosphere where all the learners are engaged in the lesson could be obtained when the syllabi are prepared

thoroughly to answer students’ questions and comments beforehand”. (Tokatlı & Keşli, 2009). 33 (9%) were not sure that syllabus coverage can improve girls’ academic achievement and 30 (8%) disagreed with only 7 (2%) strongly disagreeing. This implies that good syllabus coverage and completion is an engine to a girl child academic accomplishment.

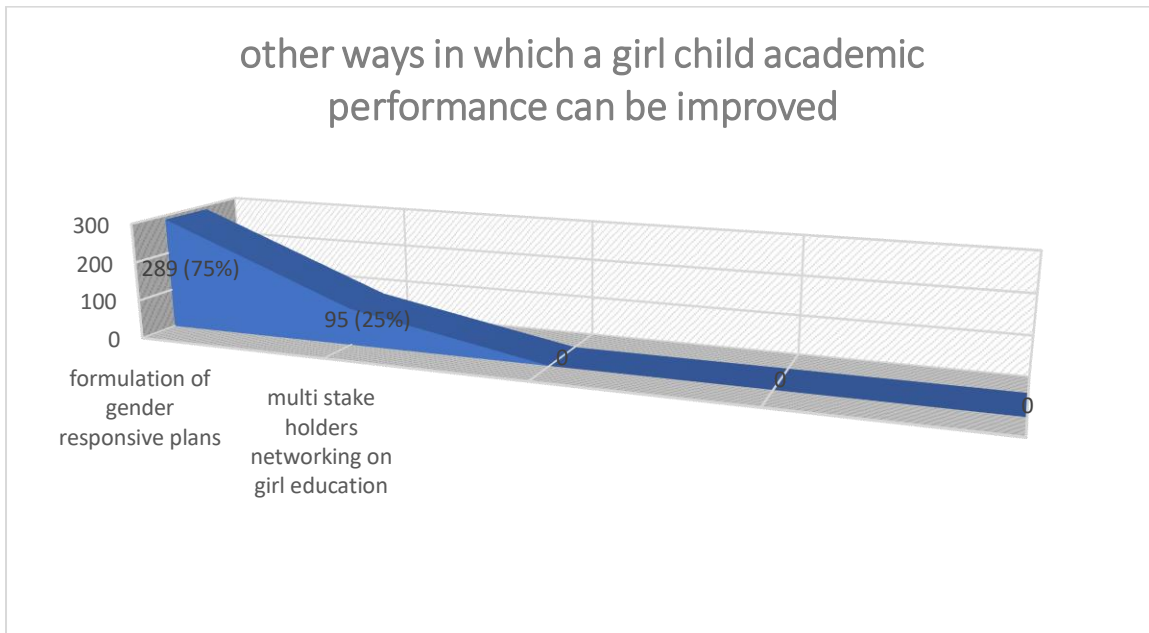


Figure 14: An area graph showing strategies that can be put in place to improve performance of a girl child.

According to the figure above, it was noted that formulation of gender responsive policies noted by 289 (75%) participants, could enhance girl child academic performance. In line with this finding, Ministry of Education and Sports highly prioritizes gender mainstreaming as a key to success of achieving equality in education sector. Citing the MDG goals 2 and 3, and the Education for All commitments, education sector underlines gender parity as one of the priority aspects to achieve. It was also pointed that Multi stake holders networking on girls’ education could also improve girls’ academic performance. 95 (25%) of the participants supported this as was in line with United Nations Girls’ Education Initiative which state that “multi-stakeholder networking on Girls’ Education supports the network associated with the United Nations Girls’ Education Initiative” (UNGEI). This is an initiative which was launched in 2004 in Uganda as an overarching multi-stakeholder response that would set forth a context-specific development road map for girls’ education in the country.

4.6. Interview result.

The researchers subjected school inspectors, Education officers and District Education officer of Pakwach district local government to an oral interview. These group of people during the interview were coded with letters i.e. SI. For school inspectors, EO for education officers and DEO for the district education officer. On the matter of impact of learning resource materials on girl child academic performance, DEO strongly agreed that “availability of trained teachers promotes academic performance of a girl child” while SI and EO also agreed to the point saying that, “when teachers are qualified, they can have the knowledge to scheming, planning lesson and sitting arrangement in class”. EO further continued that, “this could enhance performance of a girl child”.

