



Influence of School Learning Environment on Quality Education in Public Secondary Schools in Arusha City Council, Tanzania

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Abstract: *The study investigated influence of school learning environment on quality education in public secondary schools in Arusha City Council. The study objectives were to: find out the influence of school learning environment on quality education in public secondary schools and determine the intervening measures to the challenges the school management face in providing the necessary school learning environment in public secondary schools in Arusha City. The study adopted convergent mixed methods design to gather data. The sample size of one CEO, 6 school heads – purposively involved in the study, 30 teachers and 61 students selected by simple and stratified random sampling techniques participated. Questionnaires and interview guide were used for data collection. The research experts evaluated the instruments to determine content validity. Reliability of the questionnaires were tested in pilot study and Cronbach Alpha coefficient and found TQ at $r = 0.705$ and SQ at $r = 0.705$. Quantitative data was analyzed using descriptive statistics in the SPSS version 20 and results were presented in tables of frequencies and percentages. Qualitative data was analyzed thematically alongside research questions. The study findings revealed that adequate facilities create healthy learning environment & adequate staffing also influence quality education. Moreover, Poverty, staffing, cooperation, provision of adequate funds and facilities are possible measures to address the challenges facing school management in the provision of school learning environment. The study recommends that school heads should maintain good public relations with education stakeholders for healthy school environment necessary for quality education.*

Keywords: *Environment, Learning, School, Quality and Education*

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1. Introduction

School learning environment is a place where the learners learn and interact with learning facilities in order to be socialized and face the challenges in the society (Eze, 2010). Basically, environment consists of all elements;

physical, biological and social attributes existing around the school which exert some influence on its wellbeing (Asikhia, 2016). According to Entwisle (2018), school environment plays a vital role in the personality development of the students. A proper and conducive environment is necessary for fruitful learning of the

children. The child spends most of his or her time in school, and here the environment is exerting a different influence on skills through curricula, teaching techniques and relationship thus, it is important to maintain a healthy school environment that will enhance their education.

On the other hand, in the views of Suber (2012), quality education is an all-round education that focuses on the holistic development of a child that is, socially, emotionally, mentally, physically and cognitive development of each student regardless of gender, race, ethnicity, socio-economic status, or geographic location. It prepares the child for life, not just examination. It is the actualizing of human potential so that the individual can become somebody more than what he was before (HakiElimu, 2015). In a related study, Asikhia (2016) maintained that the characteristics of quality education are professional leadership, common vision and goals. Other features include existence of a conducive learning environment, high quality of learning and teaching, availability of resources, high expectations of students and teachers, positive development of students and positive support from stakeholders. These are only made possible through good school management.

The 2019 Annual Education Sector Performance Report (AESPR) indicates that the total number of secondary schools increased by 24% from 4,884 in 2018 to 5,001 in 2019. The number of government schools increased by 2.9% that is, from 3,636 in 2018 to 3742 in 2019. The new schools established includes a Special Needs school, which accommodates 640 students in form 1 to 1V in Arusha District (HakiElimu, 2018). The school has eight classrooms, an administration building, a dining hall, kitchen, laboratories, ICT room, library and dormitory. The government continues with investment, giving more focus on underprivileged areas to ensure equitable access. In this study, environment includes all the external condition and influences in the school that help the student to get quality education necessary in solving environmental problem (Hallack, 2016). Others include laboratory equipment, library facilities, qualified teachers, furniture, school buildings, school mapping, water, electricity, good administrative management, teacher pupil relationship and school location. The physical appearance and general condition of school facilities are the striking basis upon which many parents make initial judgment about the quality of education in the school. They are often turned off by dilapidated school blocks with leaking roofs, profane writings on walls, broken windows, bushy lawns and overgrown hedges. In Tanzania today, school environment plays a crucial role in the quality of education hence it is an important factor when evaluating quality of education. Previous findings have linked environment with the quality of education. However, the outcome of education in public secondary school falls below the required quality thereby creating a gap that the current study sought to investigate.

1.1 Research Questions

The study answered the following research questions.

- i. How does the school learning environment influence quality education of students in public secondary school in Arusha City?
- ii. What are the intervening measures to the challenges the school management faces in providing the necessary school learning environment in public secondary school in Arusha City?

2. Literature Review

The theoretical and empirical literature was reviewed with reference to research objectives. The study was guided by Humanistic Learning Theory by Maslow.

