

**EFFECTS OF SCHOOL LEARNING FACILITIES ON STUDENTS' ACADEMIC PERFORMANCE OF FORM FOUR NATIONAL EXAMINATIONS IN PUBLIC SECONDARY SCHOOLS IN UNGUJA, ZANZIBAR, TANZANIA**

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**ABSTRACT**

The aim of this study was to investigate the effects of school learning facilities on students' academic performance of Form Four National Examinations in public secondary schools in Unguja, Zanzibar, Tanzania. The study employed a convergent research design under mixed-method approach, which involved collecting and analyzing both quantitative and qualitative data simultaneously. The target population for the study was 3,558 individuals, and a sample size of 266 respondents was selected. The sample included six heads of schools, who were chosen using a total population sampling technique, 24 teachers were selected through stratified sampling technique, 218 students through stratified sampling technique, and 18 parents through convenience sampling technique. Data was collected using questionnaires, observation schedules, and interview guides. Quantitative data was analyzed descriptively, employing frequencies, percentages, and mean scores, which were presented in a table. On the other hand, qualitative data was analyzed through paraphrasing, quoting, and narration. The findings revealed that school learning facilities significantly affects students' academic performance in public secondary schools. The researcher recommends that, the government should continue providing more learning facilities to public secondary schools, in order to make them readily available, parents should also be involved in providing school learning facilities to public secondary schools.

**Keywords:** School learning facilities, Students' academic performance, Form Four National Examinations and Public secondary schools.

**1. INTRODUCTION**

The provision of quality education can be significantly hindered if schools lack essential school learning facilities. The availability of quality learning facilities is imperative for students to achieve a high standard of education. These school learning facilities encompass both fixed and mobile structures, such as classroom buildings, laboratory equipment, furniture, chalkboards, and audiovisual aids (Yeloye, 2017).

School learning facilities have a direct and indirect effect on teaching and learning process, contributing to the success of every student. Yeloye (2017) asserts that school facilities enable teachers to fulfill their tasks effectively, promoting effective learning and achievement for students. Ramil and Mohld (2020) also stress that the absence of school learning facilities adversely affects the motivation of staff and students. Conversely, a favorable school environment and sufficient learning facilities have a significant positive effect on teacher motivation, student achievement, attendance, and teacher retention. Additionally, Farombi (2018) states that when a sufficient number of school learning facilities are available in

secondary schools, students tend to develop an interest in learning, leading to improved academic performance. Conversely, in environments where there is an inadequate number of school learning facilities, teachers and students lose interest in the teaching and learning process, thereby jeopardizing the overall objective of achieving high academic performance.

In Unguja, Zanzibar, from 2010 to 2022, students in public secondary schools have consistently exhibited low academic performance in the Form Four National Examinations. Records from the National Examinations Council of Tanzania (NECTA) between 2010 and 2022 reveal that more than 60% of students achieve low academic performance categorized as Division IV and 0, while less than 40% achieve high academic performance categorized as Division I, II, and III (URT, 2010 & URT, 2022). In such circumstances, other education stakeholders naturally question the effects of the school learning environment on students' academic performance, with school learning facilities being one of the components under scrutiny. To shed light on this matter, the current study investigated the effects of school learning facilities on students' academic performance in public secondary schools in Unguja, Zanzibar.

## **2. STATEMENT OF THE PROBLEM**

The issue of low academic performance among students sitting for the Form Four National Examinations in Unguja, Zanzibar is a prevalent concern. Official data from the National Examinations Council of Tanzania (NECTA) reveals that less than 40% of students in public secondary schools in Unguja, Zanzibar achieve high academic performance, categorized as Division I, II, and III. Conversely, more than 60% of students who undertake the Form Four National Examinations attain lower academic performance, falling into Division IV and 0 (URT, 2010 & URT, 2022). Despite the government's efforts to enhance students' academic performance, the problem has persisted and proven to be highly resistant.

Considering the significance of school learning facilities during the teaching and learning processes in secondary schools, the researcher of the present study hypothesized that they might be a contributing factor to the low academic performance of students in public secondary schools in Unguja, Zanzibar. In order to ascertain the validity of this assumption, the researcher conducted a study on the effects of school learning facilities on students' academic performance in the Form Four National Examinations within public secondary schools in Unguja, Zanzibar.

## **3. RESEARCH QUESTION**

This study was guided by the following research question;

What are the effects of school learning facilities on students' academic performance in public secondary schools in Unguja, Zanzibar?

