



Head Teachers Implementation of Plans on the Learning Environment of Public Primary Schools in Butiama District

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Abstract : This study assesses the influence of head teachers planning on the improvement of school learning environment in public primary schools in Butiama district, Mara, Tanzania. The study utilized the Transformational Leadership Theory and employed a mixed research approach with an explanatory sequential research design. A sample of 108 respondents, including 94 public primary school teachers, 10 head teachers, 3 Ward Education Officers and the District Education Officer, was selected through stratified, random and purposive sampling techniques. Data was collected using semi-structured interview and questionnaire. Data was then analyzed through descriptive statistics with the application of SPSS version 21 and thematic analysis. The findings indicate that head teachers set plans they use to improve respective aspects of the learning environment like constructing and repairing school infrastructure. Again, the findings indicate that head teachers implement plans through involvement of teachers, pupils, parents, the community and other stakeholders. The use and implementation of head teachers' plans lead to the construction of school infrastructure, good relationship within and out of the school and accumulation of food for pupils. Further, the findings show that sometimes planned activities are not implemented due to the shortage of resources and inadequate support from school owners and stakeholders. Also, poor planning and unsatisfactory monitoring and evaluation hinders the implementation of the set plans. The study emphasizes the need for training and seminars for head teachers to enhance the positive influence of head teachers' plans. The study recommends further research in other districts to explore the influence of plans and other educational management principles and their influence on the improvement of the school learning environment.

Keyword : head teacher, Planning, learning environment, public primary schools

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INTRODUCTION

Learning requires an orderly, supportive and positive environment both in and outside the classroom (OECD, 2016). This can be achieved through the head teachers' ability to plan and implement plans effectively (Lerra, 2016). Planning forces educational administrators to visualise the overall programme of their institutions and think on making improvements (Innocent, 2021). The environment an individual finds himself or herself in plays a vital role in his or her academic achievement (Ogedi & Obionu, 2017). The environment that does not have safety, stimulation, conduciveness and suitable resources shows a tendency to foster insecurity for both teachers as education providers and pupils as clients. Poor school conditions determine unfavourable learning environment. This includes lack of staff quarters, nearly collapsed and dilapidated structures, lack of classrooms, lack of desks and chairs for instruction, and other structural irregularities that the school faces (Ogedi & Obionu, 2017). Through planning, headteachers should consider the improvement and suitability of these structures. According to Lah (2020), the criteria and descriptions of safe and stimulating learning environment can be expressed in different ways, including a year plan.

In the field of education, planning is the methodical and

scientific process of making decisions about future actions so as to achieve the established goals and objectives of education while making the best use of limited resources (Akpan, 2018). This suggests that to accomplish educational goals and objectives, planning serves as a tool for organising and directing various educational activities. Educational planning is the application of logical and systematic analysis to the process of educational development in order to increase the effectiveness and efficiency of education to meet the needs of society and students (Akpan, 2020). This is to say that educational planning has to take into account the demands of students in different areas including the availability of classrooms, equipment and facilities for learning, textbooks and reference materials, and trained teaching and non-teaching personnel. Kimaro (2020) contends that a child's learning environment consists of a variety of structures, including buildings, furniture, equipment, instructional materials, teachers, peer groups and all other individuals involved in the child's development. Planning for education is crucial for it aids in achieving the goals.

The origin of planning in education can be traced back to the ancient civilisations of the Nile (3150 BC to 30 BC), Athens and Sparta, the Incas in Peru and the Han Dynasty in China (University of Nairobi, 2023). In the City-State of Sparta, education is planned to fit their military needs, like

the production of ideal citizen soldiers. During the Han Dynasty in China and the Incas in Peru, education was planned to suit their specific public purposes (Onderi et al., 2013). Planning began to receive significant attention in management literature in the US and France in 1911 when Frederic W. Taylor published *Principles of Scientific Management*, and in 1916 when Henri Fayol wrote *General and Industrial Management*, emphasising planning as one of the five essential functions of administrators (Beach et al., 2015). Planning in education can also be traced to the young Soviet Union following the 1917 October Revolution. In 1923, the Soviet Union composed its first five-year development plan which included the educational plan. After the Second World War, other European countries saw the importance of educational planning as the only solution for meeting the needs of manpower in their countries. Countries like Britain adopted a five-year development plan, while countries in Eastern Europe took models of the Soviet Union, with emphasis placed on the relationship between educational planning and economic development (Nairobi University, 2023).

