

**THE ROLE OF LEARNING ENVIRONMENT ON STUDENT ACADEMIC
PERFORMANCE IN PUBLIC SECONDARY SCHOOLS: A CASE OF
SHINYANGA MUNICIPAL COUNCIL IN SHINYANGA REGION**

ELIANSHISARIYA DAILES KIMARO

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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CERTIFICATION

The undersigned certifies that supervisor has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled, "**The role of learning environment on student academic performance in public secondary schools: A case study of Shinyanga Municipal Council in Shinyanga region**". In partial fulfilment of the requirements for award of the degree of Master of Education in Administration, Planning and Policy Studies of The Open University of Tanzania.

Dr. Adam Namamba

(Supervisor)

Date

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DECLARATION

I, **Elianshisariya Dailes Kimaro**, declare that, the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirement for the degree of Master of Education in Administration, Planning and Policy Studies of The Open University of Tanzania.

Signature

Date

DEDICATION

I dedicate this academic work to parents, my father Mr Dailes S. Kimaro and my mother Elisariya Kweka who made me to be who I am. My husband Brighton Geban for his support and encouragement and my son Harrison Brighton Kweka for his encouragement during the entire period of my studies.

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ABSTRACT

This study aimed at examining the role of learning environment to students' academic performance in public secondary schools in Shinyanga Municipal. The study used a case study research design and employed qualitative and quantitative research approaches. The sample size of the study was 70 respondents but the data collected and analysed from 52 respondents at which 21 were teachers from public secondary schools, 5 heads of school, 25 students, and 20 parents, the techniques used in selecting respondents were stratified sampling to teachers and students, and purposeful sampling to the head of schools and parents. The methods used for data collection were questionnaires, observation, documentary review and interview. From the findings the study observed that; Most of schools visited have few classes compared to number of students available, overcrowded classes, scarcity of books, apparatus and other teaching and learning materials, some of the schools are located far from students' area of domicile, The schools lacks important infrastructures like electricity, clean water and hostels furthermore all schools observed there is no provision of food services to the students, and there are still corporal punishments in secondary schools visited. The study also found that it is important to the government and other educational stakeholders to support the schools through Construction of Enough buildings, Provision of Teaching and Learning materials, Provision of basic needs in school, Employing of enough and qualified teachers, Rehabilitation of school buildings, and Provision of education fund.

Keywords: Learning environment, students' academic performance, public secondary schools, Shinyanga Municipal

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CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

This chapter presents the background of the study, statement of the problem, objective of the study, significance of the study, research questions and definition of the key terms.

1.2 Background of the Study

HakiElimu (2013) conducted a study in Tanzania to investigate the effects of school characteristics (school climate) on students' academic achievement. They revealed that the performance of students might be affected by the following aspects; viz. school ownership (i.e. central government own, community, religious own and private or individual owned schools), school location (rural or urban), school resources, community involvement and teaching and learning factors (i.e. teachers-student ratio, availability of teaching and learning facilities such as books, desks and chairs, availability of essential utilities such as water, electricity, toilets, etc. teachers' characteristics, including teachers' professional qualifications, experience, age, sex etc. as well as teachers' working conditions e.g. (availability of public services, ^housing etc. and lastly teachers' motivation systems). It was concluded that, the above named factors could affect students' academic performance.

Chukwuemeka (2013) observed that environment play major roles in the life of every individual whether a student, teacher, employer or employee. The challenge of

education today is to offer experiences that provide students with opportunities to develop the understanding, skills, and attitudes necessary to become lifelong learners, capable of identifying and solving problems and dealing with change.

Epstein (2001) studies indicated that children whose parents and/or other significant adults share in their formal education tend to do better in school. Some benefits that have been identified that measure parental involvement in education include; higher grades and test scores, long term academic achievement, positive attitudes and behaviours and more successful programs.

Gagne (1997) states that environment for the child includes a host of structures such as buildings, furniture, equipment, instructional materials, the teachers, the peer group and other people involved in the development of a child.

Booth et al (2005) looked at school environment as the physical environment such as facilities and equipment, school policies including time allocated for physical and Health Educational Sport)and school practices regulating PE and Sport, banners to and strategies to promote participation. This definition encapsulates components of the Health Promoting School Model (NHMRC, 1996) and also how school staff tends to contextualized health, particularly physical activity.

Nwangwu (1990) gave the characteristics of school environment to include school buildings, classrooms furniture, playgrounds, sporting facilities, laboratories, libraries and equipment which aid the teachers in effective delivery of lesson.

Maine (2002) observed that school environment includes the physical and aesthetic surroundings and the psychological climate and culture of the school. However, Aluede (2010) argue that, classrooms have now become human poultry, where more than 50 students are canned in one classroom which is at variance with the expected.

Furthermore, Afolabi (2010) observed that in a majority in Nigerian secondary schools, the classroom accommodation is grossly inadequate. As a result of the large enrolment in these schools, the classrooms designed for only thirty or forty students in most cases as well as the chairs and desks are not enough as students were found sharing chairs, standing up, or sitting on windows or broken desks. When students are overcrowded like this, there is a stalling of the teaching and learning process and a disruption of the children's mental activity, a situation that generally militate against effective teaching and intellectual development of the children. In many of these schools, classrooms, libraries and laboratories is nothing to write home about, all leading to decline in academic standards and achievement (Udele, 2009).

1.3 Statement of the Problem

Hoy *et al.* (1991) argue that the school climate is directly associated with the interrelationship of the buildings, head master/mistress and the teachers in that school, as it is based on their perception of behaviour common to the school climate. Therefore if the climate of particular school is not conducive, the teaching and learning processes cannot be achieved at the predetermined levels.

The classrooms form a very crucial part of the school environment, as no meaningful learning can take place where no classrooms exist. It is the hub of every learning interaction between the teacher and his students.

According to Ahlstrom and McGuire (2013) most of the studies in recent years showed that learning environment in public secondary schools is a problem in Tanzania as well as in Africa and global at large. It is normal to find out that teachers do not know the parents of the students they teach, and the parents do not know teachers teaching their children. This is a gap and has a negative effect on a student's success in school. It is common to hear parents defending the behaviour of their children in school, seeing the teachers as not caring. This is nothing else than a communication breakdown between the teachers and parents on the student or a children who both want the best out of him or her.

According to Science Education in Europe (2011) the International student assessment surveys carried out under agreed conceptual and methodological frameworks with a view to providing policy-oriented indicators in Europe indicates that there is decrease of relative standings in the performance of students in public secondary school among European members due to poor learning environment and poor relationship between teachers and parents that exist.

Ajaja (2008) found out that poor leaning environment in secondary schools has been of a serious concern to educationists, business organizations and government at large. This problem has been due to a lot of factors which include the political interference

on education matters, absence of incentives and motivation on teachers so as to increase their efficiency and effectiveness in order to bring about improved performance of students.

Baum & MC Murray-Schwarz (2004) found that effective learning environment particularly school to parent communication is much more than just vehicle for status report from teacher to parent on a child's performance or behaviour. It is really a partnership providing two-way information flow from the teacher to the parents about child's achievements, and personal from the parents to invite the teacher about complementary element in the home environment.

Rajani (2011) on his study identify some of consequences which occurs when there is no conducive learning environment in public schools which includes; poor student performance, high dropout rates, increase of illiteracy to children and poor academic performance. More outcomes include poor relation between parents and educators as well as poor behavioural control to learners. All these consequences eventually constitute to poor quality of education which invites challenges to the world of labour market and productivity for the benefit of the society. Then eventually, leaves many graduates unemployed because of lack of relevant skills, knowledge, attitudes, innovativeness and creativeness.

Academic performance in public secondary schools in Shinyanga municipal council has remained very low for a very long time as compared to other educational schools

in Kahama town council (Shinyanga Municipal Evaluation Tests Results Analysis, 2016; 2017).