## **4. SIGNIFICANCE OF THE STUDY**

This study provides significant and valuable information that is relevant to policymakers, secondary school administrators, education stakeholders, and the wider community. It sheds light on the importance of school learning facilities and their impact on students' academic performance. The findings of this study can be used by policymakers to inform their planning processes and improve the teaching and learning environment in public secondary schools by ensuring the provision of an adequate quantity and quality of school learning facilities.

Likewise, the information collected in this study can serve as a foundation for quality assurance officers who are responsible for monitoring and evaluating the availability of school learning facilities in public secondary schools. They can utilize this information to advise school administrators on the appropriate types of school learning facilities that should be consistently present, thus enhancing the teaching and learning process. Additionally, researchers in the field of education who explore the effects of school learning facilities on students' academic performance in secondary schools can benefit from the insights provided by this study. It will serve as a valuable source of information for their own research endeavors.

Lastly, this study has explicitly demonstrated the applicability of the theory of complexity, which emphasizes the role of various elements in the success of an organization. In this case, the school learning facilities serve as crucial elements contributing to the overall effectiveness of educational institutions.

## **5.THEORETICAL FRAMEWORK**

Complexity theory originated from systems theory in the 1980s, with Stuart Kauffman among its founders. The theory emphasizes the use of feedback within an organization in order to ensure optimal performance. Normally, independent agents within the organization interact in various ways, leading to the organization's future success (Bonnic, 2015). This variety of actors allows for spontaneous self-organization within the system. An important characteristic of complex systems is their unpredictability. Due to the intricate interactions within the system, it is impossible to predict the outcome of any specific change. Minor events can have significant consequences, while major changes may have minimal impact on the overall system.

Since the school consists various school learning facilities then this theory helps to assess the interactions among these facilities within the school learning environment. The interaction of school learning facilities is vital as it directly affects students' academic performance. When these elements interact effectively within the school system, the likelihood of achieving good academic performance increases. Conversely, if there is a lack of interaction among the elements, the potential for positive academic performance decreases.

## **6.LITERATURE REVIEW AND KNOWLEDGE GAP**

This section discusses various studies that have examined the effects of school learning facilities on students' academic performance in public secondary schools. The studies reviewed employ different methodologies and provide insights into the relationship between school facilities and academic outcomes. However, there are some knowledge gaps identified in these studies.

Kieu (2018) conducted a study on students' academic performance in relation to the available school facilities in Taiwan. The field information was obtained from 300 samples of four selected boys' high schools through stratified sampling technique using interview schedule. Findings of this study revealed that, learning facilities are playing an important role in the development of education and enhancement of students' academics, behavior and personality formation. The study collected data from students only neglecting teachers, who possess valuable expertise in utilizing these facilities. By doing so, raises concern about the validity of the findings. To address this gap, the current study included data from heads of schools, teachers, students, and parents.

Souck, and Nji (2017) conducted a study on the effects of school learning facilities on students' academic performance in public secondary schools in Yaoundé, Cameroon. The qualitative and quantitative methods of research were used for this study; a stratified random sampling technique was used to select the numbers of heads of schools and teachers of the sampled secondary schools. The research sample consisted of fifteen senior secondary schools which represented sixty-five percent of the population. The sample was selected by adopting quota sampling techniques, nine teachers were randomly selected from each school to make a total of one hundred and thirty-five teachers, while heads of schools of each school were selected to make a total of fifteen heads of schools. The instrument used in collecting data was questionnaire. Findings revealed that, there is a significant relationship between school facilities and students' academic performance. The study collected data from heads of schools and teachers. However, it did not include input from students. This omission overlooked important perspectives that students can provide. In the current study, data were collected from all relevant groups, including students, to ensure a comprehensive understanding.

Omae et al. (2017) conducted a study on the effects of school facilities on students' academic performance in Kenya certificate of secondary examination in public schools in Bungoma South in Kenya. The study employed a descriptive Survey research design. The study population consisted of 140 respondents from 20 schools in which were purposely sampled and 15 were systematically sampled. Questionnaires, Interview schedules and Observation scales were the instruments of data collection. The findings of this study revealed that, the presence of school learning facilities have effects on students' academic performance. The study primarily used quantitative data, which may raise questions about the validity of the findings. To enhance the validity of the current study's findings, a convergent research design was employed, incorporating both qualitative and quantitative data collection methods.