In Africa, educational planning received emphasis in the 1960s after the independence of majority of the countries. In Nigeria, educational planning began during the colonial period when the country was under the British rule. The first articulated education plan for Nigeria was the ten-

year education plan of 1944. In 1960, Nigeria placed some of the educational plans in the National Development plans (Akpan, 2018). In Ethiopia, educationalists agree that educational planning in education started in the late 1960s. Since then, educational planning is regarded to be a crucial function of educational managers at all levels of education, from school to national ministries (Lerra, 2016). In Kenya, commissions like the Ominde Commission (1964), Gachathi Commission (1976), and Mackay Commission (1981) were involved in educational planning following independence (University of Nairobi, 2023). The implementation of strategic planning in schools is acknowledged as a useful framework for achieving school reforms and enabling schools to address their needs (Wanjala and Rarieya, 2014). Among the school needs is the need to have a conducive environment as it plays a major role in the life of every person in the school. It also shapes the attitudes of pupils towards the scho (Ihekoronye, 2020).

In Tanzania, educational planning started during the colonial period where education was primarily driven by the colonial powers' desire to support their political and economic interests, but not to truly promote the development of the national education system. After independence in the 1960s, educational planning received much emphasis so as to provide education suitable for fighting against poverty, ignorance and diseases as a

means of bringing about development for all Tanzanians (Kajuna & Rupia, 2022). To achieve this goal, Tanzania has taken different efforts. These include the National Strategy for Growth and Reduction of Poverty (NSGRP), which is part of Tanzania's 2025 Vision, committed to the attainment of Millennium Development Goals (MDGs). The MDGs include sector plans like agriculture, education and health, institutional plans such as strategic plans, action plans and performance budgets and individual work plans (Kajuna & Rupia, 2022). Institutional plans are among the plans prepared by head teachers in schools through various stages, including setting goals like improvement of classrooms, identifying resources, setting strategies and implementing the plans. This may then result in an improved school learning environment, such as having enough well-constructed classrooms and sufficient teaching and learning resources.

However, in primary schools, in different places including Butiama district, the implementation of the plans as a function of educational management is still doubtful. Reports indicate that some of the schools have dilapidated classrooms, shortage of classrooms which result to congestion of pupils in classrooms, absence of libraries, insufficiency of pupils' toilets and an absence of toilets for teachers, shortage of teaching and learning materials and some other necessary

infrastructure (Butiama District School Quality Assurance, 2023, 2024). It is from this ground that the researcher conducted a study on head teachers' plans implementation and its influence on the learning environment in public primary schools in Butiama district.

Statement of the Problem

Planning in education is fundamental for the improvement of the school learning environment. It sets goals and objectives, identifies the resources needed and indicates how the task will be done during the implementation stage of improving the school learning environment. In primary schools, head teachers have to set plans, goals and objectives, identify and ensure the availability of resources needed for improving the school learning environment. However, in the phenomenon of head teachers' planning, there emerges poor planning which further deteriorate learning outcomes. Reports from Butiama District School Quality Assurance (2022; 2023) indicate that schools have shortage of infrastructure like classrooms, toilets and libraries and hence unfavourable school learning environment. The government has been implementing various interventions for improving the school environment, including construction of some classrooms and procuring books and other teaching and learning resources, yet, some schools remain with unattractive learning environment and ineffective teaching and learning.

This raised the researchers' curiosity to find out whether head teachers set appropriate plans which consider the improvement of the school environment. It is from this context that the researcher conducted a study on head teachers' plans implementation and its influence on the learning environment in public primary schools in Butiama district.

Research Objectives

This study was guided by one objective to explore how head teachers' implementation of plans influences the learning environment in Butiama district.

Literature Review

According to Escobar (2019), improvement plans are innovative projects that are implemented in schools with the involvement of all members in order to improve the organisation. It is pointless to create plans without carrying them out. Head teachers should therefore make sure that the strategies they establish are carried out.