SI further explained that “availability of textbooks contributes positively to academic achievement of a girl child”. This was supported by DEO who strongly agreed that, “text books are resourcefully learning materials for a girl child” while the EO also supported the point. In line with presence of library and Laboratory, DEO and SI strongly agreed saying that, “practical services learning services motivates learners” while EO also agreed to the point. On the others hand EO strongly agreed that, “availability of sanitary facilities for girls at school promotes girl child educational achievement”. To this point, DEO explained that, “sanitary facilities for girl motivates their learning ability more especially when they are in menstrual period”. It was noted from DEO in his conclusion that, “availability of learning materials impacts academic performance positively”. This was therefore was supported by SI and EO to be a reality in that, “without proper sanitary facilities, good library, laboratory and good books at schools, learners cannot perform well especially girls”

On the view of school infrastructures including classrooms, and other school facilities, SI agreed that, “it positively impact a girl child learning”. DEO and EO also strongly agreed to this point. They noted that, “good sanitary facilities should be in place to support girl child education” while SI agreed that, “good classroom size yield learners’ concentration in class”. DEO also accepted that, “improved school environment that allow refreshment motivates learners especially when

they are tired, they can easily refresh”. EO later supported that, “this includes good playing grounds, spacious compound with good trees and others”. SI accepted later that, “schools with good library and laboratory performs better than those without”. However, during the interview, the participants were also asked to share experiences where enhancement or changing school infrastructures had an observable effect on a girl child engagement with studies. They all strongly agreed that, “improved sanitary facilities, improved learning and availability of trained teachers are key to success performance of a girl child”

However, the researcher intended to investigate from the participants strategies to improve academic performance of a girl child in primary school. The DEO strongly agreed that, “community participation can improve performance of a girl child at school”. This was also agreed by EO and SI. While SI and EO strongly agreed that, “good school facilities like library, laboratory, sanitary facilities can enhance a girl child academic performance” and DEO strongly agreed that, “there should be good education policies” In line to this, SI agreed that, “improved education policies that supports girls’ education including giving out bursaries, career support and others give girls room to study”. DEO argue that, “syllabus should be completed in order to improve performance of learners especially for girl child”. However, EO and SI strongly agreed that, “formulation of gender responsive policies, multi stake holders networking on girls’ education” are good strategies that can be in place to enhance educational achievement for a girl child.

4.7. Focused group discussion result.

The researchers conducted a group discussion with the PTA executives of all the five sampled school in one school. These schools were coded with letters SA, SB and SC. Participants were tasked to discuss on the matter of impact of learning resource materials on girl child academic performance, SA and SC strongly agreed that “availability of trained teachers promotes academic performance of a girl child” while SB also agreed to the point saying that, “qualified teachers have the knowledge to scheme, plan lesson and make proper sitting arrangement in class

SC also explained that, “availability of textbooks contributes positively to academic achievement of a girl child”. In this line, SA strongly agreed that, “text books are resourcefully learning materials for a girl child” while the SB also agreed to the point. It was also noted that, presence of library and Laboratory improves academic performance of a girl child. SC and SA strongly agreed saying that, “practical learning services motivates learners” SB also agreed to the point. On the others hand SB strongly agreed that, “availability of sanitary facilities for girls at school promotes girl child educational achievement”. SA explained that, “sanitary facilities for girl motivates their learning ability more especially when they are in menstrual period”. SC noted that, “availability of learning materials impacts academic performance positively”. In support to this SB and SA agreed that, “without proper sanitary facilities, good library, laboratory and good books at schools, learners cannot perform well especially girls”.