In this society, parents have delegated the educational responsibility to educators, believing that school management and educators are solely responsible for educating the young generation. This is the serious problem in education sector because the quality of education cannot be attained if parental involvement is low (URT, 1998).

Therefore, the researcher holds that there is a need to examine the role of learning environment in the public secondary schools for the benefits of their children. As a result, in Shinyanga Municipal council where the Sukuma societies lack interest of education, it is expected that the societies will continue to experience dropout, poor student performance, discontinuation, poor attendance, increase of illiteracy, poor quality of education, early marriages, child labour and increase of poverty in rural areas.

1.4 The Objective of the Study

1.4.1 General Objective

The main objective of this study was to examine the role of learning environment to students' academic performance in public secondary schools in Shinyanga Municipal, Shinyanga region.

1.4.2 Specific Objective

- i) To analyse the status of learning environment in public secondary schools.

- ii) To explain how learning environment affect the student's academic performance in secondary schools.
- iii) To analyse the role of government and other educational stakeholders in promoting good learning environment.

1.5 Research Questions

- i) What is the status of learning environment in public secondary schools?
- ii) To what extent does learning environment contribute to academic performance of secondary school?
- iii) What are the roles of government and educational stakeholders in promoting learning environment?

1.6 Significance of the Study

Learning environment plays a significant role in academic performance to public secondary school students. The finding of this study is likely to assist to improve learning environment in academic performance in public secondary schools in Shinyanga municipal council. The study findings also informs the parents, students, educators and other education stakeholders to understand the roles of learning environment in student academic performance in public secondary schools.

The findings of this study can be useful to teachers and the parents in developing programs to upgrade their skills, knowledge, positive altitude and competencies for handling students, also very useful in managing education of the learners and to identify the effective learning environment that contributes to the student's academic

performance. Furthermore the findings of this study can help to encourage policy makers and the community in general to strive to improve the school environment.

1.7 Scope of the Study

The scope of this study was limited on the role of learning environment to the student academic performance in public secondary schools in Shinyanga Municipality. The study was conducted in five Public secondary schools in Shinyanga Municipal council namely Old Shinyanga, Town, Ngokolo, Ndala secondary schools.

The study dealt with school's environment and facilities, home environment and activities of educational stakeholders. The study conducted in Shinyanga Municipal which is one of educational division in Shinyanga region.

1.8 Limitations of the Study

The main problem that researcher faced during the study was the issue of confidentiality of information in a particular office. This was because of researcher was not a part of the member of the organization. Some data were hidden by officials because of their confidentiality. In solving the problem of data confidentiality, the researcher worked honestly with management and made them trust that data provided will be used for research purpose only, and not be disclosed to anyone who is not concerned.

Furthermore, the researcher faced a problem of poor cooperation from respondents especially teachers in filling questionnaires, parents interview and other educational

stakeholders who were expected to provide information of the study. This was solved by the researcher to address the respondents, that data collected would not be used for any purpose instead of assessing the role of learning environment in academic performance in public secondary schools in Shinyanga municipal council in Shinyanga region and data collected will never been shared with any individual, organization or institution and only aggregate data and summaries will be published. Other necessary information for the study which were not provided by the management or respondents to the researcher, obtained them through internet, published reports, newspapers, other researches, articles as well as journals in order to enhance the study.

1.9 Definition of Terms

Environment is a place where the child functions. This includes home, the school, the peer group, the classroom, the totality of the child's upbringing including his spiritual life, tissue needs, social needs, psychological needs it is defined not to mean only the place in which the child lives (physical) but also the people with which he comes in contrast with (social) (Akem, 2008).

Learning environment refers to the diverse physical locations, contexts, and cultures in which students learn. Since students may learn in a wide variety of settings, such as outside-of-school locations and outdoor environments, the term is often used as a more accurate or preferred alternative to *classroom*, which has more limited and traditional connotations.

Academic performance refers to the degree of a student's accomplishment his or her tasks and studies. The most well-known indicator of measuring academic performance is grades which reflect the student's "score" for their subjects and overall tenure. Success is measured by academic performance in most educational institutions (Wikipedia, the free encyclopaedia).

Academic achievement is the extent to which a student, teacher or institution has achieved their short or long-term educational goals. Cumulative GPA and completion of educational degrees such as High School and bachelor's degrees represent academic achievement. That academic achievement can be measured through examination or continuous assessment.

Physical classroom environment refers to the physical room in which teacher and learners are the main element including its spatial elements i.e., floor, windows, walls as well as other classroom equipment i.e., desks, chairs, rugs, chalkboards, tack boards, easels, counters and computer equipment but not limited to these things (Fisher, 2008).).

Physical environment is simply defined as the physical characteristics of the room. It refers to the different things i.e., size of the room, lighting, degree of temperature, condition of classroom floor whether it is carpeted or just concrete etc. (www.enotes.com).

Local Government Authority - refers to the process or a system of administration in which political, financial and decision making powers are transferred from the

centre to lower administrative units. Under this arrangement, the local governments are given more powers and authority to manage their own affairs within a frame work of unitary state (Nsibambi, 1998).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature related to the study. It divided into three main parts, namely; theoretical literature review, empirical literature review, and conceptual framework.

2.2 Theoretical review

2.2.1 The Role of Educational Stakeholders in Promoting Learning Environment

Stakeholder, A stakeholder is an individual or group with an interest in the success of an organization in fulfilling its mission delivering intended results and maintaining the viability of its products, services and outcomes over time (Darden, 2008)

Egunsola (2005) the influence of home environment on academic performance of secondary students in Agriculture Science in Adamawa State Nigeria shows how educational stakeholders like parents promoting learning environment.

The influence of family educational climate is defined by the amount and the style of help that children receive from the family; that is determined by elements of the family context, like the dynamic of communication and affective relationships, attitudes toward values, expectations et cetera (Diaz, 2004).

Spillane (2007) noted the Government as main stakeholder roles is now changing from that of a key player to that of facilitator in the provision of education; this new

role of the government provides a more conducive environment for the students by providing the required resources so as to make the students to perform well in their studies.

Greene (2013) noted that parents created an environment at home which supported learning. Parents were supporters when they provided extra support to students, parents were advocates when they helped students negotiate the school system in order to receive fair treatment, and parents were decision makers when they served on decision-making councils and committees in schools when the parents are actively involved in creating learning environment to their children the truancy will be decreased, pregnancy and late comers will also be decrease as the result the students will recognize the value of education which will lead to the good performance.

Akin (2013) considered parents and the community a part of the academic success team to the student performance, where by the academic success will be the product shares concern of community and partner.

2.3 Empirical Literature Review

2.3.1 Learning Environment in Public Secondary Schools

Eric (2005) in an article the role of the supportive school environment in promoting academic success postulates that the school environment has broad influence on students' learning and growth, including a significant aspect of their social, emotional and ethical development. When students find their school environment supportive and caring, they are less likely to become involved in substance abuse, violence and other problem behaviour. The research indicates supportive schools

foster these positive outcomes by promoting students sense of connectedness belongingness or community. The climate of schools needs to be positive or conducive (open, healthy and humanistic) as necessary for the survival and thrive of schools. If climate of schools does not become positive or conducive and foster the better learning environment, the public secondary schools will not survive or thrive. The positive or conducive climate in schools is inevitable (Hoy *et al.*, 1991).).

Daugherty et al (2012) on their study of the effect of teacher family communication on student engagement, evidence from announced field experiment. They evaluate the efficacy of teacher communication with parent and student as a means of increasing student engagement. They estimated the casual effect of a teacher communication by conducting a randomize field experiment in which 6th and 9th grade students were assigned to receive a daily phone call home and text message during a mandatory sever school program. They found out that frequently teacher family communication immediately increases student engagement as measured by homework completion rates on –task behaviour and class participation. Students increased homework 40%, 25% on tusk behaviour and 15% class participation.

