

School Environment and Girls' Education: A Case of Primary Schools in Oyam District,
Northern Uganda

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Background: The main thrust of this research was to determine the effect of school environmental factors on girls' education in Oyam District.

Methods: The study was guided by the cross-sectional survey study design using a mixed methods approach. Structured questionnaires were developed by the researcher and administered to 139 respondents. Means and standard deviations were used to describe 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 predicts girls' education. School environmental factors explain ~21% variation of all the possible factors that are likely to account for girls' education in Oyam District ($\text{Adj. } R^2 = 0.205$).

Conclusions: Teaching and learning processes, in terms of, adequacy of lesson preparation, adequate assessment, and classroom capacity as well as instructional materials, in terms of, adequate learning aids, and adequate science kits affect girls' education in Oyam District.

Recommendations: 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: *School Environment, and Girls' Education*