On the view of school infrastructures including classrooms, and other school facilities, SA agreed that, “it positively impact a girl child learning”. SC also strongly agreed to this point. SB noted that, “good sanitary facilities should be in place to support girl child education” while SA, SC, and SB all agreed that, “good classroom size yield learners’ concentration in class”. SC later accepted that, “improved school environment that allow refreshment motivates learners especially when they are tired,”. In support, SA argued that, “this includes good playing grounds, spacious compound with good trees and others”. SB accepted later that, “schools with good library and laboratory performs better than those without”. However, during the interview, the participants were also asked to share experiences where enhancement or changing school infrastructures had an observable effect on a girl child engagement with studies. They all strongly agreed that, “improved sanitary facilities, improved learning and availability of trained teachers are key to success performance of a girl child”

However, the researcher intended to investigate from the participants strategies to improve academic performance of a girl child in primary school. The SA strongly agreed that, “community participation can improve performance of a girl child at school”. While SB agreed to this as well. SC further strongly agreed that, “good

school facilities like library, laboratory, sanitary facilities can enhance a girl child academic performance” and SA and SB strongly agreed that, “there should be good education policies”. On this line, SA and SC agreed that, “improved education policies that supports girls’ education including giving out bursaries, career support and others give girls room to study”. SB also extends that, “when syllabus is properly covered, performance of learners especially girl can also improve”. However, all the schools (SA, SB and SC) strongly agreed that, “formulation of gender responsive policies, multi stake holders networking on girls’ education” are good strategies that can be in place to enhance educational achievement for a girl child.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The purpose of the study was to investigate learning environment and the girl child academic performance in Pakwach sub county Pakwach district. This chapter discusses the finding of the study, and draws conclusion and recommendations based on the study objectives.

5.2. Discussion of the findings.

5.2.1. Discussion on the impacts of learning resource materials on girl child academic performance.

In line with figure 4, it was realized that availability of teachers improved performance of a girl child greatly this was noted by majority of the participants 251 (65%) strongly agreed that availability of trained teachers influences performance of a girl child at school as supported by United Nations 2015 that “adequacy of trained teachers and quality learning materials influences learners’ academic performance and success at school”. 76 (20%) also agreed that availability of trained teachers influence girl child academic performance since Kapur (2019), opined that, “teaching and learning resources (TLR) are the tools that are used by teachers and instructors within schools to facilitate learning and understanding of concepts among students”. In disagreement to this point, only 29 (8%) disagreed that availability of trained teachers cannot facilitate performance of learners. 17 (4%) Strongly disagreed to the point and only 11(3%) were not sure. To this view, it is noted clearly that availability of trained teachers at school is the biggest tool to an academic achievement of a girl child in primary school.

The finding also found out that availability of text books contributed greatly to academic performance of a girl child this was presented in figure 5 where the data set revealed that 187 (49%) strongly agreed that availability of textbooks can enhance girl child academic performance as supported by Padmanabhan (2001) finding which opined

that, “for effective teaching and learning, textbook and resource materials are basic tools”. 120 (31%) also agreed that availability of text books is a key to success of a girl child at school while 32 (8%) disagreed while 23 (6%) also strongly agreed that availability of textbooks only cannot improve girl child academic performance. Other participants, 22 (5%) were not sure.

Presence of laboratory and library on academic performance of a girl child was also tested by the researcher. It was noted that presence of library improved performance of learners as sighted by 152 (40%) who agreed. In relations to this agreement, Adeogun argues that, “schools endowed with more materials performed better than schools that are less endowed”. 148 (38%) further agreed strongly to the point that availability of library and laboratory promotes academic performance of a girl child. Mwiria (1985) also supports that, “student’s performance is affected by the quality and quantity of teaching and learning materials. The author noted that “institutions with adequate facilities such as textbooks, laboratory and library have performed better in examination than poorly equipped schools. 44 (11%) later strongly disagreed to the point arguing that performance of a girl child is not about availability of library and Laboratory it’s all about their interest in studies while 37 (10%) also disagreed to the point in support of availability of library and laboratory to improve performance of a girl child. However, only 3 were not sure.

It was also noted that sanitary facilities in school have greatly improved academic performance of a girl child. A total of 244 (64%) participants agreed schools with poor sanitary facilities have registered poor performance among. 61 (16%) also agreed to the view that good sanitary facilities in schools improves performance of girls. Gupta. (2019), studies indicates that, “sanitation facilities positively impacted on education especially for the girl children but in contrast, 63 (16%) strongly disagreed to the idea while 15 (4%) disagreed and only 11 (14%) were not sure.

The study further investigated how availability of learning material can improve academic performance of a girl child. Out of the 384 participants who participated in the study, 374 (97%) agreed that availability of learning materials can positively impacts academic performance of learners while only 10 (3%) disagreed with the argument that availability of learning materials has no much effects on learners’

performance. Babayomi (1999) argues that, “private schools performed better than public schools because of the availability and adequacy of teaching and learning materials”.

