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Issues related to the quality of secondary education: the Case of Dire Dawa, Ethiopia

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Abstract: *This study aimed to examine concerns regarding the quality of education in secondary schools in Dire Dawa City. It reflects the views of teachers and educational administrators on educational quality, issues, and recommendations for improving quality. A descriptive survey was conducted for this purpose. In this study, 235 city teachers were randomly selected. Despite access improvements, data shows slow progress in improving quality education in Ethiopia. Government officials, teachers, parents, teachers, students, and others expressed concern about the quality of education in general education schools in Dire Dawa City. The results revealed that schools should also provide an educational environment suitable for teaching and learning activities. In-service training or professional development is one of the critical factors in quality education. However, the result revealed that 43% of the survey respondents had not attended in-service training in the past two years. Furthermore, 91.9 per cent of the respondents believed cheating was a crucial problem for quality education. The local government should work with the university to address most of the issues raised in this study.*

Keywords: *Secondary school, education, quality, challenges, environment, in-service training.*

I. Introduction

Education is a means of effectively transmitting to the next generation the knowledge and research findings that people have gathered during the centuries-long battle for existence and advancement. The entire society's economic development is impacted by education. The well-being of individuals within communities and groups is positively jammed by education. In Africa's poorer nations, the U.N. is trying to enhance education, especially for low-income families and those living in rural regions. Under the theme "Change classrooms, change education," people worldwide observed International Education Day in April. However, the U.N. pushed them to do more. Those who attend school send their kids to private schools in numerous African nations. These options are unavailable to low-income families or those living in remote areas.

According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO), one in five African children aged 6–11 is out of school, and about 60% of youth aged 15–17 are out of school. The education of girls is an important issue. Nine million African girls between the ages of 6 and 11 are out of school, compared with 6 million boys.

The rejection rate in adolescence is 36% for girls and 32% for boys. Aware of the value of education in developing countries, the Ethiopian government has achieved an important goal by increasing the number of primary schools threefold between 2000 and 2016. The brand aims to help Ethiopia reach middle-income poverty and economic

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development by using 2030 education as a critical weapon. Children and youth make up 48% of its population, and its mission is to lift children out of poverty by ensuring they receive a good education.

In December 2020, the Ethiopian Ministry of Education published the annual summary of education statistics from September 2019 to March 2020. Approximately 45.4% of children in primary school rose from 4.7% to 40.7% in 2018 - 2019.

II. Statement of the problem

There is no agreement on what constitutes excellence in studying educational equity and quality in developing countries. Many aims continue to expand and change with the activities of the primary school and the strategies employed to accomplish them. As a result, knowledge is the foundation of a quality education [1, 2]. [3] states that two aspects are related to measuring precision and accuracy and satisfying client needs [4]. Social thinking shapes common sense, which is constantly changing. The relative lack of data to produce quality metrics is another significant issue.

Many variables affect the quality of education, including the implementation of national development goals, student health and well-being, the school environment, textbooks, qualified teachers, and teaching. Use ICT skills in learning and teaching.

It is essential to build more schools to increase accessibility. However, besides the accessible educational material, management has also become an obstacle [4]. Academic management includes establishing policy frameworks, ensuring they are allocated appropriately, improving administrative and financial systems, and establishing information systems. Local interventions include the distribution of people and the use of funds for the management of urban education, the improvement of management and financial skills (budget planning and execution), and the improvement of school management.

We work to understand the barriers to education, the importance of quality education, and the challenges of measuring educational outcomes in Ethiopia. According to [5], quality education is not necessary to meet basic human needs. However, it is essential to promote international peace and sustainable development.

This study aimed to assess issues related to quality education in secondary schools in Dire Dawa City. Based on this general objective, the following specific objectives were formulated in this study to assess the key drivers of quality education:

a. To what extent does the school environment affect the quality of education?
b. What role should stakeholders play in maintaining quality education?
c. To what extent does teacher in-service training affect the quality of education?