Mauka (2015) on her study focuses on parental involvement and its effects on academic performance in Korogwe District Council in Tanga region in Tanzania Mainland. The study of Mauka use sequential mixed methods design and it used interviews and questionnaire techniques to collect data to inform the audience. Mauka in her study found that majority of parents who have low level of education were less responsible for children schooling which may have led to poor

performance. Moreover the results showed that low income of parents made them unable to provide sufficient home needs and school requirements for their children. She recommends that local government at ward level should advise parents to cooperate with school administration through close supervision of their children academic progress and through balancing of domestic chores with studies at home. This will improve performance of students.

Chingombe (2017), on his study which explored “the influence of an ecological perspective on the parental involvement on secondary school pupil’s academic performance”. Research participants comprises of two (2) teachers and five (5) parents. The findings from the teachers revealed that some parents were partially involved in the learning of their pupils and some pupils were found not doing their homework, actually this derailed the whole learning process.

In addition, Chingombe found that diverse sentiments were outlined by parents including claiming that it was the teacher obligation to ensure children were consistently assisted by the teachers because parents are paying full fees. Chingombe recommended that if parents are unable to assist their children should find other means to do so. The same application with teachers who are encouraged to consider ways of assisting children who cannot get parental assistance.

Hindman et al (2011) in their study on Family involvement and educator outreach in Head Start: Nature, extent, and contributions to early literacy skills. This exploratory study addressed the paucity of empirical research regarding the nature of educator

outreach and family involvement in Head Start and their contributions to children's development of the academic and social foundations of literacy. Participants included 3,100 children and families enrolled in the Head Start Family and Child Experiences Survey (FACES) study, their classroom teachers ($n = 286$), and their centre directors ($n = 222$). Findings revealed that families regularly engaged in the learning and schooling of their children and that Head Start educators regularly reached out to families. Family involvement and educator outreach were selectively associated with children's decoding, vocabulary, and positive approaches to learning. This study clarifies how families and teachers bridge the home-school gap in Head Start preschool programs and thus contribute to children's early literacy skills.

Taylor (2016) in his study on Communication between Educators and Parents carried out through descriptive survey research. The data represented responses from the parent ($n = 42$) and educator ($n = 119$) surveys, interviews ($n = 10$), and a focus group ($n = 8$) to uncover both educators' and parents' perceptions of parent teacher communication in the learning environment. Results revealed constructive concerns associated with lack of accessibility, education trust, parent educational background knowledge, collaborative partnerships, continuous communication, and guides to blueprints of learning expectations. The findings indicated the need for an intervention involving a 4-session parent-educator training program designed to implement positive partnerships and to eliminate and bridge the existing communication gap.

2.3.2 Contribution of Learning Environment in Academic Performance Of Second Schools Students

Kitonyi (2013) did a study on different learning environments contribute to poor performance in the schools. In this area necessitated the need to investigate on the school and home environment affecting the academic results in KCPE. The purpose of the study was to examine the relationship between school environment, psychological environment and home environment and how they all influence the academic performance of the pupils. Descriptive survey design was used. The target populations were pupils, and teachers from public primary schools in Kaiti Division. Stratified random sampling was used in selecting the population sample. Instruments for data collection were questionnaires for teachers and pupils. Data was collected in selected schools in the division using the questionnaire designed. The data was then processed using Statistical Package for Social Sciences (SPSS). Piloting of the instruments was done at Makongo primary School. The results were intended to guide stakeholders in improving the learning environment with a view to improving pupil's performance.

From the study findings, the study concluded that the major factors hindering pupils' performance were lack of teaching and learning resources, lack of adequate physical facilities, very high Teacher-pupil ratio (TPR). The ratio of the latrines for both genders was very high and therefore the hygiene and sanitation facilities were not adequate and therefore low cleanliness of the toilets rendered the school environment non conducive for learning. The lack of learning and teaching resources negatively influenced the pupils' performance. The teachers used participatory method of

teaching as they allowed the pupils to ask questions. The participatory method of teaching by the teachers served to enhance the learning environment as the pupils were part of the learning process.

The learning environment at pupils' homes was not conducive for learning which contributed to poor performance. The family that the pupils came from played a significant role in enhancing the academic performance of the pupils. The learning environment at home was highly non-conducive for learning and therefore the pupils' performance was negatively affected. The study recommends that to avert the problem of declining pupils' academic performance in schools the government and other stakeholders should invent new policies and strategies to improve the school environment. The school management and other policy makers in the education sector should sensitize the parents and pupils on ways of improving the home environment and make it more conducive for learning.

Muddasir et al (2015) investigated on school environment influence on students' academic performance. The main objective of the study was to analyse how school facilities, teachers and environment significantly affect secondary school students' academic performance in Kuala Terengganu, Malaysia. Descriptive Survey Research design was used in which data from 377 respondents was collected using self-administered questionnaire from 4 selected secondary schools within Kuala Terengganu. Stratified random sampling technique was used to sample the respondents. The data was analysed using regression analysis. The result was based on three forms; Demographic information, descriptive analysis and inferential

analysis. The result of the study indicated that students from a school with adequate facilities, good teachers and favourable environment perform well than those from schools with fewer facilities, unqualified teachers and the less enabling environment. Finally, recommendations were given to parents, teachers, policy makers and educational administrators.

William (2016) investigated on “The Influence of Home and School on Students’ Academic Performance” in Wanging’ombe District. The main objective ware to investigate the influence of home and school on students’ academic performance. The specific objectives were, to analyse the effect of availability and use of learning facilities, to investigate the influence of effective and efficient subject teachers, to determine the effect of Homes’ background and to examine the School environments on students’ academic performance in Form IV national examination results in 2007-2014 in community built secondary schools. The study adopted a cross sectional study design in which teachers and students were selected randomly while HOS and DSEO members were purposively selected. A total of 300 respondents were selected to constitute a sample in which 200 were students, 60 were teachers, 33 were members for Focus Group Discussions, 4 were Heads of School and 3 were members from DSEO office. Descriptive statistics were used to summarize the information in the sample schools. Findings of this study showed that there were not enough teaching learning materials and inadequate school infrastructures, syllabi was not covered in time, English is mixed with other languages during teaching, provision of standard test after the end of each topic, exercise and examinations were neither adequate nor standard. Low parents’ income, low parents’ sensitivity in investing in

education to their children, low parents' involvements in academic activities provided by teachers and school environments were not standard as required, hence school environments were not conducive for learning. This study recommends that governments, parents, NGOs, and CBEs should invest in education.

Duruji (2007) on his study of learning environment on academic performance on secondary school, external examination in Nigeria. The physical characteristics of schools have a variety of effects on teachers, students, and the learning process they stated poor lighting, noise, high levels of carbon dioxide in classrooms, and inconsistent temperatures make teaching and learning difficult. Poor maintenance and ineffective ventilation systems lead to poor health among students as well as teachers, which lead to poor performance and higher absentee rates (Fraser, 1985; Lyons, 2001). These factors can extremely lead to the poor performance of the secondary students.

Ajao, (2001) asserts that, the poor academic performance of students in Nigeria has been of much concern to the government, parents, teachers and even student themselves. The quality of education not only depends on the teachers as reflected in the performance of their duties, but also in the effective coordination of the school environment. Moore (2008) explains that students' achievement is in improved ones, the results were better.

Lumpkin (2013) further explains that the need for good environment is not in isolation from other factors. Good learning environment must be blended with good

standard, qualified teachers, and good management to achieve good academic performances of students in examinations.

