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The Effect of Teaching and Learning on Girls' Education at Primary School Level in Oyam District, Uganda

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Abstract

Purpose: The significance of school environmental factors to girls' education remains central because they have tremendous influence in the quality of teaching and learning of pupils as well as the extent of attention they pay to lessons when in classrooms. This suggests that schools that fail to provide a conducive atmosphere for teaching and learning may hardly achieve the best in their pupils especially in the area of academic performance. This scenario continues to be among the reasons for wider disparities in the performance of girls and boys in a number of Districts in Uganda. The main thrust of this research was to determine the effect of school environmental factors on girls' education in Oyam District, Uganda.

Methodology: The study was guided by the cross-sectional survey study design using a mixed methods approach. Structured questionnaires were developed by the researchers and administered to 139 randomly-selected respondents. Means and standard deviations were used to analyse the variables while correlation analysis and regression analysis were used to determine the relationship and the effect respectively.

Findings: The results revealed that only teaching and learning processes (p<0.01, $\beta = 0.36$) significantly predict girls' education. However jointly, teaching and learning processes, physical facilities, and instructional facilities explain approximately 21% variation in girls' education in Oyam District (Adj. R^2= 0.205). Teaching and learning processes in terms of adequacy of lesson preparation, adequate assessment, classroom capacity as well as instructional materials such as adequate learning aids and adequate science kits affect girls' education in Oyam District.

Conclusion: The study concluded that physical facilities and instructional facilities have no significant effect on girls' education while teaching and learning processes had significant effect on girls' education in Oyam District.

Recommendation: It is encouraged that a conducive school environment becomes a central concern among key stakeholders for effective teaching and learning coupled with regular monitoring of teaching and learning processes if girls' education is to be enhanced in Oyam District.

Keywords: *Teaching and learning, girls' education, primary school, Oyam*

INTRODUCTION

Since the advent of Western formal education in Uganda, there has been a significant gap in the number of girls and boys enrolled in primary, secondary, and higher education. The gap existed during colonial times and has continued in post–independence Uganda. When formal schools began to be attended in 1898, the number of girls attending formal schools was significantly below that of boys. This discrepancy was not the result of colonialists' or even post-independence administrations' purposeful policy. Far from it, the issue was with parents, who believed that sending females to school was a waste of time and money. After all girls with their indigenous education still made good wives when grown without having gone to school (Babimpa, 2018). An environment is a living, changing system (Seda & Aysegul , 2012). This definition suggests that environment is more than just the physical space, but rather it includes the way time is structured and the roles humans are expected to play. The environment influences how people feel, think, and behave; and it dramatically affects the quality of lives (Seda & Aysegul, 2012). Accordingly, all the external factors influencing the life and activities of people, plants, and animal's natural world: especially when regarded as being at risk from harmful influences on particular activity (usually in combination), home or learning is termed environment.

Gandhi (2010), maintains that environment is our habitation in the fullest sense, not only our physical surrounding but also the people around us, social customs and traditions, culture, education and training all constitute our environment. For example, in the school setting, environment determines whether a child will be happy and ready to learn or become a deviant. Hence, physical, social and psychological or emotional environments must be such that every aspect of human behaviour is warmly accommodated. 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).

In Northern Uganda, active armed conflict disrupted children and young people's access to education from the early 1980s until 2007. Yet the damage done to the infrastructure and human resources that provide education as well as the long-term harm to people's assets, livelihoods and physical, emotional and spiritual wellbeing continues to be felt today. The available evidence shows that violent armed conflicts (even those of a lesser magnitude than in Uganda) can have long-lasting negative impacts on individual human capital accumulation, including educational attainment, health outcomes, and labour market opportunities (Atim, Mazurana , & Marshak, 2019). The data presented in this study is drawn from a large-scale representative panel survey across Lango and Acholi sub regions, northern Uganda. The study found out that between 2013 and 2018, primary school attendance declined for girls and boys by approximately 20%. Girls have the highest rates of school dropout and failure to regularly attend upper primary, secondary and tertiary education. Levels of education and post-primary transition remain low overall, particularly for girls because of gender inequality and economic hardships. Enrolment and attendance decreased for girls after age eight and for boys after age 13. Besides, individuals who experienced war injuries, abduction, forced recruitment by the rebels or suffered from other ill-health were less likely to continue with their education or afford the schooling for their children (Atim, Mazurana & Marshak, 2019). In Oyam District, GLOFORD conducted a baseline survey among 21 schools in Loro and Aber sub-counties

between April and June 2018 and found that there were high dropout rates for primary school girls and some were being forced to marry or coerced into marriages at an early stage.