The study may offer the following significant benefits: a better understanding of educational quality improvement challenges, reminders to allocate enough resources and funds to the education sector, and custody. Our approach to quality education in secondary schools aims to generate insights that foster quality and more inclusive education systems across Ethiopia.

III. Material and Methodology

This section discusses the study design, data sources, sample size, sampling strategy, data collection tools, study processes, data analysis methods, and ethical considerations.

3.1 Research Design

Research design is a plan of action that combines philosophical assumptions with concrete procedures [5]. This study used a descriptive research design to analyze and explain the quality of secondary schools in Dire Dawa City.

3.2 Sources of Data

In this study, data were obtained from a secondary school teacher. Secondary data sources include books, journals, relevant documents published by the Ministry of Education and the Municipal Education Bureau, and the results of national student entrance exams from 2017 to 2022.

3.3 Sample size and techniques

Dire Dawa City operates 21 state and private secondary schools, and 235 teachers from various secondary schools participated in the survey. In addition, the results of the national entrance exam with 12538 candidates were considered.

3.4 Method of Data Analysis

The data obtained from the questionnaire and entrance exam results were recorded and analyzed using SPSS and Python 3.10. Open data were coded, and quantitative data were presented using percentages, tables, and graphs.

3.5 Ethical consideration

The researchers communicated legally and fluently with all secondary schoolteachers and the city's educational administration. All the participants were informed of the study's purpose. Communication with relevant authorities was done with their consent, and they did not harm or endanger their personal, religious, or organizational well-being.

IV. Results and Discussion

4.1 Results

Figure 1 shows that the total number of students taking the national entrance examination from 2017 to 2022 is 12538. In 2017, in 1967, students in all fields of the natural and social sciences took a national entrance examination. The total number of students who took the national exam in 2018, 2019, 2020, 2021, and 2022 was 1412 (11.3% of the total students), 1527 (12.2%), 1523 (12.1%), 2384 (19.0%), and 3725 (29.7%), respectively.

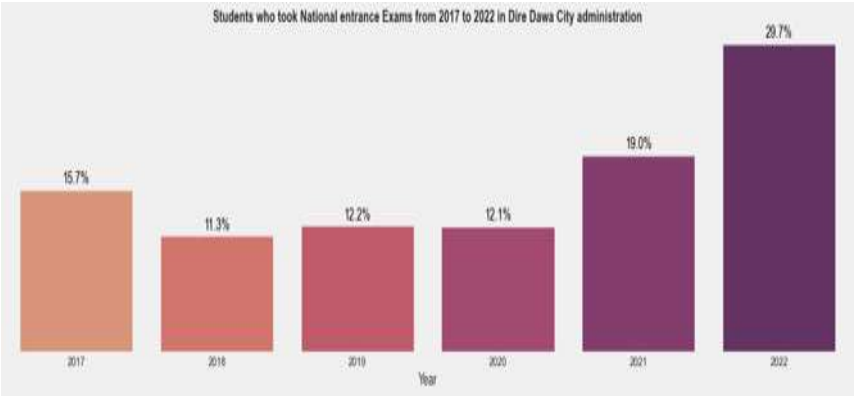

Figure 1. *The overall number of students sat for national entrance exams from 2017 to 2022 in Dire Dawa City administration*

Figures 2 and 3 show the overall grade distribution from 2017 to 2022. These demonstrate the grades achieved in Natural Sciences Mathematics (NMa), Physics, Chemistry, Biology, History, Geography, Civics, English, Aptitude, and Social Science Mathematics (SMa). Mathematics and Physics averaged scores of 22.7, while chemistry, biology, history, geography, civics, English, and SMa scores were 27.4, 28.8, 15.9, 15.7, 6.6, 40.0, and 12.5, respectively.

The overall grade distribution from 2017 to 2022 shows that national admissions are not appealing to all parties, and we must work with schools and teachers to change these outcomes. Compared to other subjects, the students performed relatively well in English.