Kazururu (2019) conducted a study on effects of educational facilities on Ordinary secondary schools' academic performance in Morogoro and Dar es salaam regions in Tanzania. The questionnaire method for data collection was employed to all respondents and the data were quantitatively analyzed with a multiple linear regression analysis using a Statistical Package for social science (SPSS). The study revealed that there is a significant and positive relationship between a school performance and instruction facilities. The study relied solely on questionnaires for data collection. While this approach is not inherently wrong, it may limit the depth of information gathered and raise concerns about the validity of the findings. To address this limitation, the current study employed multiple data collection instruments, including questionnaires, observation schedules, and interview guides.

Iloimo and Mlavi (2018) conducted a study on the availability of teaching and learning facilities and their effects on academic performance in ward secondary schools in Muheza District in Tanga, Tanzania. Five schools were used to collect data through questionnaire and ten education officers and fifteen school inspectors were interviewed. The sample population was 75 teachers who participated in filling questionnaire, however 60 teachers responded from five different schools, whereby only 6 schools' inspectors and 3 education officers participated in an interview. The study employed, quantitative and Quantitative design, data collected using questionnaire were used to identity whether there were any factors that led to poor academic performance to students. This study found that, the availability of teaching and learning environment have effects on students' academic performance in secondary schools. The study collected data from

teachers, education officers, and school inspectors but did not include students, who are directly affected by the shortage of school facilities. To include the students' perspective, the current study incorporated data from heads of schools, teachers, students, and parents.

Despite the valuable findings of the reviewed studies, several gaps were identified. Some studies relied on a single data collection instrument, potentially limiting the researchers' ability to draw accurate conclusions. Additionally, some studies collected data from a single group of respondents, which may result in limited information and incomplete conclusions. Furthermore, most of the reviewed studies were conducted outside of Unguja, Zanzibar, where the political, socio-economic, and cultural environment differs. To address these gaps, the current study is conducted in Unguja, Zanzibar, employing a convergent research design and collected data from multiple relevant groups using various instruments.

## **7. RESEARCH METHODOLOGY**

The study utilized a convergent research design, employing a mixed-method approach to collect and analyze both quantitative and qualitative data simultaneously (Cresswell & Cresswell, 2018). The target population consisted of 3,558 respondents from 32 secondary schools in Unguja, Zanzibar, which had been established for over 30 years. To ensure a representative sample, the researcher followed the recommendation of Kothari and Garg (2019), selecting a sample size between 10 percent and 30 percent of the target population. Therefore, a total of 266 respondents were selected from six secondary schools using probability and non-probability sampling techniques. The sample included six heads of schools (selected through total population sampling), 24 teachers (selected through stratified sampling), 218 students (selected through stratified sampling), and 18 parents (selected through convenience sampling). The data collection instruments included questionnaires for heads of schools, teachers, and students, an interview guide for parents, and an observation schedule.

To ensure the validity of the quantitative data instruments, the researcher sought the validation of experts from Mwenge Catholic University. For the qualitative data instruments, the researcher employed peer debriefing by sharing the instruments with experts from Mwenge Catholic University. The reliability of the quantitative data instruments was assessed using the value of Cronbach Alpha, calculated using the Statistical Package for Social Sciences (SPSS). The calculated values were 0.711 for heads of school, 0.739 for teachers, and 0.702 for students, indicating that the instruments were reliable for data collection. For the qualitative data instruments, the researcher employed triangulation by involving multiple data sources in a single investigation and utilized peer debriefing by sharing the findings with experts from Mwenge Catholic University. Also, quantitative data collected was analyzed using descriptive statistics, presenting frequencies, percentages, and mean scores in a table. Qualitative data was analyzed through paraphrasing, inclusion of quotes, and narration.

Ethical considerations were carefully followed throughout the research process. The researcher obtained all necessary permissions to conduct the study and presented the consent forms, which required all participants to sign before their participation. The purpose of the study and the identities of the participants were disclosed to ensure voluntary participation. The findings were presented in their original form as obtained from the field.

**8. FINDINGS AND DISCUSSION**

This study aimed to investigate the effects of school learning facilities on students' academic performance in secondary schools. Questionnaires were distributed to heads of schools, teachers, and students, who were asked to rate the items on a five-point Likert scale, ranging from 'no effects' to 'major effects'. The collected responses from heads of schools, teachers, and students were analyzed and presented descriptively in Table 1, using frequencies, percentages, and mean scores.