In Uganda, despite the 1997 implementation of free, universal primary education to significantly decrease the gaps in primary school enrolment between girls and boys, there is still low enrolment among girls. In addition, a report by the Uganda Bureau of Statistics, using 2014 Census data, found that although there were similar levels of primary school education between boys and girls, there were significant disparities in performance, levels of classroom engagement and access to facilities. Between 2013 and 2018, the number of girls and boys attending elementary school in northern Uganda decreased by approximately 20% (Uganda Bureau of Statistics, 2018). According to Action Coalition for Democracy (2017), one of the primary issues posed in education in Oyam District is the high percentage of school dropout among girls. It is possible that quality of the environmental factors within schools could be among the contributing factors for this condition. In spite of this, there is very little documentation on how school environmental conditions affect girls' education. As a consequence, this study sought to determine effect of teaching and learning processes on girls' education at primary school level in Oyam District.

REVIEW OF LITERATURE

Educational process of development occurs in physical, social, cultural and psychological environment. A proper and adequate environment is very much necessary for a fruitful learning of the child (Arul, 2012).The home and the school should provide the necessary stimulus for learning experience. The components of a student's school environment that influence their academic achievement are known as school environmental factors. The effectiveness of the school environment, as well as the performance of the instructor, determines the quality of education. Physical facilities, instructional materials, class size, and school location are some of the factors within the school environment that have been found to have an impact on the teaching-learning process. As a result, the school environment remains an important area that should be studied and well managed to improve students' academic performance (Kilel, 2012).

Teaching Learning Processes and Girls' Education

According to Ministry of Education and Sports (2001), the following teaching and learning strategic problems have been taken into account: Teachers colleges introduce interactive teaching methodology, which is perfected through trial teaching and other considerations such as the availability of competent teachers, the development of teaching methods to achieve new goals, what and how to use the materials, how to promote individualized learning, promotion of Inter-learning, the role of the teacher, appropriate research, and re-orientation/retooling training. To be effective, learning must be communicated clearly and there must be interaction between learners and facilitators. Teaching, according to Ayeni (2011), is a continual activity that entails bringing about desired changes in learners through the application of appropriate approaches. According to Adunola (2011), educators should apply the finest teaching approaches for the subject matter in order to achieve desired changes in pupils.

Furthermore, Bharadwaj and Pal (2011) asserted that teaching approaches are effective only if they are tailored to the needs of the students, as each student interprets and answers to questions differently (Chang, 2010). As a result, matching teaching approaches to students' requirements and preferred learning styles has an impact on their academic performance (Zeeb, 2004). Teachers who make frequent presentations and demonstrations, accompanied by enthusiasm, ask clear and appropriate questions, provide clear feedback, provide guidance after students answer incorrectly, circulate among students during independent work, and prepare students

for assignments, according to Nannyonjo (2007), facilitate pupil achievement. She also stated that effective teachers change their lessons to meet the needs of various pupils as well as the demands of various instructional goals, topics, and methodologies. Tisia (2012) conducted a study to establish the institutional factors influencing girl-child education in public primary schools in Tenges Division, Baringo District, Kenya. The study established that child sexual harassment was part of the institutional factors that influence girl-child participation in education. Shoaib and Ullah (2021) examined the effects of teachers and classrooms environment on girls' learning skills in girls' high schools. The study findings revealed that the classroom environment has been positively associated with the learning skills of the girl students.

The empirical literature revealed that there are few researches on the impact of school environmental influences on girls' education in Uganda's primary schools. The majority of the research was carried out in Nigeria (Okorie, 2017), Kenya (Koech et al., 2017), Zimbabwe (Dakwa & Chiome, 2014), and Somalia (Nekesa, 2018), among other countries. Second, and most importantly, the results are inconclusive. As a result, the purpose of this research is to look into the impact of environmental factors on girls' education at the primary school level in Uganda, utilizing the Oyam District as a case study. From the literature, one question and a corresponding hypothesis arise, that is;

Question: Does teaching and learning have any contribution to girl-child education in Oyam District?

