

**School Environment and Academic Performance of Girls in Selected Government  
Secondary Schools in Lira City**  
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**2025**

**Abstract**

This study investigated the effect of school environmental factors on the academic performance of girls in secondary schools in Lira City. Despite government efforts to improve learning environments through the construction of classrooms, libraries, and toilets, and recruitment of female teachers, girls' enrollment and performance remain lower than boys. This study specifically investigated the effect of learning materials, examined the effect of teacher-student relationship, established effect of school rules and regulations and established the effect of physical factors on girls' academic performance in selected secondary schools in Lira City. The study adopted cross-sectional research design employing mainly quantitative method of data collection, analysis and presentation while employing a cross-sectional research design. The study sampled a total population of 84 and applied both probabilistic (simple random sampling) and non-probabilistic (purposive sampling) techniques. The study used questionnaires as instruments of data collection. Data was analyzed using SPSS 25 descriptively and inferential statistics. The study found out that; physical factors had no significant effect on academic performance ( $p=0.08$ ,  $B = -0.358$ ). In addition, presence of teaching and learning materials significantly influence academic performance ( $p=0.093$ ,  $B = 0.091$ ). However, both teacher-student relationships ( $p<0.001$ ,  $B = 0.433$ ) and school rules and regulations ( $p<0.001$ ,  $B = 0.524$ ) significantly influenced academic performance. The study concluded that productive teacher-student relationships as well as presence of school rules and regulations have significant effect on the academic performance of girls in secondary schools in Lira City. However, there is no significant association between physical factors as well as presence of learning materials and academic performance of secondary school girls in Lira City. The study therefore recommended that schools should implement teacher mentorship programs and professional development initiatives focusing on student engagement strategies. Schools should also encourage interactive teaching methods such as peer learning, inquiry-based instruction, and active classroom discussions to foster positive relationships. Future studies should investigate how student motivation, mental health, and self-esteem interact with environmental factors to impact performance.

