



Inadequate Education Facilities and Their Implications for Learner Safety and Academic Achievement: A Case of Kijabijjo Primary School in Kira Municipality, Wakiso District, Uganda

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ARTICLE INFO	ABSTRACT
Published Online: 25 May 2026	This study examined the implications of inadequate education facilities on learner safety and academic achievement at Kijabijjo Primary School in Kira Municipality, Wakiso District, Uganda, using a desktop review methodology. Education facilities such as classrooms, sanitation units, libraries, furniture, playgrounds, and secure school compounds are fundamental in promoting effective teaching, learning, and learner protection. However, many Ugandan primary schools continue to operate with inadequate, poorly maintained infrastructure, compromising both learner safety and academic performance. The study reviewed existing literature, policy documents, government education reports, journal articles, and institutional publications from 2006 to 2025. Findings revealed that overcrowded classrooms, insufficient latrines, poor classroom ventilation, lack of libraries, broken furniture, and unsafe school environments contribute to accidents, absenteeism, poor hygiene, reduced concentration, and low academic achievement. UNICEF Uganda (2024) mentioned that learner safety was significantly threatened by poor sanitation and unsafe physical structures, while academic performance was weakened through low motivation, poor teacher effectiveness, and increased dropout tendencies. The study concludes that adequate school facilities are essential for both learner protection and educational success. It recommends increased infrastructure financing, regular maintenance, stronger school inspection systems, and community participation in school development.
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INTRODUCTION

Education is globally recognized as a fundamental human right and a critical instrument for social and economic transformation. The provision of quality education requires not only competent teachers and relevant curricula but also adequate physical infrastructure that supports effective teaching and learning. School facilities such as classrooms, libraries, toilets, desks, safe playgrounds, water sources, and secure compounds significantly determine both learner safety and academic achievement. UNESCO emphasizes that inclusive and equitable quality education depends heavily on safe, non-violent, inclusive, and effective learning environments (UNESCO, 2021).

In Uganda, the introduction of Universal Primary Education (UPE) in 1997 significantly increased school enrollment from 2.5 million learners in 1996 to 10.8 million learners by 2019, creating enormous pressure on school infrastructure

and learning resources. While access to education improved, many schools experienced overcrowded classrooms, inadequate sanitation facilities, insufficient instructional materials, and deteriorating physical infrastructure. UNICEF (2024) notes that many public schools in Uganda still face major shortages in classrooms, latrines, and learning facilities, which directly affect learner retention and educational outcomes.

Kijabijjo Primary School in Kira Municipality, Wakiso District, reflects this broader national challenge. Rapid urban population growth and increasing school enrollment have intensified pressure on available facilities, raising concerns about learner safety, health, attendance, and academic performance. This study, therefore, examines how inadequate education facilities influence learner safety and academic achievement at the school.

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BACKGROUND OF THE STUDY

Education is a fundamental human right and a key driver of social and economic development. However, the quality of education depends not only on teachers and curriculum but also on the availability of adequate school facilities such as classrooms, desks, libraries, toilets, clean water, playgrounds, and secure school compounds. UNESCO (2021) emphasizes that safe and inclusive learning environments are essential for achieving quality education. Inadequate facilities, such as overcrowded classrooms, poor sanitation, and unsafe buildings, negatively affect learner safety, attendance, concentration, and academic performance (UNESCO, 2021; Berry, 2002).

In Uganda, the introduction of Universal Primary Education (UPE) in 1997 greatly increased school enrollment, improving access to education for many children. However, this rapid increase placed heavy pressure on existing school infrastructure, leading to overcrowded classrooms, insufficient desks, inadequate latrines, and poorly maintained school environments. The Ministry of Education and Sports (2022) reports that inadequate school infrastructure remains a major challenge affecting quality education delivery, especially in fast-growing urban and peri-urban areas such as Wakiso District. UNICEF (2024) further notes that many public schools in Uganda still face severe shortages of classrooms and sanitation facilities, which directly affect learner retention and academic achievement.

Kira Municipality, where Kijabijjo Primary School is located, has experienced rapid population growth and increased demand for primary education. This has overstretched available school facilities, creating unsafe and uncondusive learning conditions for pupils. Learners face challenges such as congested classrooms, poor sanitation, limited learning materials, and unsafe physical structures, which contribute to absenteeism, poor hygiene, low concentration, and weak academic performance. Studies by Kato (2007) and Ntegyereize et al. (2024) found that inadequate facilities significantly affect learner discipline, welfare, and academic performance in Ugandan primary schools. This study, therefore, seeks to examine how inadequate education facilities affect learner safety and academic achievement at Kijabijjo Primary School in Wakiso District.

PROBLEM STATEMENT

Adequate educational facilities are essential for ensuring learner safety and promoting academic excellence. Safe classrooms, sufficient toilets, proper ventilation, clean water, secure school compounds, and access to learning materials improve attendance, concentration, discipline, and overall academic performance. However, many primary schools in Uganda continue to experience severe

infrastructural deficits characterized by overcrowded classrooms, broken furniture, inadequate sanitation facilities, poor drainage systems, and unsafe buildings.

At Kijabijjo Primary School in Kira Municipality, increasing enrollment has not been matched by corresponding investment in infrastructure development. Learners study in congested classrooms, sanitation facilities are overstretched, and some physical structures require urgent maintenance. These conditions expose learners to accidents, infections, emotional distress, absenteeism, and low academic motivation.