Hypothesis: Teaching and learning have no significant contribution to girl-child education in Oyam District

METHODS AND MATERIALS

A cross-sectional study design with a mixed method approach was adopted in this study. A mixed method approach combines quantitative and qualitative approaches to provide strengths that counterbalance each other's weaknesses (Creswell & Clack, 2011). The quantitative method facilitated the researcher obtain systematic and empirical results through the use of statistical, mathematical and computational techniques. This approach was used because of its suitability in addressing the research questions. The target population included, District education officer, inspector of schools, head teachers of primary schools who represents the administrative authority in the schools and act as secretaries of school management committees, teachers for upper primary classes, chairpersons of parents' teachers association (PTA) and school management committees (SMCs) and primary seven pupils. All these categories of respondents were selected because they are the key stakeholders in education. Due to the scattered nature of the schools, only twenty out of 109 primary schools were selected.

The sample sizes was determined by the use of the table for determining sample size for research activities by Krejcie and Morgan (1970). Cooper and Schindler (2014) describe sampling techniques as the methods to be used to select the sample for the study. For this study, schools in Oyam District were clustered by sub counties due to the dispersed structure of primary schools. Four (4) sub counties were chosen at random, and four (4) schools were chosen at random from each sub county, thus, generating a total of sixteen (16) schools. Both probability (simple random sampling) and non-probability (purposive) sampling methods were utilized to pick the respondents. Simple random sampling was used to choose the teachers from the schools. Each of the teachers from the schools had an equal chance (probability) of being included in the sample. Because the population was readily available and homogeneous, simple

random sampling was adopted. Purposive sampling was used to pick the head teachers, DEO, chairperson SMC, chairperson PTA and DIS due to their in-depth knowledge and grasp of the study's core themes.

Data Collection

The study used the following instruments to collect the data; Self-administered questionnaires, interview guide and documentary checklist. Teachers were asked to complete the questionnaire. The questionnaires consisted of closed ended questions. Except for background information, responses to the topics were recorded on a five (5) point Likert scale, with 1 indicating strong disagreement, 2 suggesting disagreement, 3 indicating neutrality, 4 indicating agreement, and 5 indicating highly agreement. The study was conducted using the interview guide which included organized questions to assist the interviewer in prompting the interviewee to expound and enlarge on the issue for clarity. The DEO, DIS, the chairpersons SMC, PTA, and head teachers were all interviewed as key informants.

Quality Control

The reliability and validity dimensions of data quality control was utilized to determine the degree to which the research instrument consistently produces consistent data and the outcome of data analysis actually describes the phenomenon under study. The Reliability Scale Analysis, which is based on Cronbach's Alpha internal consistency approach, was used to determine the Likert scale's reliability. According to Pallant (2007), a Cronbach alpha value of 0.7 is deemed adequate, although a value of 0.8 is preferred. Correlation analysis was applied to the pre-tested data. The Cronbach alpha value was acceptable at a minimum of 0.70, confirming the consistency of the questionnaire's components and, as a result, the stability required if the test is repeated. After conducting the pre-test, the questionnaire was adjusted. The pretested data was subjected to correlation analysis. The overall Cronbach's alpha reliability coefficient for the whole questionnaire for teachers and students were 0.798. The value of Cronbach alpha were accepted since it was greater than 0.7. The Cronbach's alpha reliability coefficient for the other constructs are shown in table 1.

Table 1: Cronbach's coefficient alpha

Variable(s)	Number of items	Alpha
Teaching and learning	11	0.805
Girls' education	11	0.790
Overall questionnaires	**11**	**0.798**

Validity and reliability are meant to increase transparency, and bias in research (Singh, 2014). This was taken care of by use of content validity, where the questionnaires developed was given to five expert judges to mark questions according to their relevance to the study constructs. Later on, a content validity index (CVI) was computed. A trusted rule of thumb, according to Haradhan (2017), is that the CVI value above 0.7 is considered satisfactory. The validity for all the construct were found to be 100% as indicated in table 2.