2.1 Humanistic Learning Theory

This theory focused on the capability of humans to reach their fullest potential rather than looking and trying to make sense of the dysfunctional brain (McLeod, 2007). By analyzing the environment, the theory posited that given the right environment human will develop to their fullest potential. Humanistic learning developed further and harness the idea that if students are upset, sad, or distressed, they're less likely to be able to focus on learning. This encourages teachers to create a classroom environment that helps students feel comfortable and safe so that they can focus on their learning. Humanism seeks to engage the learner as a whole, where their intellect, feelings, social capacities, artistic and practical skills are given attention in the learning process. The purpose of education is for learners to progress towards autonomy and the realization of one's full potential (referred to as self – actualization)

2.1.1 Application of the Theory to the Current Study

Humanism placed a great deal of emphasis on learning environment that meets the human desires/choice and controls their education. Learners are encouraged to focus on a specific subject of interest for any amount of time they choose, with a reason. Learners should be motivated and engaged in the material they are learning, and this happens when the topic is something the students need and want to know (Baafi, 2020).

The study observed that there is need to increase the school learning environment in education matters in order to improve quality education. Such environment include, physical facilities, classrooms arrangement, sanitation, school mapping, school environment management, school teachers to provide students with a non – threatening environment so that they will feel secure to learn. Once students feel secure, learning becomes easier and more meaningful.

2.2 The Influence of School Learning Environment on Quality Education in Public Secondary School

Ashrad (2019) carried out the investigation on the influence of school environment in academic achievement in English subject in Rawalpindi district, Pakistan. All the secondary school students constituted the population of the study. The research study on the classroom environment has revealed that physical arrangement plays a vital role in teaching and learning process. It can affect the quality of education of both teachers and students. The learning setting comprised of different learners, teachers and physical environment (Lipman, 2010). Physical classroom environment refers to the physical room in which teacher and learner are the main element, including its spatial elements floor, windows walls as well as other classroom equipments, desk, chairs, kegs, chalkboards, tack boards, easels, counters and computer equipment but not limited to these things (Koroye, 2016).

Another study by Afework and Asfaw (2014) found negative effect of inadequacy of physical facilities and resources of school on teaching and learning practice. The study concluded that the availability of physical facilities in the school helps to improve quality achievement as well as to achieve the educational goals. The good learning environment of school such as spacious classrooms, attractive school buildings and better facilities reduce tension, depression, frustration and anxiety. The school size as well as physical infrastructure affects the attitude and the process of personality development of the students. Learning environment improves confidence level and student's potential. In the views of Naz et al., (2013), institutional environment for instance physical condition of infrastructure, affect the social as well as sociological development process of students.

On the other hand, Arshad (2019) reported that unhealthy school environment in which rules are unclear or arbitrary, bullying is accepted if not condoned, and teacher attitudes are indifferent, hostile or unnecessarily punitive is likely to cause high absenteeism, behavior and interpersonal aggression. Also the researcher added that a favorable school environment reduces dropout and a good environment in education is a precondition for learning, especially where a school environment is built upon caring relationships among all.

According to Reuben (2012) in Morocco, on impact of teachers knowledge in provision of quality education, the study interviewed 45 primary teachers, the results shows education is seen as an instrument for change in most of the developing countries, therefore teachers with knowledge and qualification plays a vital role towards change in developing countries. The study indicate that teachers are key ingredient in determining quality education since the quality education is directly related to the quality of teaching and learning. HakiElimu (2018)

asserted that the quality of an education system cannot exceed the quality of its teachers, and quality teachers contribute more on learner achievement than any other factor. Therefore the study suggested that all students deserve the teachers who can help him/her to be independent learner.

2.3 The Intervening Measures to Challenges the School Management Face in Providing the Necessary School Learning Environment in Secondary Schools

Chukwuemeka (2012) examined the influence of environmental factors on the academic performance of students in Port Harcourt local government area of Rivers State. Four research questions guided this study. An instrument titled "Environmental influence on Academic Performance of Secondary School Students Questionnaire" was utilized to elicit information from the respondents. Data was analyzed and percentages were used to find solutions to the research questions. The major findings of the study were; performance is affected by environment, improper maintenance of furniture led to below average student's performance, home background has effect on the academic performance of students, the use of internet has made students to be lazy in their academic works.