Edgerton et al (2008), arguing from a psychological is of the view that there is a psychological relationship between the nature of the school facility and those that are within the environment that is both teachers and students. However, they further explain that for effective learning to occur there should be a synergic relationship between high moral, commitment and enthusiasm and high learning there will be effective learning (Moore, 2008 as cited in Lumpkin, 2013).

HakiElimu (2013) conducted a study in Tanzania to investigate the effects of school characteristics (school climate) on students' academic achievement. They revealed that the performance of students might be affected by the following aspects; viz. school ownership (i.e. central government own, community, religious own and private or individual owned schools) school location (rural or urban), school resources, community involvement and teaching and learning factors (that is teachers-student ratio, availability of teaching and learning facilities such as books, desks and chairs, availability of essential utilities such as water, electricity, toilets, etc. teachers' characteristics, including teachers' professional qualifications, experience, age, sex etc. as well as teachers' working conditions e.g. availability of public services, housing etc. and lastly teachers' motivation systems). It was concluded that, the above-named factors could affect students' academic performance.

Denial (2014) examined the impact of the school environment and peer influence on the students' academic performance. The study assessed school environment factors and peer influence in term of the level of psychological impact they have on learners. Twenty-one public secondary schools in sabbatical established that school environment exert a potent influence on students' academic performance. The school as an institution of learning which also act as a second home for learners has been found to have a strong relationship with students' academic performance.

Oworye, (2011) showed that there is a significant difference between the academic achievement of students in rural and urban secondary schools as measured by senior school certificate examinations. To him, the geographical location of schools has a significant influence on the academic achievement of students. Also he pointed out that uneven distribution of resources, poor school mapping, facilities, problem of qualified teachers refusing appointment or not willing to perform well in isolated villages, lack of good road, poor communication, and nonchalant attitude of some communities to school among others are some of the factors contributed to a wide gap between rural and urban secondary schools. Schools located in rural areas lack qualified teachers. It is because, they do not want going to rural areas that lack social amenities. They prefer to stay in urban schools. It is also observed that a lot of coaching of urban students is done to prepare them for public examinations, thus promoting the spirit of competition and rivalry that may be lacking in the rural pupils, probably, owing to limitations in exposure and experience. Also, the study has proven that students in urban areas had better academic achievement than their rural counterpart. In other word, students in urban locations have a very advantage of

favourable learning environment that apparently enhance their academic performance.

Research studies on the classroom environment have revealed that physical arrangement plays a vital role in teaching learning process. It can affect the performance of both teachers and students (Savage, 1999; Stewart and Evans, 1997). The learning setting is comprised of different things i.e., learners, teachers and the physical environment.

According to Fisher (2008) physical environment can affect students' comfort and also their ability to learn to some extent. Students who are comfortable are likely to get much information as compared to those who are uncomfortable. Besides, the physical atmosphere can also affect the morale of the learners. Unfavourable classroom environment can discourage the learners and they become less willing to learn (www.enotes.com).

Teachers should have and apply specific abilities without which their influence may not be reflected in their students' performance in their subject. It is important to note that teachers have a substantial impact on students' academic performance.

2.4 Conceptual Framework

2.4.1 Independent Variables and Dependent variables

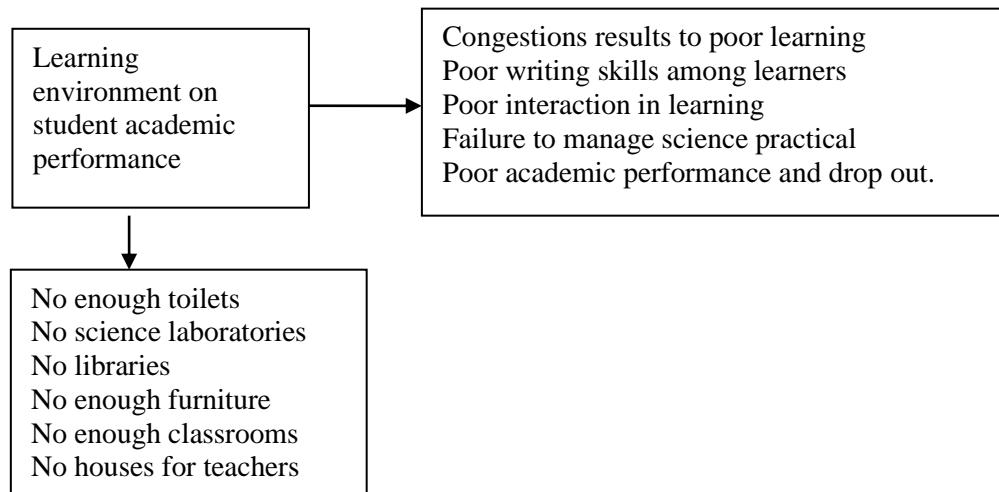


Figure 2.1: Conceptual Framework

2.3.1 The Relationship between Variables

Input variables: The school environment in Tanzania are faced with several challenges such as shortage of science laboratories for doing and managing science practical, the classrooms are enough resulting to classroom congestions which altogether affect the proper use of effective interaction during teaching.

Output variables: The output variables cause the classroom congestion which impairs the teaching and learning process. Resulting to poor writing skills among learners, poor interaction in learning, failure to manage science practical, poor academic performance and drop out.

2.5 Research Gap

Apart from the study of Eric (2005) which emphasises on the role of school environment in promoting learning, Mauka (2015) influence of home on the learning

and Chingombe (2017) influence of the parents on the learning, There is no evidences that explain the full phenomenon of the learning environment influence on the learning among students in Shuinyanga region. The current study intends to address this gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents research methodology which includes research design, area of study, population size, sample and sampling procedures. Other methodology issues were; data collection methods, data analysis, validity and reliability of the instruments.

3.2 Research Approaches

This study used qualitative and quantitative approach characteristics in gathering, analysing, interpreting and reporting data. According to Taylor (1984), the term qualitative research refers in the broadest sense to research that produces descriptive data, people own written or spoken words and observable behaviour. Qualitative research allows flexibility in research. Basing on the assumption that human behaviour cannot be predicted, the researcher used this approach because at some instances flexible and probe questions were used, flexible and open ended questions enabled the researcher to gain understanding on the effect of learning environment on the student academic performance in public secondary schools in Shinyanga municipal council.

Furthermore, the researcher selected this approach because of its methods on data collection (in-depth interview and documentary analysis) which provides accurate information concerning the study.

3.3 Research Design

Research design is the strategy that the researcher uses to organize his or her study in order to achieve the intended objectives. The designs satisfy the requirements of the study in terms of its productivity, efficiency and quality of the study. It is the blueprint that enables the investigator to come up with solution to problems and guides him in various stages of research (Milanzi, 2009).

Case study research design was used in this study, because it provided a chance for in-depth rich information. This approach is also important in a manner that its conclusions were drawn after a deep investigation of all relevant factors in order to arrive at a specific and correct conclusion. Public secondary schools in Shinyanga Municipal council in Shinyanga Region were used in this study as case study.

3.4 Study Area

The study was conducted at Shinyanga municipal council in Shinyanga region. That place chosen since it has many public secondary schools compared to other districts of Shinyanga region, also because of accessibility to the information and the researcher is familiar with the environment concerned.

3.5 Population

According to Van (2011) population means all members, individuals, groups, or elements involved in a study. However, a sample is a small group of respondents drawn from the population that the researcher is interested in. According to Rwejuna (2008) target population refers to the grouping from which the researcher intends to gather information related to the stated problem in gaining target information. Sowell

(2001) target population is a group of individuals that own more characteristics in common to whom investigators plan to generalize their result. The target population of this study included Teachers, Head of public secondary schools, Parents, community and Students in selected public Secondary schools in Shinyanga Municipal.