**Table 1: Responses of heads of schools (n=6), teachers (n=24) and students(n=212) on effects of school learning facilities on students' academic performance**

Items	RS	NOE		MIE		NEE		MOE		MAE		M.S
		f	%	f	%	f	%	f	%	f	%	
1. Effects of the use of text books on students' academic performance	H	0	0	0	3	01	1	0	1	02	33	<b>3.50</b>
	S	0	0	2	3		7	1	7			
	T	0	0	0	3	07	2	0	2	01	04	
	C	2	8	9	8		9	5	1			
2. Effects of the use of classrooms on students' academic performance.	H	0	1	0	1	02	3	0	3	00	00	<b>2.83</b>
	S	1	7	1	7		3	2	3			
	T	0	1	0	2	10	4	0	1	01	04	
	C	3	3	7	9		2	3	3			
3. Effects of the use of school library on students' academic performance.	H	0	1	0	0	04	6	0	0	01	17	<b>2.33</b>
	S	1	7	0	0		7	0	0			
	T	0	2	0	3	06	2	0	2	00	00	
	C	5	1	8	3		5	5	1			
4. Effects of the use of school laboratory on students' academic performance	H	0	0	0	3	03	5	0	0	01	17	<b>3.00</b>
	S	0	0	2	3		0	0	0			
	T	5	2	1	5	05	2	0	0	01	04	
	C	0	1	2	0		1	1	4			
5. Effects of the use of school furniture on students' academic performance	H	0	1	0	1	04	6	0	0	00	00	<b>2.50</b>
	S	1	7	1	7		7	0	0			
	T	0	0	0	2	12	5	0	1	00	00	
	C	1	4	7	9		0	4	7			
6. Effects of the use of teaching aids on students' academic performance	H	0	0	0	5	03	5	0	0	00	00	<b>2.50</b>
	S	0	0	3	0		0	0	0			
	T	0	2	1	4	07	2	0	0	00	00	
	C	0	0	0	0		0	0	0			

	C	5	1	0	2		9	2	8			6
	S	1	0	8	4	77	3	2	1	05	02	2.6
	T	3	6	9	2		9	8	3			9

**Source: Field data (2023)**

Key: No Effect = NOE, Minor Effect=MIE, Neutral Effect= NEE, Moderate Effect= MOE, Major Effect= MAE, HS=Heads of Schools, TC=Teachers, ST= Students and RS= Respondents

The data presented in Table 1 indicates that 33% of heads of schools and 38% of teachers perceived minor effects on students' academic performance, with mean scores of 3.50 and 2.75, respectively. Additionally, 44% of students perceived neutral effects on their academic performance, with a mean score of 3.10. This implies that there was a limited use of textbooks in public secondary schools due to their inadequate availability. Despite with the shortage of textbooks in secondary schools compared to the number of students, students still managed to utilize the available text books and acquire at least some knowledge that contributed to their expected academic performance. This aligns with the testimonies of one parent whose child is in school F who stated during an interview that: *Our children have no subject books which can help them study while at home. That is why it has become difficult for them to do personal studies and complete their homework (Personal communication, 2 December 2022).* Another parent whose child attends school C also expressed a similar concern that: *Secondary schools where our children study suffers from a shortage of books. This is evident when our children constantly ask us to buy them recommended books because their schools lack sufficient text books (Personal communication, 29 November 2022).* The data from the interview guide supports the observation that there is a shortage of books in secondary schools, despite the government's efforts to ensure that these schools have enough text books for both students and teachers. This insufficiency hinders effective teaching and learning activities, which heavily rely on the availability of textbooks. This is consistent with the views of Subri (2017), who emphasized the importance of adequate school learning facilities, particularly subject books, in enabling teachers to fulfill their teaching responsibilities and help students achieve the expected knowledge. Without the proper acquisition of this knowledge, students do struggle to answer examination questions accurately. Similarly, during the observation sessions, the researcher noted that not only were there a limited number of textbooks available for students, but there was also a scarcity of books for teachers, such as syllabus books. For example, during a class session, out of 120 students in attendance, only 40 had textbooks, while the rest relied solely on the teacher's lecture. This indicates that if an adequate number of books were available in relation to the student population, the academic performance of students in public secondary schools would likely to improve. The current situation of book scarcity poses a significant threat to the educational development of our nation and the students themselves. Barrett (2019) asserts that the absence of proper books prevents students from gaining in-depth knowledge, leaving them with only surface-level understanding. Thus, the presence of textbooks in schools is crucial. In a similar vein, Asikhia (2020) argues that students' engagement in teaching and learning activities is hindered when there is a shortage of textbooks, which consequently affects their academic performance.