Table 2: Content Validity Index (CVI)

Variable(s)	Number of items	CVI (%)
Teaching and learning	11	100
Girls' education	11	100
Overall questionnaire	**22**	100

DATA ANALYSIS

To ensure correctness, consistency, and completeness, the raw quantitative data was adjusted. The responses were then coded (variables assigned numerical values) in IBM SPSS statistics version 25 so that they may be categorized appropriately, and descriptive and inferential statistics were employed. To answer research questions, descriptive analysis was performed using mean, standard deviation and coefficient of variation. Inferential statistics was used to test the interaction between the independent and dependent variables. The researcher specifically used Pearson correlation to determine the degree of correlation between the independent variables in this test (construct of school environmental factors) and dependent variable (Girl's education). Finally, linear regression analysis was used to establish the simultaneous effect of independent variables (school environmental factors) on girl's education. Permission was obtained from the Lira University Faculty of Management Sciences as well as every gatekeeper at each school and other relevant offices. To maintain anonymity, only identification numbers, not names, were recorded. This was done in order to keep the participants' identities hidden. Participation was voluntary and informed consent was requested. Due to Covid-19, all Ministry of Health standard operating procedures (SOPs), namely; sanitizing, putting on mask, etc. were observed during data collecting. Nonetheless, bias was caused by purposive sampling. This was mitigated by clearly defining the target population to be interviewed and providing the list of individuals that constitute the sample. Also, the study was interrupted by the covid-19 surge even if we adhered to standard operating procedures.

Descriptive Statistics of Teaching and Learning

The teaching and learning variables analysed are; teaching/learning aids in class that are used by teachers during lessons, punctuality, assigning teachers to teach the subjects they are best qualified in, lessons supervision, syllabus coverage, pupils' assessment, gender of teachers, school system, rules and regulations, and teachers' qualification.

Table 3: Descriptive statistics of teaching and learning

Constructs	Mean	SD
The school have enough teaching/learning aids in class that are used by teachers during lessons	3.02	0.88
Teachers are always punctual and motivated to teach	3.35	0.87
Teachers in this schools are assigned to teach the subjects they are best qualified in	3.33	0.88
Lessons are regularly supervised in this school to increase productive efficiency	3.55	0.77
Teachers are able to complete their syllabus in time	3.53	0.82

Pupils are regularly given home work at the end of the lessons	3.31	0.81
Our school has both male and female teachers who support girls in their social challenges and academic matters	3.70	0.67
Our teachers and school system support girls and boys including adolescent mothers without bias	3.51	0.79
The school has rules and regulations that curb bullying of adolescent mothers	3.47	0.84
Our teachers are well trained to handle girls and adolescent mothers	3.49	0.80
It is easy to deliver pedagogical principles of teaching following same class size we have	3.23	0.81
Total	**3.41**	**0.81**

Source: Primary data (2022)

Table 3 shows that 61% of the respondents agreed that teachers are always punctual and motivated to teach, 60% agreed that teachers in this schools are assigned to teach the subjects they are best qualified in, ~72% agreed that Lessons are regularly supervised in their school to increase productive efficiency, 73% agreed that teachers are able to complete their syllabus in time, 53% agreed that pupils are regularly given home work at the end of the lessons, approximately 80% agreed that their school has both male and female teachers who support girls in their social challenges and academic matters, 70% agreed that their teachers and school system support girls and boys including adolescent mothers without bias, 70% agreed that the school has rules and regulations that curb bullying of adolescent mothers, 68% agreed that their teachers are well trained to handle girls and adolescent mothers amongst others. The average mean of teaching and learning of 3.41 above 3.0 indicating that generally, teaching and learning processes in schools in Oyam District were satisfactory.

Descriptive Statistics of Girls' Education

The variables of girl's education analysed are; completion in terms of transition rate of girls to upper primary, the transition rate of girls to secondary, the rate of school dropout and repeating classes), enrolment (Girls' enrolment), attendance (regularly attendance and absenteeism) and PLE performance.