A study conducted by Nkuba (2015) on the climate of eight secondary schools in Mvomero district, Morogoro also examined the relationship and influence between school climate and students' academic achievement. The study employed quantitative approach within ex-post facto research design using three climate questionnaires for secondary schools. The study revealed that the climates of all secondary schools were non – conducive or negative. Reuben (2012) noted that, Students' academic achievement is related and influenced by the school climate. Therefore, school climates need to be conducive or positive for the survival and well- being of such schools.

Makoye (2014) conducted the study on assessment of students' academic performance under Secondary Education Development Plan (SEDP 1) implementation in Nyamagana District, Tanzania. Data were collected using structured and non- structured interviews. Field observations and secondary data supplemented the data collected using questionnaires. Purposive sampling procedure was used to select 5 schools that were in place before and after SEDP 1 implementation. The results suggest that major factors which could have affected students' academic performance included poor teaching/learning environment such as inadequate classrooms, text books, basic laboratory and library equipment/facilities. According to a report by HakiElimu

(2015), poor learning environment is largely attributed to inadequate funding of the planned activities, misallocation of funds, poor participation by the key stakeholders and untimely disbursement of funds. In light of the above it is recommended that successful implementation of future similar programmes should take into consideration the following, provision of adequate funds for budgeted activities and proper financial management, sensitization of key stakeholders in programme/project management, provision of regular in service training to teachers aiming at improving teaching methodology and professional skills, and training more teachers in mathematics and science based subjects in order to reduce the existing deficit.

3. Methodology

This study adopted convergent mixed methods design. According to Creswell and Creswell (2018), convergent mixed methods design involves the collection of quantitative and qualitative data simultaneously for the purpose of understanding the research problem. The purpose of this design is to have both forms of data whereby the weakness of one form of data is supplemented by the strength of the other form. The sample size of one CEO, 6 school heads – purposively involved in the study, 30 teachers and 61 students selected

by simple and stratified random sampling techniques formed part of the respondents in the study. Questionnaires and interview guide were used for data collection. The research experts in the university evaluated the instruments to determine content validity. Reliability of the questionnaires were tested in pilot study and Cronbach Alpha coefficient was correlated and found TQ at $r = 0.705$ and SQ at $r = 0.705$. Quantitative data was analyzed using descriptive statistics in the SPSS version 20 and results were presented in tables of frequencies and percentages. Qualitative data was analyzed thematically alongside research questions

4. Results and Discussion

The findings were discussed with regard to research objectives as follows:

4.1 The Influence of School Learning Environment on Quality Education in Public Secondary Schools in Arusha City

The objective of the study intended to get responses on how school learning environment influence Quality education in Public Secondary School Arusha City. Table 1 presents the summary of the finding as follows:

Table 1: Findings on Influence of School Learning Environment on Quality Education in Public Secondary School

Statement	Students n=61 f(%)	Teachers n=30 f(%)	Total n=91 f(%)
Availability of teaching and learning materials affect quality education	42(64)	26(87)	68(70)
Adequate school buildings& offices have an effect on quality education	48(72)	28(93)	76(83)
Infrastructure and physical facilities influence quality education	38(57)	30(100)	68(75)
Availability of qualified teachers affects quality education	45(67)	30(100)	75(82)
Reliable electricity and clean water influence quality education	53(79)	30(100)	83(86)
Teacher's timely coverage of syllabus influence quality education	37(55)	24(80)	61(63)
Good administrative management affect quality education	45(67)	29(97)	74(77)
Provision of exercise, test and examination have an effect on quality education	50(75)	28(93)	78(85)
Availability of playing ground affects quality education	44(66)	30(100)	74(81)
Proper time management affects quality education	41(61)	30(100)	71(78)

f=Frequency, %=Percentages, n=Number of respondents, values in brackets are percentage of Students and teachers who agreed with the statement. Hence those with contrary opinion to the statement are implied. **Source: Field data (2022)**

Table 1 show the results of the findings from a total number of 91 respondents who participated in the study. On the sub-item availability of teaching and learning material affect quality education, 26(87%) of teachers agreed that availability of teaching and learning material affect quality education and 42(64%) of the students also agreed. Thus, 68(70%) of the entire respondents observed that availability of teaching and learning material affect quality education positively while 23(30%) of the respondents held contrary opinion. The researcher established that the permutation of adequate teaching and learning materials in educational institution is sure bet for quality education. According to UNESCO (2014), the availability of adequate teachers, good quality instructional materials such as text books, influence teacher's satisfaction and motivation as well as educational outcomes. Teachers should be consulted on the types of teaching and learning materials they will use and be involved in their choice and development. In addition, there is need to prioritize the availability of good-quality teaching and learning materials. Education policy may also promote creative solutions to maximize instructional effectiveness.