The data presented in Table 1 reveals that 34% of heads of schools perceived moderate effects on students' academic performance, with a mean score of 2.83. On the other hand, 42% of teachers and 43% of students perceived neutral effects, with mean scores of 2.67 and 2.92, respectively,

regarding the use of classrooms in secondary schools. This implies that, the utilization of classrooms in public secondary schools is generally average. This could be attributed to various factors, including the poor physical condition of classrooms in many public secondary schools.

It is widely recognized that conducive classrooms foster positive student attitudes towards learning. Conversely, classrooms lacking a supportive environment can lead to non-supportive attitudes from teachers, a lack of pedagogical skills, and disruptive student behavior, all of which hinder effective teaching and impede students' learning. Abisola and Adam (2018) highlight that poor classroom environments often result in disruptive behaviors such as sleeping, tardiness, noise-making, incomplete note-taking, eating, use of nicknames, and verbal or physical threats towards peers or teachers. Conversely, Actually, conducive classrooms encourage students' enthusiasm for attending school and discourage truancy. The reality is that many classrooms in public secondary schools are not adequately conducive. They are often overcrowded and lack essential facilities that create an optimal environment for teaching and learning.

The data from the questionnaire aligns with the sentiments expressed by a parent during an interview, whose child attends school D. The parent stated that: *In some schools, there is a population of more than three hundred students in one class. Therefore, teaching in such classes is very difficult for the teacher (Personal communication, 3 December 2022).* The interview data categorically confirm that classrooms in many secondary schools are insufficiently conducive due to overcrowding beyond their intended capacity and a lack of essential facilities such as chairs, cupboards, notice boards, well-maintained blackboards, and important instructional resources like teaching aids, maps, and books. This classroom situation was also observed by the researcher, who witnessed numerous instances of overcrowded classrooms where some students had to study while standing. Such conditions are detrimental to students, as they struggle to maintain focus during lessons and may develop a dislike for attending school. In environments with multiple distractions, student engagement in education is minimized, and active participation in the teaching and learning process is diminished.

The data presented in Table 1 indicates that 50% of heads of schools and 43% of students perceived neutral effects on students' academic performance, with mean scores of 3.00 and 2.79, respectively, regarding the use of laboratories in secondary schools. However, 50% of teachers perceived minor effects on students' academic performance, with a mean score of 2.21. This implies that, there is limited utilization of laboratories in public secondary schools. This is attributed with the poor condition of many laboratories in these schools. Despite the lack of important equipment for science practices, students and teachers have made efforts to utilize the laboratories, enabling students in science subjects to achieve some level of performance, albeit not to a great extent. This implies that if the existing laboratories were in good condition and equipped with all the necessary equipment, students could perform better in science subjects than they currently do.

This sentiment was echoed by a parent whose child attends school D, expressing concern about the outdated and poorly equipped laboratory facilities. The parent lamented that: *During parent meetings, we normally discuss how we can improve the school laboratory by purchasing more standard equipment, but our efforts have been in vain" (Personal communication, 28 November 2022).* Furthermore, data from the interviews revealed that some public secondary schools have outdated science laboratories for subjects like physics, chemistry, and biology, making it challenging for teachers to effectively utilize them during science lessons. This aligns with Tanzani (2017), who emphasizes that the presence of modern laboratories with appropriate



equipment within schools can motivate students and teachers towards science subjects. However, the inadequate equipment in many secondary schools not only fails to encourage teachers and students to develop a love for science subjects but also leads to a decline in students' interest in these subjects compared to previous years.

During the observation sessions, the researcher observed that all six secondary schools included in the study had science laboratories with insufficient equipment, causing difficulties for both students and teachers during the execution of proper and educative experiments. Additionally, students in these schools openly displayed signs of discouragement in pursuing science subjects due to the poor condition of their laboratories. This supports Marietta (2017) assertion that well-maintained science laboratories have the potential to foster collaborative social relationships, positive attitudes towards science, and cognitive growth among students. Conversely, inadequate laboratory conditions can discourage students and teachers from engaging with science subjects.