5.2.2. Discussion on the impacts of school infrastructures on a girl child academic performance.

According to table 3, the researcher intended to analyzed school infrastructure and its impacts on academic performance of a girl child. The data set included 384 participants. However, findings revealed that 344 (89%) respondents agreed that improved school infrastructure such as classrooms, library and laboratory have supported girl child academic performance. Wisenbaker, J. M. 2023:18 also supported that, “Comfortable classrooms, well-equipped libraries, and modern technology contribute to a positive atmosphere, encouraging pupils to actively participate in their studies”. 37 (10%) also agreed that, lack of good infrastructure in school have derails pupils’ academic performance and 3 (1%) were not sure.

His analysis further revealed that, improved performance of learners most especially among girls, have been championed by infrastructures such as sanitary facilities 224 (58%). Since Madudili, C. G. 2019 argued that, “A well-maintained physical environment sanitation facilities, and safety measures reduces distractions and stress that can hinder academic performance for girls”. Improved classroom size 61 (16%) have also promoted girl’s academic achievement in schools. Waxman, H. C. 2018 supports that, “A supportive and well-maintained physical classroom environment enhances the overall educational experience, providing pupils with the resources, comfort, and security needed to excel in their studies”. Well improved library was noted by 57 (15%) respondents to have improved girls’ academic achievement. 30 (8%) argued that physical school environment when improved, contributes to academic performance of learners at school as supported by Cakir, H. 2018 that “Properly designed classrooms and instructional spaces enable teachers to deliver lessons effectively, while comfortable seating and good lighting enhance the learning experience”. 12 (3%) agreed that were well stocked with modern equipment which have improved girls’ academic performance.

It was also noted that enhancement on school physical environment had an observable effect on a girl child engagement with studies since the findings revealed that 143 (37%) agreed that improved sanitary facilities promoted learning of girls. The study noted that availability of washrooms at school enabled girls to attend classes regularly most especial when having menstrual period. 127 (33%) also supported that availability of trained teachers at school have also facilitated effective learning of a girl child. Warner, N. 2018 studies also assert that “Effective teaching methods, qualified teachers, and supportive school policies also play integral roles”. However, 114 (30%) maintained that improved learning environment have supported performance of a girl child through their involvement in studies. Keser, H. 2019, agreed that “school infrastructure also encompasses spaces for extracurricular activities, including sports fields, music rooms, and theaters”. These spaces provide opportunities for girls to develop skills and interests outside of the classroom, contributing to their overall personal and academic growth (Keser, H. 2019:88). He further added that, “accessible school infrastructure ensures that all pupils, including those with disabilities, can fully participate in the educational process”.

5.2.3. Discussion on strategies to improve academic performance of a girl child in primary school.

A sample of 384 participants were included in the data set to establish the relationship between community participation and a girl child academic performance. The study agreed that involvement of community members have enhanced girls’ participation in studies. This was supported by 161 (42%) agreed to the point and 148 (39%) strongly agreed in support that community participation and involvement in school program enhances a girl child academic achievement. Ogundele et al., (2015) supported that, “community participation is the total involvement of the stakeholders in the society like parents, industries, religious institutions, philanthropists, teachers and other parties that can facilitate implementation of programmes that will aid effective learning environment of a girl child education”. Although it is noted that community participation has improved girl child academic performance, 61 (16%) still strongly disagreed and only 3 (1%) disagreed but 11 (3%) participants were not sure.

Furthermore, participants were according to figure 12 involved to analyze the influence of school facilities and girls' academic performance. According to the findings it showed that 227 (59%) who strongly agreed that good school facilities promoted girl child academic performance. In support to this statement, 144 (38%) agreed fully to the point as Tennessee Advisory Commission on Intergovernmental Relations studies supported that "school facilities and the classroom must be flexible enough to accommodate changing learning patterns and methods that suits a girl child education". Much school facilities have improved performance of a girl child, schools which lacked proper facilities lagged behind as 5 (1.3%) participants strongly disagreed to the argument while 6 (2%) were not sure and only 2 (0.5%) disagreed. Implying that school facilities when fully organized and well managed, can support good learning for a girl child at school.