On the other hand, 76(83%) of respondents out of 91 agreed that adequate school buildings and offices affect quality education while 15(17%) disagreed. In this case, 28(93%) of teachers agreed and 48(72%) of students were in agreement. To put this to context, the finding shows that the perception of majority of the respondents was based on the influence of adequate school buildings and offices which affect quality education. School buildings and offices are responsible for effective delivery of education programmes and at minimum, the infrastructure should provide a physical environment that is comfortable, safe, secure, and accessible. Building design plays an important role in quality education. The respondents reported that school buildings are designed to support easy movement, which in turn support teaching and learning, well-being, and safety of students and teachers hence quality education. To support this finding, Afework and Asfaw (2014) found negative effects of inadequacy of physical facilities and resources of school on teaching and learning practice in Harari, Ethiopia. The study concluded that the availability of physical facilities, at school helps to improve quality achievement as well as to achieve the educational goals.

Furthermore, a total of 68(75%) respondents agreed that availability of infrastructure and physical facilities influence quality education positively. In this case 38(57%) of students and 30(100%) of teachers agreed on the mentioned item. The finding shows that the majority of the respondents support that good infrastructures helps teachers and students to accomplish quality education. School infrastructure include classrooms, laboratories for science practical, the halls, equipments, dormitories and sanitation facilities all these affect quality education positively. There is strong evidence that quality

infrastructure and physical facilities facilitates improve student outcome and reduce dropout rates. The findings are in agreement with Equity Theory of Humanistic Learning Theory by Maslow. This theory focused on the capability of humans to reach their fullest potential rather than looking and trying to make sense of the dysfunctional brain (McLeod, 2007). By analyzing the environment, the theory posited that given the right environment, human beings would develop to their fullest potential. Humanistic learning developed further and harnessed the idea that if students are upset, sad, or distressed, they're less likely to be able to focus on learning. Although education policymakers are increasingly focusing on the quality of education and school learning environments, the comfort of students should also be considered.

Additionally, on the sub item availability of qualified teachers influence quality education, a total of 75(82%) out of 91 respondents agreed. Further, 30(100%) teachers and 45 (67%) of students were in support. The findings show that majority of the respondents were in agreement with the statement that availability of qualified teachers influence quality education positively. The study conducted in Australia by Methew et al. (2018) on the relationship between teacher qualification and the quality of the early childhood education reported that good working conditions and availability of qualified teachers directly influenced quality education. Generally, the results show that higher the teacher qualifications are significantly correlated with higher quality of early childhood education and care. Honeycutt (2020) pointed out that quality is closely linked to the level of staff qualification, which may indicate that it is important to have teachers with qualification higher than secondary education working with young children. The professionalization of early childhood sector through more qualified staff may lead to significant gains for children and their families, contributing towards life-long outcomes that will benefit all society

Reliable electricity and clean water affects quality education was also supported by a total of 83 (86%) out of 91 respondents while 8(14%) disagreed. This finding is in agreement with Naz et al., (2013) who argued that good learning environment in school such as spacious classrooms, attractive school buildings and better facilities reduce tension, depression, frustration and anxiety. The school size, as well as physical infrastructure, affects the attitude and the process of personality development of the students. Learning environment improves confidence level and student's potential. Similarly, physical condition of infrastructure in an institution, influence, the social as well as sociological development process of student.

Moreover, 24(80%) of teachers out of 30 agreed while on the other hand 57(55%) of the students agreed that teacher's timely coverage of syllabus influence quality education. The results are in agreement with the study done by UNESCO (2014) that found the relationship between environment and design with the classroom from

a theoretical perspective. They found that physical environment of the classroom acts as a Silent Curriculum (SC). It means that classroom environmental design can facilitate and improve the learning process like the overt curriculum. According to Njoroge (2012), attainment of timely coverage of syllabus is mainly achieved through teachers and hence secondary schools should consider putting more emphasis on teachers' relational factors such as effective communication, conflict resolution, coordination and attitude and pay attention to students' attitude, entry behavior and work environment as a basic requirement for timely syllabus coverage.