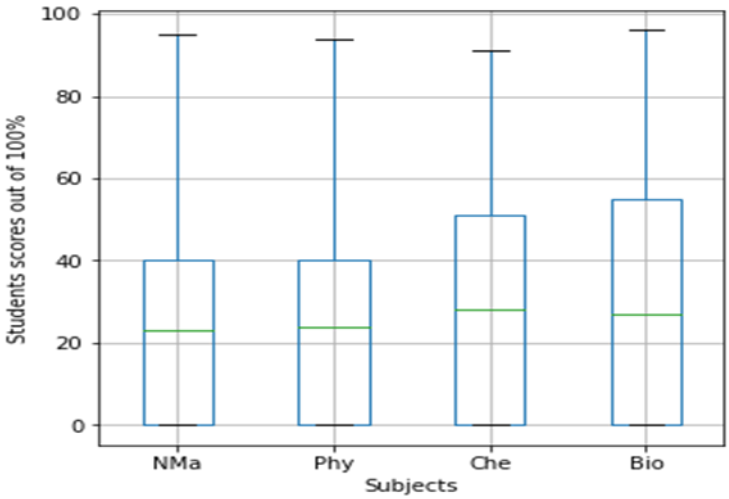

***Figure 2**. From 2017 to 2022, students performed well in the national entrance exams for science and mathematics.*

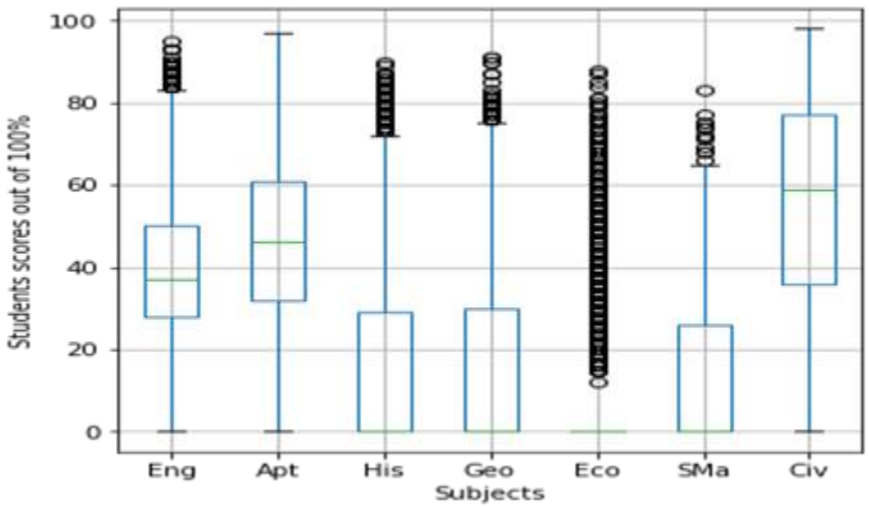

***Figure 3.** shows student scores on the National Entrance Examinations for Mathematics in English, Aptitude, History, Geography, Economics, Civics, and Social Sciences from 2017 to 2022.*

Figure 4 shows the mean, standard deviation, and best grades. From 2017 to 2022, the highest scores for each topic ranged from 85 to 97. The average score for the natural science stream ranged from 6.6 to 40.0. Each participant's standard deviation (S.D.) ranged from 1.8 to 20.8.