The data presented in Table 1 indicates that 50% of heads of schools, 42% of teachers, and 42% of students perceived minor effects on students' academic performance, with mean scores of 2.50, 2.46, and 2.69, respectively, regarding the use of school teaching aids in secondary schools. This implies that, there is limited utilization of teaching aids in public secondary schools. This is attributed with inadequate availability of teaching aids in many public secondary schools and the reluctance of many teachers to use them. Teachers often consider teaching aids as disruptive, time-consuming, and cumbersome. However, teaching aids play an important role in the teaching and learning process. If all teachers were willing to genuinely use them during class lessons, students' academic performance could improve in secondary schools.

This sentiment was supported by a parent whose child attends school A, who expressed during the interview that many teachers do not want to use teaching aids due to the large class sizes. The parent stated that: *Many teachers do not want to use teaching aids during the teaching and learning process because they have large classes with a high number of students. They consider using teaching aids as a waste of time (Personal communication, 3 December 2022)*. The data from the interview guide reveal that it is not only a matter of teachers not using teaching aids, but also the failure to use them is influenced by the overpopulated classes in public secondary schools. The argument that only a few students can see the teaching aids while the rest cannot be a strong reason. Dusabemariya and Andala (2020) emphasize that teaching aids are tools that help teachers present lessons in a simple and concise manner. In situations where classes are overpopulated, like in public secondary schools, teaching aids could be even more beneficial compared to schools with fewer students.

Similarly, during the observation, the researcher noted a similar trend to what was revealed in the questionnaire and interview guide. Out of the six secondary schools visited, five of them had teachers who did not use teaching aids during their classes. Only one secondary school had teachers who used teaching aids and this is likely due to the enforcement by the head of school. This indicates that teachers generally do not prefer to use teaching aids while teaching, which is a concerning issue. Ngirabakunzi (2017) states that the use of teaching aids during class lessons helps students stay focused and makes the class more engaging and memorable. Teaching aids also play a crucial role in directing students' attention. Since the majority of teachers do not like to use them, the teaching process becomes more challenging.

The data presented in Table 1 indicates that 67% of heads of schools, 50% of teachers, and 42% of students perceived neutral effects on students' academic performance, with mean scores of 2.50, 2.79, and 2.88, respectively, regarding the use of school furniture in secondary schools. This implies that, there is a relatively better utilization of school furniture in secondary schools. The current furniture has been able to provide a somewhat comfortable environment for both students and teachers, creating a conducive atmosphere for teaching and learning within classrooms. This sentiment was supported by a parent whose child attends school F who stated that:

We thank the government for the effort it has made to ensure that secondary schools have sufficient furniture for students. However, due to the increasing number of students in secondary schools, the furniture that used to be enough is no longer sufficient today (Personal communication, 28 November 2022).

Data from the interview guide revealed that many public secondary schools in Zanzibar have furniture, although they are not enough to cater to the gradual increase in the number of students. This situation was also observed by the researcher during classroom observations. In all the classes visited, there was a large number of students, and while the majority had chairs to sit on but they did not have tables to place their exercise books and write on during lessons. This situation leads to a lack of concentration and focus among students, resulting in limited understanding of the lessons being taught. This aligns with the findings of Deyn (2022), who highlights the importance of a positive learning environment for students to comprehend lessons. One of the factors that contribute to this positive classroom environment is the presence of suitable furniture and their arrangement. When the furniture is inadequate or uncomfortable, it can distract students and hinder their concentration during lessons.

## 9. CONCLUSION

The study found that school learning facilities have effects on students' academic performance in public secondary schools in Unguja, Zanzibar, although the effect is not substantial. The limited effects are attributed to the inadequate availability of school learning facilities in these public secondary schools. The inadequacy of school learning facilities is primarily due to insufficient supply from the government to the secondary schools in Unguja, Zanzibar.

## 10. RECOMMENDATIONS

In order to enhance the impact of school learning facilities on students' academic performance in public secondary schools in Unguja, Zanzibar, the study recommends that, it is crucial for the government to ensure a consistent and sufficient supply of school learning facilities to all secondary schools. This provision will contribute to improving the overall teaching and learning environment in these schools. Also, active involvement and support from parents and other education stakeholders are essential in ensuring the availability of adequate school learning facilities. Collaborative efforts can be made to mobilize resources and contribute to the development and maintenance of these facilities in public secondary schools in Unguja, Zanzibar.

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