Besides, on good administrative management affect quality education, a total of 74(77%) respondents gave their contribution as follows: 29(97%) of teachers out of 61 and 45(67%) of students agreed that good administrative management affect quality education. This is in agreement with Odeh (2015) who investigated the influence of school environment on academic achievement of students in secondary school. The study recommended that school authorities should provide appropriate and conducive school environment that has good climate for effective teaching and learning. Such environment should be safe, students treated fairly by teachers and happy to be in school as well as feel they are a part of the school.

Regarding the provision of exercise, test and examination have an effect on quality education, 78(85%) out of 91 respondents were in agreement. Exercise and test are activities which influence the quality education and improve academic performance in the subject matter. The exercise and tests given after the lesson help student to be competent and help in creating memory for students. On the other hand, examination play a vital role in education as the information received helps in selection, placement, and determining the instructional effectiveness of program of study. All these depend on the correct data from the examination. For instance, a student who performs well in regular test and exercise gets more knowledge and becomes knowledgeable in different subjects. This finding is in agreement with Methew et al., (2018) who argued that the school environment may influences students' emotions and health behaviors as well. Further, the study added that a positive school environment enhances motivation, increases educational aspirations (doing more exercise) and improves attendance and retention. The findings show that majority (81%) of the respondents were

in agreement with the statement that availability of play ground affects quality education positively. This is also in agreement with the study done by Shahidullah (2014) on the school playground and its impact on children's learning and development. The study reported that children spend a reasonable amount of time in school, therefore school playground and school playtime are fundamentally important to children for their fun and relaxation as well as for their good health and well-being. School playground is significant in their daily life for fulfilling their interest, development and learning needs. For example, schools should have basic facilities like playground and open fields for children's outdoor play in front of schools.

Finally, on proper time management affects quality education, a total number of 71(78%) out of 91 respondents agreed, whereby 30(100%) teachers and 41(61%) students positively agreed with the item mentioned. Time management plays a vital role in improving learners' and teachers' achievements. Saghir and Ayesha (2019) conducted a study on Path Relationship of Time Management and Academic Achievement of students in distance learning institution. The study found that Human resource and its function controlled by associations can be improved over the span of time or be changed with the passage of time. However, the main resource that cannot be changed, controlled, obtained or put away is time itself. This implies that time is significant and it might really influence quality education. It is necessary to acquire skills to manage time and every learner must use these skills for the sake of quality education. A student can only survive if he/she has ability of using time effectively.

4.2 The Intervening Measures to Challenges the School Management Face in Providing the Necessary School Learning Environment in Secondary school

The objective was investigated using questionnaires for teachers and students, the respondents gave their opinion on the intervening measures to the challenges the school management face in providing the necessary school learning environment. Table 2 summarized the findings.

Table 2: Quantitative Findings on the Intervening Measures to Challenges the School Management Face in Providing the Necessary School Learning Environment in Secondary School

Statement	Students n=61 f(%)	Teachers n=30 f(%)	Total n=91 f(%)
Provision of adequate teaching and learning materials	51(76)	28(93)	79(82)
Reliable electricity and clean water affects quality education	44(66)	30(100)	74(81)
Increased government capitation grants	45(67)	30(100)	75(78)
Embracing participatory leadership	41(61)	29(97)	64(73)
Improved school learning environment	53(79)	26(87)	79(82)
Individual attention to student	42(64)	28(93)	70(73)
Timely disbursement of capitation grants	48(72)	26(87)	74(77)
Parents support	48(72)	30(100)	78(81)
Building more classes	45(67)	30(100)	75(77)
Availability of enough funds to support managerial activities	36(54)	30(100)	66(69)
Political support	44(66)	30(100)	74(77)
Adequate school buildings and offices affect quality education	52(78)	28(93)	85(83)
Adequate classrooms	46(69)	26(87)	72(75)

f=Frequency, %=Percentages, n=Number of respondents, values in brackets are percentage of Students and teachers who agreed with the statement. Hence those with contrary opinion to the statement are implied **Source: field data (2022)**

Table 2 shows various responses from the students and teachers on the provision of adequate teaching and learning material as the measures to the challenges facing the school management in providing the necessary school learning environment in public secondary schools in Arusha City. The findings show that a total of 79(82%) of the respondents agreed that provision of adequate teaching and learning material is needed. In other words they suggested the need to improve quality of education by providing enough teaching and learning materials. The researcher established that teaching and learning resources play an important role in the delivery of quality education. Consequently, stakeholders in education should give more attention to the provision of teaching and learning material in order to enhance the necessary school learning environment. The findings were related to what the study found in the literature review section where Oladejo et al., (2011) referred to instructional materials as objects or devices, which help the teacher to make a lesson much clearer to the learner. Instructional materials are also described as concrete or physical objects which provide sound, visual or both to the sensory organs during teaching. According to Namugaan (2012), the provision of enough reading materials in the school, coverage of syllabus on time, commitment of teachers to their work, adequate teaching and learning materials, and secure

environment help to improve the quality of the academic achievement of students in schools.