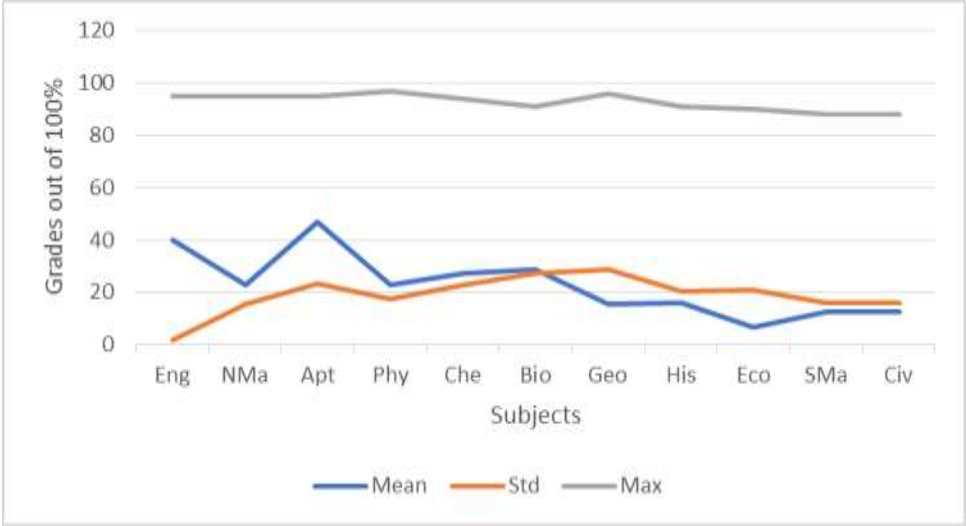

Figure 4. *The sum of students' mean, maximum, and standard deviation across all subjects from 2017 to 2022.*

Student performance in all science, mathematics, and social science subjects improved from 2017 to 2021, but quality education declined in both urban and rural areas, and the total number of students enrolled in the 2022 academic year was lower than in previous years. The best results were achieved in 2021; however, some measures taken by the Ministry of Education, Culture, Sports, Science, and Technology have resulted in lower results than in the last five years. As a result, the total number of students enrolled in the 2022 academic year was lower than in previous years.

Consequently, quality education in the city was found to be questionable. The findings influence the Ministry of Education's understanding of the quality of teacher motivation, school environment, teacher in-service training, professional development, teaching materials, student motivation, school leadership perspectives, and teachers' understanding of curriculum goals. These are crucial obstacles to student progress and the quality of education.

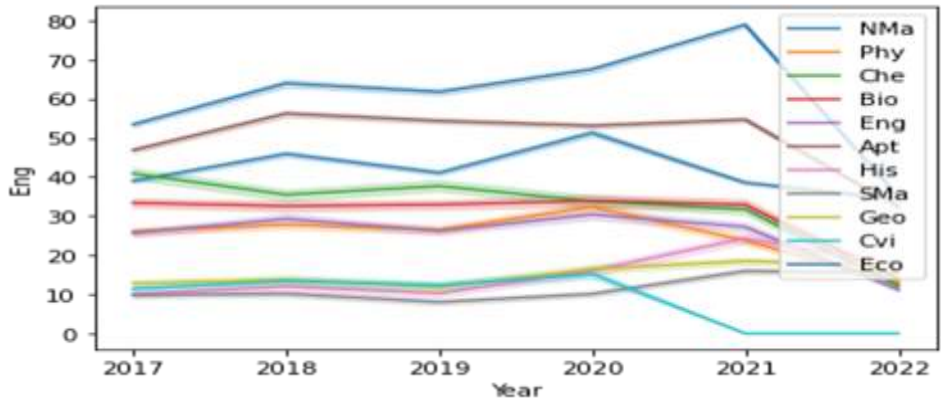

Figure 5. *From 2017 to 2022, Dire Dawa City Council students scored in each item on the national exams.*

Table 1 shows how the respondents were grouped by school type and gender. Among the participants, 60.9% and 39.1% attended public and private schools. From the total population, 157 male teachers (66.8%) and 78 female teachers (33.2%) participated in this study. Table 1 shows that most respondents were between 31 and 36 years old, and 51.9% were adults. Additionally, 31.9 per cent of the respondents were between 31 and 35, and 5.5 per cent were 22–25 years old. Additionally, 10.5 per cent of the respondents were between 36 and 40.

Regarding work experience, 24.7% of respondents aged 1–5, 28.5% of respondents aged 6–10, and 45.5% of teachers aged 11–15 had work experience. Most teachers have bachelor's and master's degrees, but a significant proportion have less than the required level of education, as shown in Table 1.