Good educational policies have also improved girls' academic achievement, during the study, it was realized that 110 (29%) respondents strongly agreed that good educational policies improve academic performance of a girl child and also 106 (28%) participants agreed in support to good government and educational policies for proper academic performance of a girl child. TACR, 2003 asserts that, "educators and policy makers should be concerned about the relationship between learning environment of a girl child and academic achievement". It was later concluded that schools which had no good educational policies registered poor academic achievement among girls since 83 (22%) strongly disagreed while 76 (19%) also disagreed and only 9 (2%) were not sure.

Schools which with fully covered syllabus had good educational achievement among girls. 163 (42%) strongly agreed that when syllabus is fully covered, girls' performance can improve. This was also agreed upon by 151 (39%) as that of Tokatlı & Keşli, 2009 finding which concludes that, "a course syllabus provides valuable information which enables meaningful communication between the learner and the instructors". Schools which did not cover their syllabus fully failed register good performance for a girl child as 33 (9%) were not sure that syllabus coverage can improve girls' academic achievement and 30 (8%) disagreed with only 7 (2%) strongly disagreeing. This implies that good syllabus coverage and completion is an engine to a girl child academic accomplishment.

However, the researcher further found out that formulation of gender responsive policies noted by 289 (75%) participants, could enhance girl child academic performance since Ministry of Education and Sports highly prioritizes gender mainstreaming as a key to success of achieving equality in education sector. therefore, Multi stake holders networking on girls' education could also improve girls' academic performance. 95 (25%) of the participants supported this as was in line with United Nations Girls' Education Initiative which state that "multi-stakeholder networking on Girls' Education supports the network associated with the United Nations Girls' Education Initiative" (UNGEI). This is an initiative which was launched in 2004 in Uganda as an overarching multi-stakeholder response that would set forth a context-specific development road map for girls' education in the country.

5.3. Conclusion.

The study concluded that availability of teaching and learning resources in public schools directly influence learners' academic performance in public primary schools in Pakwach sub county, Pakwach district. The findings from this study have shown that the availability of teachers, classrooms, desks, laboratories equipment and reagents, library, hall, textbooks, reference books, playground and sport kits in schools make the necessary physical environment of schools and classrooms. These TLR cause learners' comfort in school; hence influence their behavior, especially on teaching and learning as well as on their academic interactions with teachers and fellow pupils within their environment. The second objective of the study dealt with the assessment of the adequacy of teaching and learning resources in public secondary schools where by the study found that most schools are faced with challenges such as inadequate human resources, material resources, financial resources as well as time resources that affect provision of quality education and consequently influence students' academic performance in public secondary schools. The study concludes that available teaching and learning resources should be used effectively.

5.4. Recommendations.

Based on the research findings, the following recommendations are given suggested.

- schools should convince education stakeholders, political leaders, and local government to provide teaching and learning resources in order to improve learners' academic performance particularly for girls.
- Teachers should be encouraged to implement curriculum using available resources in teaching and learning processes in order to improve performance.
- Teachers are encouraged to improvise teaching and learning resources where possible so as to enhance students' academic performance in schools.
- School authorities should create good learning environment for learners especially for girls. This may include sanitary facilities, library, laboratory, well stocked library and others.

5.6. Suggestions for further research.

The suggested areas for further research, A similar study be done in Secondary schools in Nebbi district to compare the results to primary school.

A similar study be conducted on factors influencing both girls and boys drop out of school in public primary school in Parombo Town council Nebbi district.

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APPENDICES

Appendix I: Questionnaire for Head Teachers and Teachers.

I am **AKELLO SUSAN**, a student at the Uganda Christian University, pursuing a bachelor degree in Social Works and Social Administration. As part of my academic requirements, I am conducting research on "Learning environment and Girl Child Academic Performance in Pakwach sub county Pakwach district".

The purpose of this research is to investigate the impact of the learning environment and girl child academic performance in primary schools in Pakwach sub county Pakwach district. Your participation in this study is crucial as it will provide insights into the dynamics of the teaching and learning environment.