Empirical studies reveal that planning is essential for improving the school learning environment. In Istanbul for example, a highlight is placed on the significance of systematic planning, fostering participatory leadership to drive school improvement (Dinler, 2024). In Indonesia, to implement plans, head teachers make the objectives clear and collaborates with the community and

other potential stakeholders in implementing plans. This results into the maximum achievement of the plan's goals (Nugraha et al., 2020). That is, head teachers should employ collaborative approaches, including involvement of teachers, parents and the community as key strategies of implementing plans set for improving the learning environment. However, this requires head teachers who are well knowledgeable on setting plans through involvement of other stakeholders, head teachers who can respect parents and community members including inviting them at school to observe what is taking place. Without respect and employment of collaborative approaches in planning and implementation of plans, the head teacher cannot successfully implement plans.

Further, empirical studies indicated that in implementing school improvement plans (SIP), the school has to employ various strategies. In Philippines they employ such strategies as staff management, resource management and community building when implementing SIP (Licayan and Orongan (2024). This implies that head teachers have to involve teachers in planning and implementation, accumulate resources for use in the implementation stage and establish sound relationships with the community. This results in collaboration between the head teacher, teachers and the community, and as a result, the set goals can be achieved.

In the African context, head teachers' plans for improving the learning environment is also considered essential. When setting school improvement plans head teachers involve other stakeholders for easy implementation. In Ghana for example, head teachers prepare the School Performance Improvement Plan (SPIP) with input from all relevant parties, including the school committee, the school management team, the Parent Teacher Association (PTA) and teachers. Additionally, the SPIP planning make sure that schools allocate funds for everything they would require (Kwaah and Ampiah, 2018). This should involve the budget identifying all the resources needed for implementation. This will enable stakeholders to participate fully during the implementation stage to ensure that plans are successfully implemented. However, the head teacher should have a good language and skills to ensure that all stakeholders give him/her good cooperation and support. In Kenya, head teachers' planning and plan implementation is deemed essential for improving school learning environment. Planning and plan implementation enforces some head teachers to raise money for their projects by participating in fundraising activities (Gwaro and Ngacha, 2023). This enables them to accumulate money for improving school infrastructure and procuring teaching and learning resources based on their plans and goals set for implementing

those plans. However, this needs a skilled head teacher and the one who is not corrupt to ensure that the money accumulated is well used and for the intended purposes. In Uganda, head teachers' planning and plan implementation is as well suitable for improving the quality of the schools and quality teaching. However, many head teachers have not managed to prepare plans and implementation strategies which lead to underperformance (Kooti and Nalukwago, 2023). Underperforming head teachers due to failure to prepare plans and implementation strategies causes their schools to remain with unsuitable learning environment.

In Tanzania, just like many other countries in Africa and the global at large, head teachers' planning and implementation of plans is essential. Empirical studies indicate that head teachers use a variety of tactics to help teachers adjust to the CBC, such as strengthening linkages between communities and schools, offering assistance to instructors, and enhancing teaching and learning materials (Mlengi et al. 2023). In managing public primary schools, head teachers implement multiple accountabilities through planning, communicating, mobilizing, decision making and collaborating (Vuje et al., 2025). This suggests that head teachers should involve the community in the setting and implementation of plans to affect the learning environment, as this typically depends on the relationship

between the community and school management. Again, head teachers should ensure the availability of teaching and learning resources because an improved learning environment must have enough resources. Teachers should also be given in-house training on how they implement their duties, including caring for children. If there is no good relationship between teachers and children, and teachers do not care for their pupils, the learning environment becomes intimidating to pupils.

METHODOLOGY

This study adopted mixed methods approach to achieve its purpose. Mixed-methods research approach is a combination of qualitative and quantitative approaches. The use of mixed methods approach provides flexibility to the researcher to obtain massive information using both qualitative and quantitative data collection techniques. The use of combined methods approach enabled the researcher to obtain detailed data on head teachers' implementation of plans and its influence on the learning environment. The study was guided by an explanatory sequential research design. Data from questionnaires were analysed using descriptive and inferential statistics. To implement this process, the researcher first, converted data into numeric format and then coded them into schemes. Thereafter, all data were entered into Statistical