3.6 Sample Size

A sample size is a subset of the target population (Kothari, 2008). Sample is the total collection of elements about which inferences are to be made (Cooper and Schindler, 2006).

The sample size of the study comprised a total sample 70 respondents that were selected from four (04) secondary schools in Shinyanga municipal council. At which teachers were (21), head of school (4), parents (20), and students (25).

Table 3.1: Sample size

sn	Respondents	number
1	Teachers	21
2	Head of school	04
3	Parents	20
4	Students	25
	Total	70

Source: Filed data, 2018

3.7 Sampling Techniques

Sampling is that part of statistical practice concerned with the selection of individual observations intended to yield some knowledge about the population of concern, especially for the purpose of statistical inferences. This research used stratified

sampling to the teachers and students, also the researcher used purposeful sampling design for the head of the schools, and parents obtain samples to be used in each population.

3.8 Data Collection Methods and Instruments

Ndunguru (2007) says that data collection instrument is about providing reliable and valid answers to investigate question of the study. The study used both primary and secondary data collection methods. For primary data collection, the researcher used three methods; these are; questionnaire, observation, interview and documentary review.

3.8.1 Questionnaires Instruments

Questionnaire used in the study was prepared for head of schools, teachers and students. The questionnaires were developed on the format of open method, which covers all the aspects of teacher parent communication in public secondary school in Shinyanga municipality.

The main advantage of using questionnaire includes low cost even when the universe is large and widely spread geographically, free from bias interviewer; answers are in respondent's own words. This method makes the respondents to have wide choice of expressing in detail compared to other methods which have made some of respondents to be uncomfortable (Kothari, 2008).

3.8.2 Documentary Analysis

Under this method, the researcher applied documentary review to obtain information

which related to the study because there is no single source of information that can provide the comprehensive and complete perspective of the study (Merriam 1998). The method involved deriving information from written documents such as Journals, Books, Newspapers related to examine the role of learning environment to students' academic performance in public secondary schools. Also, the researcher used electronic source such as the Internet. In this study the researcher used structured observation method where by data collection was conducted using specific variables and according to a pre-defined schedule.

3.8.3 Interview Guides

An interview is a scheduled set of questions administered through verbal communication (face to face). Conversation between a researcher and the respondents (Kothari, 2004). In conducting conversation between the researcher and respondents, three ways could be used. Such ways have been categorized by Gill, Stewart, Treasure et al (2008) into structured, semi-structured, and unstructured interviews. Based on the nature of this study, structured interview was used in data gathering. The interview basically was used in collecting information from head of schools in 4 selected secondary schools. The method was used to collect views from the involved respondents on “The role of learning environment on student academic performance in public secondary schools”.

3.8.4 Observation

The study used the observation method in order to assess the learning environment at the schools and even at home. This allowed the current researcher to establish how

the school and home environment support or hinder the students learning, status of the classrooms, learning resources at the school, playground, science labs and toilets were observed. At home the space for private study and silence environment were assessed and observed.

3.9 Validity and Reliability of Research Instruments

The quality of research depends on the design of research instruments as well as application of instruments in data collection in the field. There are several criteria or tests for judging the quality of any empirical research. These include validity and reliability (Singh, 2010) and how each was achieved is discussed.

3.9.1 Validity

Validity is the extent to which the instruments used during the studies to measure the issues they are intended to measure (Amin, 2005). To ensure validity of instruments, the instruments were developed under close guidance of the supervisor. After the questions were designed, they were pre-tested in six to twelve of the teachers in the sample. This helped in identifying ambiguous questions in the instruments and be able to re-align them to the objectives.

3.9.2 Reliability

Reliability as the degree to which a survey instrument is considered reliable if its repeated application results in consistent scores (Joseph et al., 2000). That is, this reliability refers to whether “the measurement obtained from variables of interest is constant”. In this research, reliability was achieved by first pre-testing structured

questionnaires and semi structured interview protocol with five respondents from the target population in the field to obtain consistency and accuracy.

3.10 Data Analysis procedure

Data analysis is defined as a critical examination of the assembled and grouped data for studying the characteristics of the object under study and for determining patterns and relationships among the variable relating to it (Ranganatham, 2003). This study used SPSS version 22 and content analysis to analyse quantitative and qualitative data which were collected from questionnaires, observation and documentary respectively.

3.10.1 Qualitative Data Analysis

Qualitative data from interview scripts was systematically coded, and classified into broad descriptive categories - exploring themes, meanings and/or issues that emerged from the information gained from interviewing. This is suggested by Bickelen and Bidgan (1998). These data was further linked to the research objectives/questions to generate meaning of the study topic.

3.11 Ethical Considerations

Researcher has a significant influence on respondent system. So the researcher adheres to an ethical code of ethical of conduct so as to make the respondent feel free and comfortable during the research process. The researcher applied the following procedures to address the ethical matters The researcher obtained a letter from Open University of Tanzania to introduce herself to the management concerned before the

commencement of the study or, and make sure that there was inclusive participation and non-discriminatory, then the respondents were seen as an subject and not the object and whatever they respond their responses were treated with much confidentiality, and the researcher minimized the use of incentive ,the researcher is responsible for the impact of the research.

CHAPTER FOUR

DATA PRESENTATION ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter comprises of data presentation, analysis and interpretation of the findings obtained from output results. Data analysed and presented focusing on demographic information of respondents and specific objectives of the study, the discussion presented based on results and linked with other relevant factors.

4.2 Summary of the Surveyed Information and Response Rate

The summary shown in Table 4.1 describes the surveyed information and response rate collected from all four selected public secondary schools in Shinyanga Municipality by distributing 70 complete questionnaires. The response rate regarding the number of a questionnaire filled and returned was 74.3% in total while unreturned questionnaire and incomplete questionnaires were 14.3% and 11.4% respectively and eight incomplete questionnaires have not been included in the data analysis.

Table 4.1: Summary of surveyed questionnaires and response rate

Respondents	Head of Schools	Secondary Teachers	Students	Parents	Total (%)
Questionnaires Distributed	4	21	25	20	70(100%)
Complete Questionnaires Returned	5	15	19	13	52(74.3%)
Unreturned Questionnaires	0	3	4	3	10(14.3%)
Incomplete Questionnaires	0	2	2	4	8(11.4%)
Usable Questionnaires (%)	100%	75%	76%	70%	100%

Source: Field data (2018)

4.3 Demographic Information of Respondents

The study comprised the total number of 70 respondents at which 4 were head of schools, 21 teachers, 25 students and 20 parents from four selected public secondary schools in Shinyanga municipal council. The following are data showing demographic distribution of respondents.

4.3.1 Gender

The respondents comprise 41% of male and 59% of female, however including both genders in the sample helped to avoid biases in the study. However, Abramoa et al. (2013) argued that in many countries there is a low percentage of women in academics arena due to discrimination that causes productivity gap when compared to men. In respect to discrimination of women, several policies formulated which intend to intervene to reduce gender difference in the academic field. The gender percentage involved in the study indicated in figure 4-1