SD	D	NS	A	SA
1	2	3	4	5

SECTION A: BIO DATA

Certainly, here's a set of closed questions for the information you've provided:

Section A: Bio Data

Gender

Male

Female

Age:

20-30

31-40

41-50

51-60

61 or older

Teaching Experience (in years)

1-5 years

6-10 years

11-15 years

1. Educational Qualifications

High School Diploma

Bachelor's Degree

Master's Degree

Other (please specify): _____

Please provide some background information about yourself as a teacher.

.....
.....

1. Can you share any experiences or insights from your teaching career that you think might be relevant to this study?

.....
.....

2. Is there anything specific issues about your educational background or teaching experience that you believe influences your perspective on pupils' academic performance?

.....
.....

Section B: Impacts of learning resource materials on girl child academic performance.

SD	D	NS	A	SA
1	2	3	4	5

You can use strongly disagree (SD), Disagree (D), Not Sure (NS), Agree (A), Strongly Agree (SA).

The availability and adequacy of learning materials and their impacts on girl child academic performance.	Responses				
	SD	D	NS	A	SA
1. Availability of trained teachers promotes girl child academic performance.					
2. Availability of textbooks contributes positively to academic's performance of a girl child.					
3. Presence of library, laboratory promotes girl child academic performance.					
4. Availability of sanitary facilities for girls at school promotes girl child educational achievement.					

5. In your opinion, how does learning materials, if available, impact the academic performance of a girl child?

.....

.....
 6. Could you provide examples or instances where you have observed pupils especially girls benefiting from available learning materials at school?

Section C: Impacts of school infrastructures on girl child academic performance.

7. How do school infrastructure, including classrooms and facilities, affect the teaching and learning of a girl child?

8. Which school infrastructures and facilities require improvement so as to improve the academic performance of a girl child?

9. Can you share any specific experiences where enhancements or changes in school infrastructure had observable effects on a girl child engagement with studies?

Section D: strategies to improve the academic performance of a girl child in primary school.

SD	D	NS	A	SA
1	2	3	4	5

You can use Strongly disagree (SD), Disagree (D), Not Sure (NS), Agree (A), Strongly Agree (SA).

Strategies for enhancing learning environment to improve the academic performance of a girl child in primary schools.	Responses				
	SD	D	NS	A	SA
10. Community participation can improve performance of girls at school.					
11. Good school facilities can enhance a girl child academic performance.					
12. Good education policies improve the academic performance of a girl child.					
13. Syllabus completion and coverage can improve the performance of the girl child.					

14. In your opinion, what strategies can be put in place to enhance a girl child academic performance?

.....
.....
.....

Thanks for your cooperation

Appendix II: Interview guide for District Education Officer and Inspectors.

I am **AKELLO SUSAN**, a student at the Uganda Christian University, pursuing a bachelor degree in Social Works and Social Administration. As part of my academic requirements, I am conducting research on "Learning environment and Girl Child Academic Performance in Pakwach sub county Pakwach district".

The purpose of this research is to investigate the impact of the learning environment and girl child academic performance in primary schools in Pakwach sub county Pakwach district. Your participation in this study is crucial as it will provide insights into the dynamics of the teaching and learning environment.

Section A: Bio Data

Gender

Male

Female

Age:

41-50

51-60

61 or older

Work Experience (in years)

1-5 years

6-10 years

11-15 years

1. Educational Qualifications

High School Diploma

Bachelor's Degree

Master's Degree

Other (please specify): _____

1. For how long have you been serving in this district as the District Education Officer?

1-2 years

3-5 Years

6 Years and above

2. How has been the performance of girls in Pakwach district for the last five years?

Fair

Good

Very good

Excellent

3. What is the level of parent's participation in school towards the performance of girl child in Pakwach district?

Low

Moderate

High

4. Do you think availability of learning materials like text books, chinks and others can improve girl child academic performance?

Yes

No

If yes, explain how availability of learning materials can improve academic performance of a girl child?

.....
.....

5. Do you think the impact of school infrastructures can improve girl child academic performances?

Yes

No

If yes, explain how availability of sanitary facilities and library can improve on girl child academic performance in Pakwach District?

.....
.....

6. According to you, do you think poor school infrastructures like sanitary facilities can lead to school dropout among girls?

Yes

No

7. Are there some Non-Governmental Organization within your district which supports retention of girls who have dropout of school?

Yes

No

if yes, what support do they give to girls who have dropped out of school?