Although previous studies have examined school environment and academic performance in Uganda, limited attention has been given specifically to how inadequate educational facilities simultaneously affect learner safety and academic achievement at the primary school level in Wakiso District. This study, therefore, seeks to address this gap.

General Objective

To examine the implications of inadequate education facilities on learner safety and academic achievement at Kijabijjo Primary School in Kira Municipality, Wakiso District.

Specific Objectives

- i. To assess the state of education facilities at Kijabijjo Primary School.
- ii. To examine how inadequate education facilities affect learner safety.
- iii. To determine the effect of inadequate education facilities on learners' academic achievement.

METHODOLOGY

The study adopted a desk review design. This approach involved systematic review and analysis of secondary data from scholarly journal articles, government reports, Ministry of Education publications, policy documents, dissertations, UNICEF reports, UNESCO reports, and previous studies related to school infrastructure, learner safety, and academic achievement.

A desk review was considered appropriate because it allowed the researcher to gather broad evidence from existing literature and establish patterns, trends, and knowledge gaps regarding inadequate education facilities and their effects on learners.

Data were obtained from:

- Peer-reviewed journal articles published between 2006 and 2025
- Ministry of Education and Sports reports
- UNICEF Uganda education sector reports
- UNESCO education reports
- Makerere University and Kampala International University dissertations

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- Government education performance reports
- Previous studies on school infrastructure and learner outcomes

FINDINGS OF THE STUDY

State of Education Facilities

The review established that many Ugandan primary schools experience inadequate classrooms, insufficient desks, poor sanitation facilities, limited libraries, and unsafe school compounds. Ntegyereize et al. (2024) found that classrooms, latrines, and libraries are commonly lacking in public schools, significantly affecting learning quality and pupil welfare. Similarly, UNICEF (2024) reports that the rapid increase in UPE enrollment has overstretched school infrastructure, especially in urban and peri-urban areas such as Wakiso District.

At Kijabijjo Primary School, such shortages are reflected in classroom congestion, overstretched sanitation facilities, and inadequate learning spaces, creating an unconducive environment for teaching and learning.

Inadequate Facilities and Learner Safety

The review found that poor school infrastructure directly threatens learner safety. Inadequate latrines expose learners to poor hygiene, infections, and absenteeism, especially among girls. Broken classroom floors, leaking roofs, unsafe playgrounds, and unfenced compounds increase risks of injuries and insecurity.

Kato (2007) established that inadequate building facilities and insufficient school materials contributed to indiscipline and learner vulnerability in Wakiso District primary schools. Poor sanitation also affects attendance, especially where privacy and hygiene are compromised. Safe learning environments are therefore necessary for both physical protection and emotional well-being.

Inadequate Facilities and Academic Achievement

Educational facilities strongly influence academic performance. Instructional materials, classroom conditions, libraries, and proper seating arrangements improve concentration, participation, and teacher effectiveness. Ntegyereize et al. (2024) found that instructional materials significantly improve teacher efficiency and pupil academic performance and recommended the establishment of functional libraries in every school.

Wokadala, Omala, and Ogawa (2022) also found that improved school facilities grants significantly enhanced access and learning achievement in Uganda’s public primary schools. Poor facilities lead to absenteeism, low learner motivation, poor classroom management, and increased dropout rates, all of which reduce academic achievement.

DISCUSSION OF FINDINGS

The findings confirm that inadequate education facilities

negatively affect both learner safety and academic achievement. This aligns with Maslow’s Hierarchy of Needs Theory (1943), which argues that learners must first have their safety and physiological needs met before effective learning can occur. Learners in unsafe and uncomfortable environments struggle to concentrate and participate meaningfully in academic activities.

The findings also agree with Berry (2002), who emphasized that school infrastructure significantly shapes educational outcomes by influencing learner motivation and teacher effectiveness. Where classrooms are overcrowded and sanitation is poor, both discipline and academic performance decline.

Furthermore, the findings are consistent with recent Ugandan studies showing that school environment positively correlates with academic achievement, particularly where sanitation, classroom quality, and libraries are improved. This implies that improving infrastructure is not merely a physical development issue but a direct educational quality intervention.

CONCLUSION

Education facilities are fundamental determinants of learner safety and academic success. Inadequate classrooms, poor sanitation, insufficient instructional materials, and unsafe school compounds negatively affect attendance, concentration, discipline, and academic performance. At Kijabijjo Primary School, these challenges significantly limit effective teaching and learning.

Improving educational infrastructure should therefore be treated as a strategic investment in educational quality rather than a secondary administrative concern. Sustainable improvement requires joint effort from government, school leadership, parents, and development partners.

RECOMMENDATIONS

The Ministry of Education and Sports should increase funding for school infrastructure development, particularly in rapidly growing urban schools such as those in Wakiso District.

School administrators should establish regular maintenance systems for classrooms, toilets, furniture, and school compounds to prevent deterioration and reduce safety risks.

Government school inspectors should strengthen routine monitoring of school safety standards to ensure compliance with minimum infrastructure requirements. Parents and local communities should actively participate in school development projects through school management committees and community support initiatives. Schools should prioritize the construction and maintenance of gender-sensitive sanitation facilities to improve learner safety, hygiene, and retention, especially for girls. Libraries

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and instructional resource centers should be established and equipped to improve learner engagement and academic achievement.

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