Package for Social Sciences (SPSS) to compute numerical data into frequency distribution and percentages. Data from semi-structured interviews were analyzed using thematic analysis. The respondents' replies were sorted into thematic headings by identifying common patterns based on the research questions and objectives. The researcher first acquainted himself with the data gathered from semi-structured interviews by going over the field notes and audio recordings. Secondly, the researcher found related or comparable patterns in the data. Thirdly, the researcher categorised linked data. Fourth, in order to facilitate identification or reference, the researcher implemented codes for the classified data categories. Fifth, the researcher found themes using the codes that had been supplied to him. This allowed him to create more comprehensive patterns. Sixth, in order to determine whether the themes offer sufficient information to address the research questions and enable the findings to be broadly applied, the researcher examined them in detail. Qualitative discoveries enhanced quantitative information in data presentation by providing more specific information. To present the data findings, a number of tables and figures were used. The study population comprised 18 Ward Education Officers (WEOs), 1 District Education Officer (DEO), 96 public primary school heads, and 941 public primary school teachers which made a

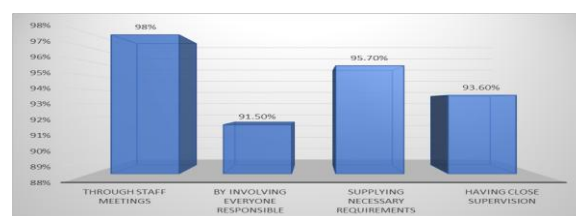
total of 1,056 people. The sample size consisted of 108 respondents including 94 primary school teachers, 10 head teachers, 3 WEOs selected randomly and 1 DEO. The study employed probability (simple random) and nonprobability (purposive) sampling to select study respondents. Simple random sampling was used to select teachers, head teachers and WEOs for involvement in the study. Purposive sampling was used to select the DEO. The criterion for using purposive sampling was the uniqueness of the respondent for being the only one in each district. Data were collected using questionnaires and interviews. To ensure validity of the research instruments, a pilot study was conducted where 12 respondents selected from one school in Butiama district were requested to respond to the questionnaires. Reliability was ensured by pretesting the instruments using a test-retest reliability approach where twelve teachers who were not involved in the main study were given questionnaires to complete two weeks before the same respondents received the questionnaires to complete again. Then, correlation coefficient for two sets of scores were calculated using Reliability Index-Pearson Correlation. The requirements and directives on ethical considerations were adhered to. To avoid plagiarism, acknowledgement of all sources used in this study was done properly with adherence to APA manual 7th ed.

RESULT AND DISCUSSION

The findings and discussion are presented thematically based on the objective guiding this study.

Head Teachers Implementation of Plans on the Learning Environment

This section presents the findings for this study's objective which intended to find out how head teachers implement plans to influence the learning environment. To obtain information for this objective, the researcher administered questionnaires to the 94 public primary school teachers and conducted interviews with the 14 respondents (10 Head teachers, 3 WEOs and the DEO). The data collection process started by collecting information from the 94 teacher respondents who were asked to explain how their head teachers implemented plans to influence the learning environment. The respondents mentioned various ways head teachers used to implement plans to influence the learning environment. Their responses are presented in Figure 4.3.



Source: Field data, 2025

Figure 1. Head Teachers' Implementation of Plans to Influence the Learning Environment (N=94)

Results from Figure 1 indicate that a larger number of the 94 respondents said that head teachers implement plans they set through staff meetings (98 percent) where plans and implementation procedures get discussed, involving everyone responsible (91.5 percent) like teachers, parents, the community and pupils in school improvement activities, supplying necessary requirements (95.7 percent) where the head teacher cooperate with stakeholders to provide materials needed for improving the learning environment and conducting close supervision (93.6 percent) where the head teacher and teachers make follow-ups to ensure that activities for improving the learning environment are effectively implemented.

In order to collect more information for this study, the 94 teacher respondents were asked to respond to a question using a five-point scale. The scale ranged from 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Not sure (NS), 4 = Agree (A) and 5 = Strongly Agree (SA). The questions were planned to identify the way head teachers implement plans to influence the learning environment in public primary schools in Butiama district. The respondents were required to respond by putting a tick on each statement depending on the extent of their agreement. The statements provided were five (05) as presented in Table 4.1:

Table 1. The Way Head Teachers Implement Plans to Influence the Learning Environment in Public Primary Schools (N = 94)