.....
.....

Thank you for your time

Appendix III: Focus Group Discussion guide for Learners.

I am **AKELLO SUSAN**, a student at the Uganda Christian University, pursuing a bachelor degree in Social Works and Social Administration. As part of my academic requirements, I am conducting research on "Learning environment and Girl Child Academic Performance in Pakwach sub county Pakwach district".

The purpose of this research is to investigate the impact of the learning environment and girl child academic performance in primary schools in Pakwach sub county Pakwach district. Your participation in this study is crucial as it will provide insights into the dynamics of the teaching and learning environment.

SECTION A: BIO DATA

Section A: Bio Data

Gender

Male

Female

Age:

7-10

11-12

13-15

16 and above

1. For the periods you have been studying here, how has been the performance of girls?
2. What do you think teachers should do to improve on academic performance of girls in this school?

Section B: Impacts of learning resource materials on girl child academic performance.

1. Do you think availability of trained teachers can improve performance of a girl child in this school?
2. If text books are available, do think performance of a girl child can be enhanced in this school?

3. Does presence of school infrastructures like library improve a girl child academic performance?
4. Do you think availability of sanitary facilities for girls can improve girl child academic performance?
5. In your opinion, how does learning materials, if available, impact the academic performance of a girl child?

Section C: Impacts of school infrastructures on girl child academic performance.

1. How do school infrastructure, including classrooms and other facilities, affects the teaching and learning of a girl child?
2. Which school infrastructures and facilities requires improvement so as to improve the academic achievement of a girl child?
3. What other recommendations can you give so as to improve the performance of the girl child education?

Section D: strategies to improve the academic performance of a girl child in primary schools.

1. Do learners participate in school activities that improve the girl child educational process? Yes, or No.
2. In your own view, how do school facilities enhance a girl child academic performance?
3. Do you think educational policies have effect on academic performance of a girl child? If yes, how?

-
4. Does syllabus coverage affect girl child performance?
 5. What other recommendations do provide concerning the improvement academic performance of the girl child?

.....
.....

Thanks for your cooperation

Appendix IV: Focus Group Discussion guide for Parents.

I am **AKELLO SUSAN**, a student at the Uganda Christian University, pursuing a bachelor degree in Social Works and Social Administration. As part of my academic requirements, I am conducting research on "Learning environment and Girl Child Academic Performance in Pakwach sub county Pakwach district".

The purpose of this research is to investigate the impact of the learning environment and girl child academic performance in primary schools in Pakwach sub county Pakwach district. Your participation in this study is crucial as it will provide insights into the dynamics of the teaching and learning environment.

SECTION A: BIO DATA

Section A: Bio Data

Gender

Male

Female

Age:

7-10

11-12

13-15

17 and above

Level of Education

None

Primary

Secondary

Tertiary

1. For the period you have known this school, how have the girls been performing?

.....
.....

2. What do you think teachers should do to improve on academic performance of girls in this school?

Section B: Impacts of learning resource materials on girl child academic performance.

1. Do you think availability of trained teachers can improve performance of a girl child in this school?
2. If text books are available, do think performance of a girl child can be enhanced in this school?
3. Does the presence of school infrastructures like library improve girl child academic performance?
4. Do you think availability of sanitary facilities for girls can improve a girl child academic performance?
5. In your opinion, how does learning materials, if available, impact the academic performance of a girl child?
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.....

Section C: Impacts of school infrastructures on girl child academic performance.

1. How do school infrastructure, including classrooms and other facilities, affect the teaching and learning of a girl child?
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.....
2. Which school infrastructures and facilities require improvement so as to improve the academic achievement of a girl child?
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.....
3. What other recommendations can you give so as to improve the performance of the girl child education?
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.....

Section D: strategies to improve the academic performance of a girl child in primary schools.

1. Do parents participate in school activities that improve the girl child educational process? Yes, or No.

.....
.....

2. In your own view, how do school facilities enhance a girl child academic performance?

.....
.....

3. Do you think educational policies have effects on the performance of girl child? If yes, how.

.....

4. Does syllabus coverage affect girl child performance?

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.....

5. What other recommendations do you provide concerning the academic performance of the girl child?

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Thanks for your cooperation

Appendix V: Introductory Letter.