Table 1. Respondent background profiles

Item	Groups	Frequency	Per cent
Types of school	Government	143	60.9
	Private	92	39.1
	Total	235	100
Gender	Male	157	66.8
	Female	78	33.2
Age	22-25	13	5.5
	26-30	75	31.9
	31-35	122	51.9
	36-40	25	10.6
Working experiences	1-5 years	58	24.7
	6-10 years	67	28.5
	11-15 years	107	45.5
	Above 15 years	3	1.3
Qualifications	Certificate	5	2.1
	Diploma	12	5.1
	BA/BSc	147	62.6
	MA/MSc	71	30.2

Figure 6 shows that teachers in most private schools specialize in biology, chemistry, mathematics, and physics. There are fewer compulsory social science subjects than natural science subjects. Researchers observed most private schools during the observation period, and the assigned teachers were not graduates of the required field of study. For example, engineering graduates actively participate in physics, chemistry, and mathematics classes. It has a negative response to quality education.

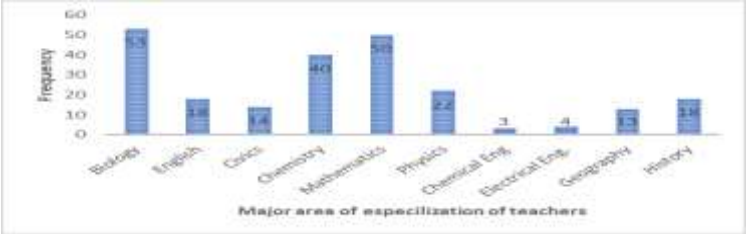

Figure 6. *Training field for teachers*

. In your school, how would you describe each of the following?

Table 3 shows that 54.4% of respondents understood and implemented the curriculum well. 34.9% and 10.7% of respondents had only moderate and low understanding of the school curriculum, respectively, and 12.2% had a negative attitude towards the school curriculum. 56.2 per cent were working to inspire students to achieve their goals. 20.0 and 36.5 per cent of respondents had low and medium attitudes toward working in groups to improve students' achievements, respectively, but the majority had high initiation. Of the respondents, 56.2% worked to inspire students to achieve their goals, whereas 10.2% of the respondents were low.

Table 3 shows that 41.7 per cent of students do not participate in school activities, and only 40.0 per cent of parents are committed to ensuring their children learn. Teachers and administrators collaborated to improve quality education. Among the respondents, 44.3% said that there was minimal parental pressure on schools to maintain high academic standards. Table 2 also shows how teachers worked with school administrators to ensure quality. It was found that 39.9 per cent of the respondents said there was a high level of collaboration between teachers and administrators, while 26.4 per cent said there was a low level of teamwork. To improve the quality of education, school leaders should encourage teachers' professional development. As a result, 46% of the respondents thought support was high, whereas 36.6% thought support was low.

Table 2. Teacher's explanation of important elements in school

Items	Low	Medium	High
Teachers' understanding of the school's curricular goals	15(10.7%	82(34.9%)	128(54.4%)
Teachers' degree of success in implementing the school's curriculum	22(12.2%)	90(38.3%)	123(54.4%)
Teachers' expectations for students' achievement	39)16,6%)	36(16.3%)	160\9(68.0%)
Teachers working together to improve student achievement	47(20.0%)	86(36.5%)	102(43.4%)
Teachers' ability to inspire students	24(10.2%) `	79(33.6%0	132(56.2%)
Parental involvement in school activities	98(41.7%)	83(35.3%) `	54(23%)
Parental commitment to ensure that students are ready to learn	94(40.0%)	83(35.3%)	58(24.7%)
Parental pressure for the school to maintain high academic standards	104(44.3%)	60(25.5)	71(30.3%)
Students' ability to reach the school's academic goals	92(39.2%)	78(33.2%)	65(27.7%)
Students' respect for classmates who excel in school	48(20.4%)	111(47.2%)	76(32.3%)
Collaboration between school leadership and teachers to plan instruction	62(26.4%)	79(33.6%)	94(39.9%)
School leadership's support for teachers' professional development	85(36.6%)	42(17.9%)	108(46.0%)

A school's location and educational environment provide real education for students, facilitate the teaching and learning processes, and improve academic performance. Figure 7 shows how school location affects students' performance. Most respondents felt that most schools in the city did not have safe teaching and learning practices. Most schools are located around the markets and the main streets. Only 16% of respondents felt that their school's location was harmless for teaching and learning.