Ways of implementing plans	SD		D		NS		A		SA	
	F	%	F	%	F	%	F	%	F	%
Head teacher involves other teachers in setting and implementing plans	0	0	0	0	0	0	4	4	4	4
Head teacher involves parents and other stakeholders in setting and implementing plans	6	6	8	8	.	.	0	0	4	4
Head teacher identifies resources for implementing plans	4	4	0	0	0	0	5	6	3	3
Head teacher raises funds for implementing plans	8	8	2	2	2	2	4	4	3	3
Head teacher sets goals systematically and collaborates with the community in implementing them	1	1	1	1	8	8	2	2	3	3

Source: Field Data, (2025)

Results from Table 1 reveal that the 94 respondents accepted all statements as ways head teachers use to implement plans to influence the learning environment. The statements include the head teacher involves other teachers in setting and implementing plans for which 55.8 percent agreed and 44.2 percent strongly agreed, the head teacher involves parents and other stakeholders in setting and implementing plans which 48.9 percent agreed and 36.2 percent strongly agreed. 61.7 percent agreed and 34.0 percent strongly agreed that the head teacher identifies resources for the implementation of plans, with 48.9 percent agreeing and 38.3 percent strongly agreeing that the head teacher raises funds from stakeholders for

implementing plans. The last statement is the head teacher sets goals systematically and collaborates with the community in implementing them about which 27.7 percent agreed and 34.0 percent strongly agreed.

The Head Teacher Involves Other Teachers in Setting and Implementing Plans

Table 1 indicates that a significant number of respondents, 55.8 percent agreed and 44.2 percent strongly agreed that the head teacher involves other teachers in setting and implementing plans. This means that all respondents, 100.0 percent agreed that the head teacher involves other teachers in setting and implementing plans to influence the learning environment.

The feedback from the 14 respondents revealed support on the quantitative findings that the head teacher involves other teachers in setting and implementing plans. They said that they all agree on what to put into plans and cooperate with their head teacher in the implementation. One of the WEOs concluded that “in setting plans, teachers and head teachers sit together in meetings and make agreements on what to plan and decide on procedures of implementation. This simplifies the implementation of agreed activities although some of the plans such as construction of libraries and classrooms fail due to the absence of financial resources and reluctance of

stakeholders to provide enough support” (WEO2; July 2025). This shows that before setting plans, teachers and head teachers make agreements in meetings on what to include in plans and ways to implement the set plans. As a result, they all participate in the implementation stage. When asked the same question, one of the head teachers answered:

“We use meetings to decide on what to put into plans for improving the school learning environment. We also decide on implementation procedures. This enforces cooperation during the implementation. Nevertheless, we fail to implement some of the plans we aspire to, like the construction of toilets and buying furniture because of lack of financial resources” (HT4; July, 2025).

This implies that head teachers involve teachers from the identification of what are to be improved before including them in the school plans. This encourages teachers to participate fully during the implementation stage. This concurs with Escobar (2019) who asserts that improvement plans are innovative projects that are implemented in schools with the involvement of all members in order to improve the organisation. It is therefore imperative to involve teachers in setting and implementing plans in order to get good results in the implementation stage.

The Head Teacher Involves Parents and Other Stakeholders in Setting and Implementing Plans

Findings in Table 4.4 reveal that a bigger number of the teacher respondents, 48.9 percent agreed and 36.2 percent strongly agreed that the head teacher involves parents and other stakeholders in setting and implementing plans. This implies that 85.1 percent agreed that the head teacher involves parents and other stakeholders in setting and implementing plans. Few respondents, 14.9 percent, rejected head teachers to involve parents and other stakeholders in setting plans and added that head teachers requested parents to contribute for the implementation of programmes the plan of which they were not involved to prepare. Responses from head teachers seemed to agree with the quantitative findings. When asked a question on the involvement of parents and other stakeholders in setting and implementing plans for improving the learning environment, one of the head teachers replied, “mostly, we involve parents and other stakeholders in implementing planned activities. In setting plans, we involve the school committee on behalf of the parents and later parents get informed of what has been planned” (HT6; July, 2025). This shows that parents are not involved directly in setting plans but the school committee, which is the representative of parents at school. Therefore, parents

get involved in the implementation stage.