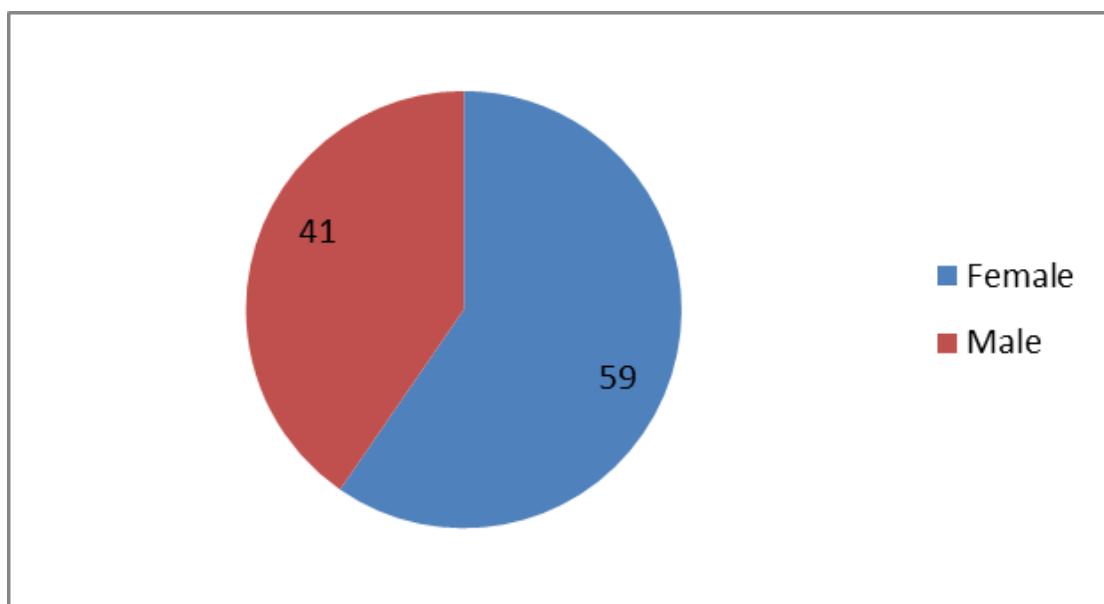


Figure 4.1: Gender Percentage of Respondents Involved in the Study

4.4 Status of learning Environment in Public Secondary Schools

The first objectives of this research, it aimed at assessing the status of learning environment in public secondary schools in Shinyanga municipal council. The status of learning environment in public schools was conducted by observation and documentary analysis. Documentary analysis was conducted by the researcher passing through statistics of school's properties preserved by district statistics and logistics officer. By observation the researcher visited four selected public secondary schools in Shinyanga municipal council. Through this the researcher observed the following.

Table 4.2: Status of Learning Environment in Public Secondary Schools

ITEMS	STATUS											
	1 ST SCHOOL (476 Students)			2 ND SCHOOL (843 Students)			3 RD SCHOOL (537 Students)			4 TH SCHOOL (652 Students)		
	P	C	R	P	C	R	P	C	R	P	C	R
Buildings												
Classrooms	10	yes	1:47	14	Yes	1:60	9	yes	1:59	20	Yes	1:30
Laboratories	0	no	nil	1	Yes	1:80	0	no	Nil	3	Yes	1:50
Libraries	0	no	nil	0	No	Nil	1	yes	Nil	0	No	nil
Toilet Pits	8	yes	1:50	10	Yes	1:80	8	yes	1:60	12	Yes	1:50
Administration Block	0	no	nil	0	No	Nil	0	no	Nil	1	Yes	
House Teachers	0	no	nil	0	No	Nil	0	no	Nil	2	Yes	
Teaching and Learning materials												
Books												
Apparatuses												
Teachers	26	-	1:18	32	-	1:26	28	-	1:20	33	-	1:19
Schools Infrastructures												
Playgrounds	0	-	-	2	-	-	3	-	-	3	-	-
Distance From Schools	-	-	-	-	-	-	Far	-	-	Far	-	-
Water Services	Yes	-	-									
Electricity	No	-	-	Yes	-	-	No	-	-	No	-	-
Other Learning Environment												
Availability of Food	Yes	-	All	No	-	Nil	No	-	Nil	Yes	-	All
Corporal punishment	Yes	-	-									

Source: Field Data (2018)

Key: P= Present, C= Completed, R=Ratio

4.4.1 Buildings

Most of schools visited have few classes compared to number of students available, this led to the overcrowded classes, and this is caused by increasing of students' enrolment without building of new classes. Some of few classes found much of them they are not well-furnished some lack windows, doors and even floors.

Furthermore, the schools visited they have unfinished laboratory buildings, and those with finished laboratory buildings, the buildings are used as classes and occasionally used for practical lessons. The visited schools also lack some crucial buildings like administration blocks which led some of the class rooms to be used as teachers' offices. Mostly of schools visited they have few toilet pits compared to number of students. Very few schools have houses for teachers and those houses are not in good condition. Also, there is no libraries in all school visited.

In the presents buildings it was observed that there is no enough furniture like chairs and tables in the classrooms some of the students even share tables. Even in teachers' offices the furniture is few.

4.4.2 Teaching and Learning Materials

In the school visited the researcher observed that there is scarcity of books both reference books and teaching books, and some of few available books are old and out-dated, and the number of students exceed number of available books and this led the students to depend much on teachers notes.

The researcher observed that many schools visited they have few apparatus, chemicals and laboratory equipment's this led the students to conduct few practical's or no practical at all. The schools lack other teaching aids like wall posts, pictures maps, spheres and modals. These findings are in line which what was established by Jidanva (2015), Mollel (2016) when they said that in many of the Tanzania secondary schools there is no sufficient science laboratories which can assist the students in community secondary schools to practice science practicals. This has led to poor scientific performance in secondary schools.

Further the above findings are supported by Muddier et al (2015) who established that students from a school with adequate facilities, good teachers and favourable environment perform well than those from schools with fewer facilities, unqualified teachers and the less enabling environment.

4.4.3 Schools Infrastructure

The researcher observed that most of the schools are located far from students' area of domicile, hence students have to walk long distance to and from school and transportation system is not friendly to students. The school infrastructure and environment observed is not conducive, most of the schools lack electricity and clean water this made life at school difficult. Most of the school don't have, or have unsatisfactory playgrounds, sports facilities and equipment's. In the school visited none of the school have infrastructure for the disabled.

4.4.4 Other Learning Environment

In all schools visited there is no provision of food services to the students, so students stay long time in schools without having some food, and this reduces their learning ability and concentration. Also, it was observed that there are still corporal punishments in secondary schools, this discourages students from attending the school. Poor parents and teachers' communication.

The study found out that the status of learning environment in public secondary schools is not good and unsatisfactory in proper learning and acquiring of knowledge. Eric (2005) in an article the role of the supportive school environment in promoting academic success postulates that the school environment has broad influence on students' learning and growth, including a significant aspect of their social, emotional and ethical development. When students find their school environment supportive and caring, they are less likely to become involved in substance abuse, violence and other problem behaviour. The research indicates supportive schools foster these positive outcomes by promoting students sense of connectedness belongingness or community. The climate of schools needs to be positive or conducive (open, healthy and humanistic) as necessary for the survival and thrive of schools. If climate of schools does not become positive or conducive and foster the better learning environment, the public secondary schools will not survive or thrive. The positive or conducive climate in schools is inevitable (Hoy *et al.*, 1991).

4.5 Contribution of Learning Environment in Academic Performance of Secondary schools students

This was the second objective of the study; the researcher intended to determine how learning environment affect the student's academic performance in secondary schools. In determining this objective, the following question was developed and responded. "*To what extent does learning environment contribute to academic performance of secondary school?*"

Table 4.3: Shows Responses on the Contribution of Learning Environment in Academic Performance

No	Contribution of Learning Environment	DISAGREE		UNCERTAIN		AGREE		TOTAL
		F	%	F	%	F	%	
1.	Buildings and Furniture							
	Motivate Learning Behaviour	9	17%	4	7%	39	76%	100%
	Increase Attendance	10	19%	6	12%	36	69%	100%
	Comfortably in Learning	15	29%	8	15%	29	56%	100%
2.	Learning Material							
	Competent students	10	18%	5	10%	37	72%	100%
	Encourage creativeness	12	23%	9	17%	31	60%	100%
	Student self-dependence and learning	15	29%	10	19%	27	52%	100%
3.	School Infrastructure and Services							
	Increase attendance	5	10%	2	4%	45	86%	100%
	meet students' physical needs (provision of food and water)	7	13%	4	8%	41	79%	100%
	Build physical fitness	8	15%	15	29%	29	56%	100%
4	Parent Teacher Communication							
	Disciplined student	6	11%	5	10%	41	79%	100%
	Motivate Learning	10	20%	6	11%	36	69%	100%
	Increase attendance	11	21%	10	19%	31	60%	100%

Source: Field Data (2018)

Table 4.2 indicates the contributions of learning environment in academic performance. Where by Motivate in Learning Behaviour occupied (76%), Increase

Attendance (60%) and Comfortably in Learning (56%). Provision of enough teaching and learning material this will contribute in academic performance by producing competent students (72%), Encourage creativeness (60%), Student self-dependence and learning (52%). Improving school infrastructure and services the respondents say it contributes in academic performance by increase attendance (86%), meet students physical needs (provision of food and water) (79%), and Build physical fitness (56%).