Table 1: Descriptive statistics of girls' education

Items	Mean	SD
The transition rate of girls to upper primary has improved in the past 2 years	2.99	0.89
The transition rate of girls to secondary has improved in the past 2 years	2.77	0.87
The rate of school dropout has reduced among girls in this school	2.93	0.87
Most students' progress to the next class without repeating or skipping	3.14	0.88
Girls' enrolment has improved in the past two years	3.34	0.87
Our classes are always full with both female and male pupils	3.41	0.82
Pupils regularly attend their classes	2.84	0.90

Our school reports low absenteeism rates among girl-child	2.85	0.87
The performance of girls in PLE has improved in the past two years	3.06	0.90
Total	**2.94**	**0.88**

Source: Primary data (2022)

From the findings in table 4, approximately 60% agreed that Girls' enrolment has improved.

Relationship between Teaching and Learning and Girls' Education

The study used Pearson product-moment correlation analysis to establish the strength of relationship between school environmental constructs and girls' education. The correlations results are interpreted on the basis that when two variables are related, positively or negatively, they vary together. This research study considers the case where there are several independent variables and one dependent variable. In other words, the correlation scores show how well the independent variables are able to predict the dependent variable. In addition, correlations estimate the extent to which the changes in one variable are associated with changes in the other variable. If the coefficient of correlation is -1 it is considered a perfect negative correlation and if the correlation is +1 then it is considered a perfect positive correlation. The closer the value is to -1 or +1 the stronger the relationship is considered to be. The results showed that girl's education is positively and significantly correlated to teaching and learning processes (r=0.491, p<0.01). This implies that as the scores in teaching and learning processes increase the scores in girls' education increases.

A multivariate regression model was applied to determine the relative importance of each of the three variables of school environmental factors with respect to girls' education. Precisely, regression analysis was performed to estimate the amount of increase in girls' education that would be predicted by a unit increase in School environmental factors. Before running the Linear regression analysis, three assumptions for reliable estimation of parameters were tested namely; Normality of Residuals, Homoscedasticity of Residuals and Multi-collinearity. One of the main assumptions for the ordinary least square's regression is the homogeneity of variance of the residuals. If the model is well-fitted, there should be no pattern to the residuals plotted against the fitted values. If the variance of the residuals is non-constant, then the residual variance is said to be "heteroscedastic." There are graphical and non-graphical methods for detecting heteroscedasticity. The non-graphical test i.e., the Breusch-Pagan test was used. It tests the null hypothesis that the variance of the residuals is homogenous. Therefore, if the p-value is greater than 0.05, we would fail to reject the null hypothesis that the variance is homogenous. So, in this case, the evidence is against the null hypothesis that the variance is homogeneous.

Table 2: Breusch-Pagan / Cook-Weisberg test for heteroscedasticity

Ho: Constant variance	Variables: fitted values of Girls education
Chi2 (1)	0.23
Prob. > chi2	0.6297

When there is a perfect linear relationship among the predictors, the estimates for a regression model cannot be uniquely computed. The term collinearity implies that two variables are near perfect linear combinations of one another. When more than two variables are involved, it is often called multi-collinearity, although the two terms are often used interchangeably. The

primary concern is that as the degree of multi-collinearity increases, the regression model estimates of the coefficients become unstable and the standard errors for the coefficients can get wildly inflated. The VIF was used to test for multi-collinearity. As a rule of thumb, a variable whose VIF values are greater than 10 may merit further investigation. Tolerance, defined as 1/VIF, is used by many researchers to check on the degree of collinearity. A tolerance value lower than 0.1 is comparable to a VIF of 10. It means that the variable could be considered as a linear combination of other independent variables. All of these variables measure of Girls' education have VIF values less than 10 indicating that these variables are possibly not redundant.

Linear Regression for Predicting Girls' Education

The linear regression analysis was carried out to establish the degree of effect of constructs of school environmental factors on girls' education.

Table 6: Linear regression for predicting girls' education

Girls' Education	Coef.	St. Err.	t-value	p-value	[95% Coef.	Interval]	Sig
Instructional Facilities	0.11	0.14	0.82	0.417	-0.159	0.382	
Teaching and Learning	0.36	0.10	3.59	0.000	0.161	0.560	***
Physical Facilities	0.22	0.13	1.63	0.106	-0.047	0.484	
Constant	0.90	0.39	2.27	0.025	0.114	1.689	**

*** p<.01, ** p<.05, * p<.1

Model Summary

Mean dependent var.	3.049	SD dependent var.	0.616
Adjusted R-squared	0.205	Number of obs.	113
F-test	10.116	Prob. > F	0.000