When responding to the same point of view, one of the WEOs said that “parents and other stakeholders are mostly involved in the implementation of the plans. In setting plans, parents and other stakeholders are not involved but get informed of what the school intends to do after plans have been set” (WEO1; July, 2025). This quotation implies that parents participate through being given information on what the school has planned to implement while the school committee participates from the initial stage of setting plans to the implementation stage on behalf of the parents. In this regard, it is assumed that parents and other stakeholders are involved in setting and implementing the plans for improving the learning environment. This agrees with Nugraha et al. (2020) whose study found that in implementing the plan, the head teacher made objectives clear and collaborated with the community and other potential stakeholders in implementing the plan.

The Head Teacher Identifies Resources for the Implementation of Plans

Again, findings from Table 4.4 show that a greater number of the respondents, 61.7 percent, agreed and 34.0 percent strongly agreed that the head teacher identifies resources for the implementation of plans. This means that a large number of respondents,

95.7 percent, said that head teachers identify resources for the implementation of plans. Few respondents, 4.3 percent denied head teachers to identify resources for implementation of plans. They added that some of the head teachers sat idle waiting for higher authorities to bring financial resources for improving the learning environment and as a result, their schools remained with unsupportive learning environment. Responses from the 14 respondents indicated approval of the quantitative findings that the head teacher identifies resources for the implementation of plans. They said that in implementing activities for the achievement of the plans set, the head teacher should identify the resources required. When requested to provide their opinions on whether head teachers identify resources for implementing plans, one of the WEOs replied, “in my schools, head teachers identify resources required for implementing activities like the construction and repair of classrooms. However, the absence of financial resources limits the implementation of essential plans set to address the shortage” (WEO1; July, 2025).

In responding to the same question, the DEO commented that “as heads of their institutions, head teachers identify resources required for implementing plans set for improving the learning environment although some of them do not” (DEO; July, 2025). This shows that some of the head

teachers, in collaboration with other teachers, identify resources required for implementing activities intended for the achievement of the set plans. This agrees with Licayan and Orongan (2024) who found that the school used several strategies to ensure the implementation of SIP including staff management, resource management and community building. This implies that head teachers have to accumulate resources, manage teachers and strengthen community relationships for effective achievement of plans implementation.

The Head Teacher Raises Funds from Stakeholders for Implementing Plans

As shown in Table 4.4, the findings reveal that 49.0 percent of the teachers agreed and 38.3 percent strongly agreed that the head teacher raises funds from stakeholders for implementing plans. From this analysis, it shows that many respondents, 87.3 percent, agreed that the head teacher raises funds from stakeholders for implementation of plans. This implies that after setting plans, head teachers raise funds for implementing various activities intended for achieving the plans. However, a small number, 12.7 percent of the teacher respondents rejected the view that head teachers raise funds for implementing the set plans. They said that some of the head teachers have no skills for raising funds and therefore, unless the Ministry of Education, Science and Technology or PO-

Regional Administration and Local Government brings financial assistance for improving such schools, the schools remain with very poor learning environment.

Responses from the 14 respondents seemed to verify the numerical findings by supporting that head teachers raise fund from stakeholders including parents for successful achievement of the set plans. When asked a question about the way head teachers implement plans to influence the learning environment, one of the WEOs replied,

“Head teachers accumulate funds from different stakeholders including parents. For example, head teachers collect contributions from parents and other stakeholders for constructing classrooms, toilets and making or buying desks. This helps in improving the learning environment” (WEO₃; July, 2025).

On the similar point of view, one of the head teachers had the following to say,

“I establish the relationship with parents and the community and from these, I accumulate funds and other contributions we use to improve our learning environment like constructing more classrooms and toilets. However, sometimes, parents and other community members are not ready to contribute, which limits our ability in implementing plans we set” (HT₇; July, 2025).

This implies that head teachers raise funds for various construction activities. This is in line with Gwaro and Ngacha (2023) whose study showed that some of the head teachers raised money for their projects by participating in fundraising activities. However, sometimes they fail to implement plans due to the reluctance of some stakeholders to provide contributions.