On the contributions of learning environment in academic performances it was found out that, improvement of buildings and furniture, provide teaching and learning materials, provision of good infrastructure and services will contribute on development of learning environment in public secondary schools in Shinyanga Municipal council. This is supported by Duruji (2007) on his study of learning environment, academic performance on secondary school, external examination in Nigeria. The physical characteristics of schools have a variety of effects on teachers, students, and the learning process they stated Poor lighting, noise, high levels of carbon dioxide in classrooms, and inconsistent temperatures make teaching and learning difficult. Poor maintenance and ineffective ventilation systems lead to poor health among students as well as teachers, which lead to poor performance and higher absentee rates.

The above findings on the influence of learning environment on the academic performance was also established by Kitonyi (2017) when holds that major factors hindering pupils' performance were lack of teaching and learning resources, lack of

adequate physical facilities, very high Teacher pupil ratio (TPR). The ratio of the latrines for both genders was very high and therefore the hygiene and sanitation facilities were not adequate and therefore low cleanliness of the toilets rendered the school environment non conducive for learning. The lack of learning and teaching resources negatively influenced the pupils' performance.

4.6 Role of Educational Stakeholder In Promoting Learning Environment

This was the third objective of the study, the researcher anticipated at assessing the role of government and other educational stakeholders in promoting good learning environment in assessing this objective, the following question was developed “What are the roles of educational stakeholders in promoting good learning environment”?

The responses were as follows:

Table 4.4: Role of Government and Educational Stakeholder in Promoting Learning Environment

No	Role of educational stakeholder and Government in promoting learning	DISAGREE		UNCERTAIN		AGREE		TOTAL
		F	%	F	%	F	%	100
1.	Construction of Enough buildings	6	11%	5	10%	41	79%	100%
2.	Provision of Teaching and Learning materials	10	18%	5	10%	37	72%	100%
3.	Provision of basic needs in school	10	19%	6	12%	36	69%	100%
4.	Employment of enough teachers	12	23%	9	17%	31	60%	100%
5.	Rehabilitation of school's buildings	14	14%	12	12%	57	57%	100
6.	Provision of education fund	8	15%	15	29%	29	56%	100%
7.	Frequent school inspections	15	29%	10	19%	27	52%	100%
8.	Updating syllabus	21	40%	6	14%	23	46%	100%

Source: Field Data (2018)

Table 4.3 indicates that respondents agreed that, Construction of Enough buildings (79%) and Provision of Teaching and Learning materials (72%) are very true statements and major roles of educational stakeholders and government in promoting Learning environment in public secondary schools Shinyanga municipal council. And they also agreed and say it's true that Provision of basic needs in school (69%), Employment of enough teachers (60%), Rehabilitation of schools buildings (57%), and Provision of education fund (56%) are among the roles of educational stakeholders and government in promoting Learning environment in public secondary schools Shinyanga municipal council. The respondents also suggests frequent schools inspections and updating syllabus as roles of educational stakeholders and government in promoting Learning environments in public secondary schools Shinyanga municipal council.

Therefore it was found that, the roles of educational stakeholders and government in promoting Learning environment in public secondary schools Shinyanga municipal council are building of enough buildings, provision of enough teaching and learning materials, and employing of enough teachers are the major roles of educational stakeholders and government in promoting Learning environment in public secondary schools in Shinyanga municipal council.

Spillane (2007) noted the Government as main stakeholder roles is now changing from that of a key player to that of facilitator the provision of education; this new role of the government provides a more conducive environment for the students by

providing the required resources so as to make the students to perform well in their studies.

The above findings are in line with Tanzania Government education circular of 2015 no. 6 on free education that directed that showed that funds will be realised to improve the school. The funds are capitation funds for heads of school and ward education coffers monthly allowance 200,000 and 250,000 respectively, the school capitation depending on the number of students in the school, and capitation for buying learning materials. This is a clear government effort that is expected to be translated into rising the students' academic performance in secondary schools in Tanzania.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter gives the summary of the study findings, conclusion, and recommendations for further studies. The recommendations of this study are solely based on findings, empirical studies, and review of the related literature presented herein.

5.2 Summary of the Study

The study generally aimed at examining the role of learning environment to students' academic performance in public secondary schools in Shinyanga Municipal, Shinyanga region. Head of schools, teachers, parents and students were involved in this study.

The study assessed the status of learning environment in public secondary schools in Shinyanga municipal council, determined how learning environment affect the student's academic performance in secondary schools, and assessed the role of government and other educational stakeholders in promoting good learning environment.

5.2.1 Status of Learning Environment In Public Secondary Schools

From the findings of the study, the researcher observed that; Most of schools visited have few classes compared to number of students available; this led to the overcrowded classes and those few classrooms lack furniture. In the school visited

the researcher observed that there are scarcity of books, science laboratory, laboratory apparatus and other teaching and learning materials. The researcher observed that most of the schools are located far from students' area of domicile. The school infrastructure and environment observed is not conducive, most of the schools lack electricity and clean water, and most of the school don't have, or have unsatisfactory playgrounds, sports facilities and equipment's. In all schools visited there is no provision of food services to the students, and it was observed that there are still corporal punishments in secondary schools visited.

5.2.2 Contribution of Learning Environment in Academic Performance

From the findings of the study, it was revealed that contributions of learning environment in academic performance will Motivate Learning Behaviour, Increase Attendance, and Comfortably in Learning. Provision of enough teaching and learning material this will contribute in academic performance by producing competent students, Encourage creativeness, Student self-dependence and learning. Improving school infrastructure and services the respondents said it contributes in academic performance by increase attendance, meet students' physical needs (provision of food and water), and Build physical fitness.

5.2.3 Role of Government and Other Educational Stakeholders in Promoting Good Learning Environment

The study established that the role of government and other educational stakeholders in promoting good learning environment is by Construction of Enough buildings, Provision of Teaching and Learning materials, Provision of basic needs in school,

Employment of enough teachers, Rehabilitation of school's buildings, and Provision of education fund. The study also found out that frequent schools' inspections and updating syllabus as roles of educational stakeholders and government in promoting Learning environments in public secondary schools Shinyanga municipal council.

5.2 Conclusion of the Study

Based on the study findings, on examining the role of learning environment to students' academic performance in public secondary schools in Shinyanga Municipal council, the following were found. Motivate Learning Behaviour, Increase Attendance, and Comfortably in Learning. Provision of enough teaching and learning material to produce competent students, Encourage creativeness, Student self-dependence and learning. Improving school infrastructure and services, increase attendance, meet students' physical needs (provision of food and water), and Build physical fitness are the contributions of learning environment in academic performances. The role of government and other educational stakeholders in promoting good learning environment is by Construction of Enough buildings, Provision of Teaching and Learning materials, Provision of basic needs in school, Employment of enough teachers, Rehabilitation of school's buildings, and Provision of education fund (capitation).