The majority of respondents that is, 74(81%) of the respondents reported that availability of reliable electricity and clean water affect quality education as a measure to the challenges facing school management in providing the necessary school learning environment. Most schools in the study area do not have electricity due to lack of connection to the main power line or as a result of school building that do not meet standards required for electric installation. Besides, availability of clean water is also a requirement that most schools in the study area grapple with. However, for healthy school learning environment that enhances quality education, there is need to provide electricity with a backup such as a generator and clean water with reliable storage tanks or bore holes. In support of this, Hallack (2016) identified physical facilities as the main factor contributing to academic achievement in the school system. These include the school buildings, clean water, classrooms, furniture, libraries, laboratories, electricity, recreational equipment, apparatus and other instructional materials.

Majority of teachers felt that in order to realize quality education, the government should increase government capitation grants, while on the same sub-item, 45(67%) of

student supported the idea for increased government capitation grants while 16(26%) held contrary opinion. Therefore, a total of 90% of respondents suggested that the government should increase capitation grants. Teachers maintained that the capitation grants allocated to secondary schools at the moment is not commensurate with the inflation rate hence the management is not able to purchase the necessary basics requirements such as paying bills, payment for non teaching staff and buying pieces of chalks. In fact, the grants are so limited that at some point non teaching staff hardly receives their salary on time (Makoye, 2014). Students also reported that inadequate government financial allocation per student has compelled their parents in collaboration with school management to initiate lunch programme. For parents who are economically unstable, their children are forced to forego lunch, which negatively affects their school environment.

In order to provide necessary school environment, there is need to embrace participatory leadership in schools in order to create conducive learning environment. In this respect only 1 (3%) disagreed while 90(97%) supported the idea. Therefore, the respondents suggested that the leader within the organization should apply participatory style of leadership where opinion of other teachers also matter in making decisions that affect the school environment in the working place in order to receive the necessary staff support. Equally, heads of schools should allocate responsibilities to the staff members and provide guidance where necessary. According to Mohamed (2016), it is the responsibilities of school heads to apply their leadership skills to ensure effective academic performance; hence the use of appropriate procedures of supervision by school heads is essential for the progress of teaching and learning. According to Igoro (2019), the possible measures to curb management challenges facing school administrators were through advising parents during schools visits on how to participate in school activities as well as to discuss and come up with a solution on how to handle school matters.

Majority of the respondents 66(69%) felt that availability of enough funds to support managerial activities is the measures which school management should initiate in order to improve school learning environment. Those who disagreed opined that for a long time secondary schools have operated on limited funds. Therefore, to identify availability of enough funds as a measure to improve school environment without suggesting the necessary strategies to increase funds is inappropriate. For instance, schools should establish income- generating activities as the way to mobilize more resources for quality education. Consequently, the allocation of more funds by the government is the best way to address school management challenges. Hence, improvement and allocation of sufficient budget to school is very important for positive outcomes (Makoye, 2014).

In addition, political support is a measure in order to provide quality school learning environment. This

challenge need to be addressed by educational stakeholders. School management should find collaboration with political leaders for practical solutions to challenges bedeviling improved quality education in secondary schools in Arusha city. The findings are in consonance with the finding in the study by Bill (2013) who observed that the real challenge facing most schools is no longer how to improve but, more importantly, how to sustain improvement. The study also found that adequate school buildings and offices affect quality education. This means that for all intent and purpose, the government has the responsibility of providing schools building and staff offices in schools. On this sub-item, 6(17%) of the respondents disagreed. They observed that, the government had increased infrastructure so as to address the gap of inadequate classroom. The findings are in consonance with finding in the study by Charles (2020) who concluded that educational stakeholders could help in building school learning environment and finally recommended that the government should allocate more funds to school, employ more teachers and school administrators should cooperate with all educational stakeholders in curbing management challenges in order to close the achievement gap among students. In a nutshell, there is need to ensure that every students is taught by a well trained teachers.