The Head Teacher Sets Goals Systematically and Collaborates with the Community in Implementing Them

Results from Table 4.4 reveal that 10.6 percent of teachers strongly disagreed, 19.1 percent disagreed, 8.5 percent were not sure, 27.7 percent agreed and 34.0 percent strongly agreed that the head teacher sets goals systematically and collaborates with the community in implementing them. This interpretation of the findings reveals that a larger number of the teachers, 61.7 percent, agreed that the head teacher sets goals systematically and collaborates with the community in implementing those goals. However, some of the respondents (38.7 percent) said that head teachers set goals which are not systematic enough to enable them improve the learning environment in their schools. They also added that in implementing plans, some of the community members do not participate fully due to head teachers' inadequate skills of establishing good relationship with the

community for its members to participate fully in school improvement activities.

Feedback from the 14 respondents were in agreement with the numerical information on the same argument. When asked about the responsibility of teachers in setting goals systematically and collaborating with the community in implementing them, one of the WEOs said,

“Head teachers set goals when preparing the whole school development plans and action plans and they collaborate with the community, such as villagers in implementing those goals. However, the implementation goes so slowly due to reluctance of the community to participate effectively” (WEO2; July, 2025).

When asked the same question, one of the head teachers answered,

“In collaboration with my fellow teachers, we set goals systematically based on our plans and try my best to involve the community in the implementation stage. However, some of the community members do not respond immediately, which retards the implementation and achievement of the set goals” (HT9; July 2025).

This implies that head teachers set systematic goals and collaborate with the community in implementing the goals. However, the participation of some of the community members seems to be a challenge for they do not

participate effectively and retard the implementation. This presents a call for head teachers to strengthen the relationship between the community and the school. This concurs with Mlengi et al. (2025) when he argues that head teachers use a variety of tactics to help teachers adjust to the Competence Based Curriculum, such as strengthening linkages between communities and schools, offering assistance to instructors, and enhancing teaching and learning materials.

In general, we can say that head teachers implement plans to influence the learning environment through various ways. These ways include staff meetings, involving everyone responsible, supplying necessary requirements and having close supervision. Other ways include involving other teachers, parents and other stakeholders in setting and implementing plans, identifying resources, raising funds from stakeholders for implementing plans and setting goals systematically and collaborating with the community in implementing them. However, the implementation stage seems to be slow in some schools because of the failure of parents and the community to provide their contributions as expected.

CONCLUSIONS

On the basis of the findings of this study it can be concluded that head teachers in cooperation with fellow teachers and the school committee set various plans and use them to improve

various aspects of the learning environment. The findings indicate that some of the plans that are implemented to influence the learning environment are improving the school infrastructure, improving the school internal environment and improving social services.

Again, the findings indicate that in implementing the set plans, the head teacher sets goals which when implemented, they enable the implementation of plans leading to positive influence on the learning environment. For example, on the plan to improve the school infrastructure, the head teacher sets goals of constructing classrooms, toilets, teachers' houses and making desks depending on the school needs while in implementing the plan on the improvement of the internal school environment. Also, the head teacher sets such goals as establishing good relationship between teachers and pupils, among teachers themselves, and between teachers and the community. This is done along with educating teachers on providing punishment to pupils adhering to the law. Based on plans to improve social services, the head teacher sets goals related to installing electricity and permanent clean and safe water sources and provision of food to pupils.

Lastly, the findings indicate that head teachers, in cooperation with teachers, parents, the community and other stakeholders implement those plans through the goals mentioned

above, which influence the learning environment positively making it more suitable for learning. However, the findings indicate that sometimes the implementation fails due to lack of resources and insufficient support from the school owner and stakeholders.

Recommendations

The study recommends that the Ministry of Education, Science and Technology and the Presidents' Office, Regional Administration, and Local Government (PO-RALG) to provide support to schools based on the plans created by the school administration in order to meet the requirement of the school to improve the learning environment.

Again, the study recommends that policymakers and education planners to organize indoor and outdoor seminars and workshops for training head teachers on how to create systematic and implementable plans, goals and techniques of raising funds from stakeholders. These will simplify the setting and implementation of plans.

Furthermore, the study recommends that city, municipal and district councils executive directors, as public primary school owners in their areas should think of providing head teachers with seminars and training on setting plans, implementation procedures and monitoring and evaluation strategies to improve the implementation of plans for improving the learning environment.

Finally, the study recommends that head teachers in collaboration with school committees, village executive officers and village chairpersons should educate parents on the importance of participating in school improvement activities and providing food contribution for their children.

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