5.3 Recommendation of the Study

As a way to improve learning environment in public secondary schools the following are recommended:

5.2.4 For Policy and Practice

To the government (ministry of education and local government), should ensure that there are enough buildings like classrooms, laboratories, libraries teaching and learning materials enough teachers.

The head of schools and teachers must built school friendly environment by fully utilising of the available resources and avoid any form of punishments which will discourage students' attendance and perpetuate drop out behaviour.

For the Parents, they should be more concerning with their children education by following their academic developments, provide their children with all basic and necessity needs, and give their children ample time to study and reward them when necessary.

5.2.5 For Further Research

To conduct many studies on roles of learning and schools environment in students' performance and how they may have effects and impacts on students' academic performance.

Much study done to identify the effective learning environment that will contribute to the student's academic performance.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR TEACHERS IN SELECTED SECONDARY SCHOOLS

Please kindly answer these questions to the best of your knowledge. I assure you that the information provided is for research purposes only. I want to take this opportunity to thank you for availing yourself and thereby contributing to this academic exercise.

Instruction

Please answer all questions

PART I: OPEN QUESTIONNAIRE:

1. Mention three ways that can improve learning environment in public secondary schools
 - a)
 - b)
 - c)
2. Briefly explain how learning environment affect the student's academic performance in secondary schools.....
.....
3. Mention four factors that affect student's academic performance in secondary schools in Shinyanga Municipality
 - a)
 - b)
 - c)

4. Mention and explain in brief four roles performed by the Government and other Educational Stakeholders in promoting good learning environment

a)

b)

c)

5. Briefly explain how learning environment affect the student academic performance in public secondary schools.

.....

.....

.....

PART II: OPEN QUESTIONNAIREFOR PARENTS

Please kindly answer these questions to the best of your knowledge. I assure you that the information provided is for research purposes only. I want to take this opportunity to thank you for availing yourself and thereby contributing to this academic exercise.

Instruction:

Answer all questions.

1. Who is primarily responsible for making sure that a child is supported to her best in school? Teacher or parent? And how?

2. Mentions three parents roles in improving student academic performance

.....

.....

3. How do parents ‘contribute in improving school learning environment for students’ learning?
 - a)
 - b)
 - c)
4. What are the challenges facing student academic performance in public schools particularly in Shinyanga Municipality
 - a)
 - b)
 - c)
5. Suggest four ways that can improve student academic performance in public secondary schools
 - a)
 - b)
 - c)

Thank you for your cooperation

**APPENDIX II: INTERVIEW GUIDE FOR TEACHERS AND EDUCATION
OFFICIALS IN SELECTED SECONDARY SCHOOLS**

Please kindly answer these questions to the best of your knowledge. I assure you that the information provided is for research purposes only. I want to take this opportunity to thank you for availing yourself and thereby contributing to this academic exercise.

1. What do you understand by learning environment and students' academic performance?
2. Could you describe the learning environment at your school?
3. What is your role in improving students' academic performance?
4. What role does learning environment play in students' academic performance?
5. What are challenges facing learning environment in public secondary school in Shinyanga Municipality
6. What are factors affecting student's academic performance in secondary schools in Shinyanga Municipality
7. What is your suggestion in order to improve learning environment in public secondary schools? Mention any four suggestion

Thank you for your cooperation

**APPENDIX III: OBSERVATION CHECKLIST TABLE FOR STATUS OF
LEARNING ENVIRONMENT IN PUBLIC SECONDARY
SCHOOLS**

ITEMS	STATUS	Present	Completed	Ratio	No of Students
Building					
Classrooms					
Laboratories					
Libraries					
Toilet Pits					
Academic Buildings					
House Teachers					
Teaching and Learning Materials					
Books					
Apparatuses					
Teachers					
Schools Infrastructures					
Playgrounds					
Distance From Schools					
Water Services					
Electricity					
Other Learning Environment					
Availability of Food					
Corporal punishment					

APPENDIX IV: DECLARATION OF CONFIDENTIALITY

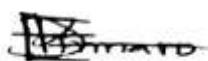
THE OPEN UNIVERSITY OF TANZANIA
 DIRECTORATE OF RESEARCH, PUBLICATIONS AND POSTGRADUATE
 STUDIES

P.O. Box 23409, Tel: 255-22-2668992; E-
 Dar es Salaam, Tanzania mail: drpc@out.ac.tz
<http://www.out.ac.tz>

DECLARATION OF CONFIDENTIALITY

To: The Chief Executive Officer of **Shinyanga Municipal Council** (give the title of the Chief Executive Officer of the institution/firm/organization etc visiting)

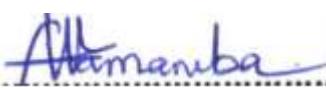
I, **Kimaro, Elianshisariya Dailes, PG201402112** (Name and Reg. no.), of the Department of **Educational Policy, Planning and Administration.**, Faculty of **Education**, Open University of Tanzania, declare that, I will maintain secrecy and confidentiality, and will not use any data and information obtained from your organization in the course of my research for any purpose other than for my academic endeavours.



Signature: (Student) **Date:** 31st August 2018

Countersigned by:

Name: Dr. Adam Namamba (Supervisor)


Signature: (Supervisor) Date: 31/08/2018

The United Republic of Tanzania
PRESIDENT'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

Telegrams "REGCOM" Shinyanga
Tel No: 028 -2762222
Fax No: -2762310
E Mail: gas.shinyanga@amisemi.go.tz
In reply please quote:-



Regional Commissioner
P.O. Box 320,
SHINYANGA.

Shinyanga Municipal Council,
P. O. Box 25,
SHINYANGA.

Re: PERMIT TO CONDUCT RESEARCH CLEARANCE

Reference is made to the above heading.

We have received a letter dated 05th September, 2018 concerning a student from the University of Tanzania who intends to conduct a research on the topic "The role of learning Environment of Student Academic Performance in Secondary Schools". A copy sent to Shinyanga Municipal Council.

This is to let you know that permission has been granted to Ms. Eliasus Dales Kimaro who is a bonafide MA Student from the named University to undertake the said research in your area. So kindly assist her to accomplish work.

G.B.D Mwakonyamale
Ag. REGIONAL ADMINISTRATIVE SECRETARY
SHINYANGA.

Copy: Vice Chancellor,
The Open University of Tanzania,
P. O. Box 23409,
DAR ES SALAAM.

Ms. Eliasusariya Dales Kimaro

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF POSTGRADUATE STUDIES

Kawawa Road, KinondoniMunicipality,
 P.O. Box 23409
 Dar es Salaam, Tanzania
<http://www.out.ac.tz>



Tel: 255-22-2666752/2668445
 Ext.2101
 Fax: 255-22-2668759,
 E-mail:drps@out.ac.tz

Date: 05⁰⁹-2018.

Our Ref: PG201402112

Regional Administrative Secretary (RAS),
 Shinyanga Region,
 P. O. Box 320, Shinyanga.

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No. 55 in the official Gazette. The act was however replaced by the Open University of Tanzania charter of 2005, which became operational on 1st January 2007. In line with the later, the Open University mission is to generate and apply knowledge through research. To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you Ms. **Elianshisariya Dailes Kimaro PG201402112** pursuing **Masters of Education in Administration, Planning and Policy Studies (M.ED APPS)**. We hereby grant this clearance to conduct a research titled "*The Role of Learning Environment on Student Academic Performance in Public Secondary Schools: A Case Study of Shinyanga Municipal Council in Shinyanga Region*". She will collect her data at Shinyanga Municipal Council in Shinyanga Region from 10th September 2018 to 10th October 2018.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O. Box 23409, Dar es Salaam. Tel: 022-2-2668820.

Lastly, we thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

Prof Hossea Rwegoshora
 For: VICE CHANCELLOR