During interview, a respondent put forth the following views;

In order to attain good school learning environment, there is need for proper implementation of the curriculum, timely syllabus coverage, good relationship between school heads and staff members and frequent rotation of school heads to avoid monotony in school administration (Personal interview, 27thApril, 2022).

The views put forth by participant, shows that if school heads and staff members fail to keep a good relationship in school, it will create frequent misunderstandings between the school heads and staff members, also within staff members themselves. The respondents added that the existence of misunderstandings brought by poor relationship within school lowers teachers' job performance and consequently will result to poor school learning environments. Frequent rotation of school heads to avoid monotony in school administration is a good measure to address issues affecting school learning environments. The findings concur with Platisa, Reklitish and Zimeras (2015) who conducted a study on job satisfaction and its dimensions on job performance in small and medium enterprise in Ibadan and Southwestern Nigeria. The study found that as a leader, one should build a good working relationship among the teachers, students, community at large and with other stakeholder of education.

Similarly, while outlining how learning environment influences quality education, a respondent observed that;

It is imperative to note that adequate classroom, desks and chairs that ensures no congestion in one class and security creates healthy learning environment. Similarly, adequate staffing where all classes are attended will influence quality education (Personal interview, 27th April, 2022).

The observation implies that learning environment influences quality education by creating conducive environment for students to learn. Similarly, peaceful school environment is necessary for effective teaching and learning. Kiptun (2018) pointed out the aspects of school physical environment such as poor light, noises, and high levels of carbon dioxide in classrooms and inconsistent temperatures that make teaching and learning difficult. Teachers are likely to be motivated to effectively play their role and make a solid contribution to quality primary education when they experience satisfaction. It was noted that one of the factors that promote teachers satisfaction is school environment, which constitutes a whole range of factors that influence the teaching – learning process within the school. Others include classrooms, library, technical workshops, quality teaching methods and peers.

While suggesting the intervening measures to the challenges facing the school management in providing the necessary school learning environment, one education officer reported that;

Proper management of resources, managing all planning programmes according to the calendar and participatory leadership will enable the school manager to provide the needed school learning environment (Personal interview, 28th April, 2022).

The theme identified in this case was Management of Resources and Participatory Leadership. The views by the city education officer (CEO1) are also shared by one school head. However, the school head further emphasized on the need for proper management of resources in schools through participatory leadership, increased budget allocation to secondary schools and need for management seminars and workshops in order to train the newly appointed school heads on management roles. In regard to intervening measures, the study by Makoye (2014) recommended that successful implementation of healthy learning environment should take into consideration the following; provision of adequate funds for budgeted activities and proper financial management. Additionally, sensitization of key stakeholders in programme/project management, provision of regular service training to teachers aiming at improving teaching methodology and profession skills, and training more teachers in mathematics and science based subjects in order to reduce the existing deficit are necessary for healthy learning environment. The study concluded that if

the practices are observed, healthy school learning environment that influence Quality Education will be achieved.

5. Conclusion and Recommendations

5.1 Conclusion

The study found that availability of adequate teaching and learning materials, adequate school buildings, availability of playing ground, proper time management and offices, influence quality of education offered in secondary schools. Furthermore, availability of qualified teachers affects quality education. Teachers' timely coverage of syllabus, good administrative management, availability of enough classrooms to reduce congestion in classes, motivated student with higher entry behavior and self drive among teachers and students also influence quality education in secondary schools.

The study also concludes that provision of adequate teaching/learning materials, reliable electricity and clean water, increased government capitation grants, embracing participatory leadership, improved school learning environment and individual attention to students are measures necessary to improve school learning environment for quality education. Equally, timely disbursement of capitation grants, parents' support, building more classes, availability of enough funds to support managerial activities, political support, and Offices affects quality education. Besides, adequate school buildings and adequate classrooms when attended to will enable the school management to provide healthy learning environment in public secondary school.

5.2 Recommendations

Based on the research findings, the following recommendations are given forth;

- i. The government should construct enough classrooms, provide more desks and chairs in order to avoid overcrowded classes, which are difficult for teachers to handle teachers to control and deliver learning instructions effectively.
- ii. The government should increase budget allocation to the ministry of education science and technology for increased capitation grants to schools. Similarly, schools should strive to improve community participation in order to enhance the provision of healthy school environment for quality teaching and learning.

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