The finding from table 6 reveals that only teaching and learning processes (p<0.01, $\beta = 0.36$) significantly predicts girls' education. However jointly, teaching and learning processes, physical facilities, and instructional facilities explain ~21% variation of all the possible factors that are likely to account for girls' education in Oyam District (Adjusted R^2= 0.205). This indicates that ~21% variability in girls' education even after taking a number of predictor variables. The fact that the simultaneous variation of independent variables explains girls' education to the extent of 21%, we would expect an increase in 0.36 score in girls' education for every unit increase in teaching and learning processes, assuming all other variables in the model are held constant. According to the interview responses, primary school teachers in the Oyam District had a habit of skipping assessments and exercises with their students. It was also discovered that students would skip these assessments and exercises in some cases. As was reported, one respondent decried this as one of the serious factors affecting academic achievement among Oyam students.

"When a learner does not write tests or exercise, it's difficult to assess his or her progress since there is lack of feedback. In turn this makes it very difficult for the teachers to determine where remedial is required in a particular pupil."

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It can thus be stated that in most cases, it is the learners who kept away from attending the tests at school, a matter that could negatively affect their academic performance. This study did not conduct further investigation to ascertain the possible reasons as to why learners absconded from tests and exercises at school. It was further revealed from the interviews that some head teachers did not adequately prepare for their lessons, a matter that affected pupils' academic performance. Some respondents added that insufficient preparation robs the learners of quality learning because the teachers would not be able to deliver quality lessons as required of them. In one interview, a respondent shared thus;

"If one has not adequately prepared, it's difficult for them to deliver effectively as some valuable aspects of the lesson which may have benefitted the learner may be omitted and thereby denying the learner of essential knowledge."

It can thus be noted that lack of preparation on the side of the teachers affected the pupils' learning and subsequently their academic performance. It also emerged from the interviews with head teachers that some teachers had a habit of going late for classes. And as a result of lack of punctuality, they tended to rush through the lessons to cover up for lost time. By so doing, the slower learners fail to grasp the concepts and lag behind. This too adversely affects the academic performance of pupils at PLE. Another notable factor was shortage of classroom space in most of the schools. Learners require enough space to ensure concentration and emotional dignity. However, respondents reported overcrowding in classrooms as one of the factors that caused discomfort. Above all, most of the schools surveyed did not have adequate numbers of staff to handle the overwhelming number of pupils. Moreover, in a number of instances teachers did not exercise proper class management. All these contributed to poor academic performance among pupils. Concerning the general learning environment in terms of desks, classroom space, it emerged that these too caused discomfort to the pupils due to improper sitting arrangements, therefore affecting their academic performance.

The Effect of Teaching and Learning Processes on Girls' Education

Results of the descriptive statistics showed that the teaching and learning processes were perceived as conducive, with the possibility that they would positively contribute to girl's education. This finding is in line with Adunola (2011), who noted that educators should apply the finest teaching approaches for the subject matter in order to achieve desired changes in pupils. Furthermore, Bharadwaj and Pal (2011) asserted that teaching approaches are effective only if they are tailored to the needs of the students, as each student interprets and answers to questions differently. Tisia, (2012) conducted a study to establish the institutional factors influencing girl-child education in public primary schools in Tenges division, Baringo District, Kenya and the study established that child sexual harassment was part of the institutional factors that influence girl-child participation in education. Shoaib & Ullah (2021) examined the effects of teachers and classrooms environment on girls' learning skills in girls' high schools. The study findings reveal that the classroom environment has been positively associated with the learning skills of the girl students.

CONCLUSION

Basing on the findings and discussions, it was concluded that physical facilities and instructional facilities have no significant effect on girls' education while teaching and learning processes had significant effect on girls' education in Oyam District.

RECOMMENDATIONS

Effective school discipline should be encouraged by head teachers in controlling teachers' behaviour capable of jeopardizing pupils' academic achievement in primary schools.

i.   The school administrators should work hand in hand with PTAs and school management committees on measures to increase and improve staff accommodation.
ii. The government should provide desks to all the schools to reduce on the pupils: desk ratio.
iii. The head teachers should design a proper monitoring tool to ensure that lessons and pupils assessments is being properly done.

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