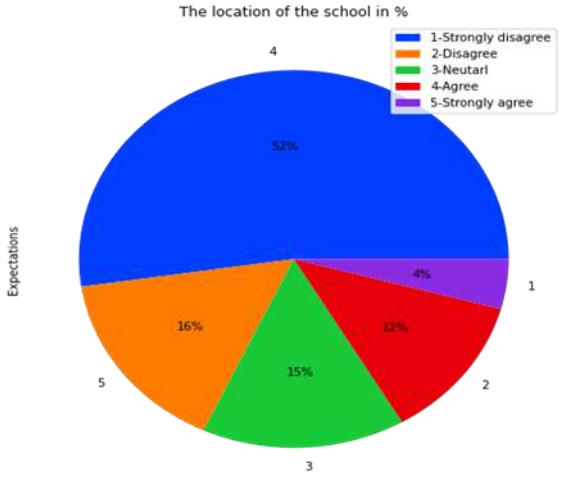

Figure 7. *A safe school place to teach and learn*

Table 4 shows the school's location for the teaching and learning processes. Most respondents believed the school was safe; 37.5% did not think it was dangerous, and 54% felt the school had safety policies and implemented them. Additionally, 57.9% believed schools had clear rules and regulations that govern student behaviour. 40% of respondents disagreed with the rules and regulations. Furthermore, 54.9 per cent of respondents said they did not believe school rules were enforced fairly and consistently, while 43.9 per cent believed they were enforced fairly and consistently for all students.

Additionally, the majority of respondents (57.9%) believed the schools had clear rules and regulations governing student behaviour. 40% of respondents disagreed with the rules and regulations. Furthermore, 54.9 percent of respondents said they did not believe school rules were enforced fairly and consistently, while 43.9 percent believed they were enforced fairly and consistently for all students.

Furthermore, Table 4 shows that most respondents do not believe their children behave appropriately in school, and only 48.5 percent support students' actions. Students do not respect school property, and school locations are inappropriate for teaching and learning activities. 53.6% agreed that students respected their teachers, while 43.0% agreed that they did not respect their teachers. Furthermore, while the majority of respondents (52.4%) disagreed that their children did not respect school property, 45.5% agreed. School boards are responsible for enforcing school rules and regulations. Help shape children's behavior, listen to their attitudes, and foster a sense of belonging to the school campus.

Table 3. The location of schools for teaching-learning processes

Items	Disagree	Neutral	Agree
I feel safe at the school	88(37.5%)	3(1.3%)	144(61.3%)
The school security policies and practices are sufficient	107(45.5%)	1(0.4%)	127(54%)
The students behave in an orderly manner	119(50.7%)	2(0.9%)	114(48.5%)
The students are respectful of the teachers	103(43.9%)	6(2.6%)	126(53.6%)
The students respect school property	123(52.4%)	5(2.1%)	107(45.5%)
The school has clear rules and regulations for students' conduct	94(40%)	5(2.1%)	136(57.9%)
The school rules are enforced in a fair and consistent manner	129(54.9%)	3(1.3%)	103(43.9%)

How significant are the following issues at your current school?

Table 4 shows that most respondents do not believe their children behave appropriately in school and only 48.5 percent support students' actions. Students do not respect school property, and school locations are inappropriate for teaching and learning activities. Teachers' working environment and the quality of their education are significantly affected by the school building, workstation, teaching materials, classroom, technology, support, and learning and cheating experiences of students. 72.8 percent believed they did not have enough workspace, while 27.2 percent disagreed. The majority of respondents (73.2% of his teachers) fully agreed that poor physical facilities and teaching materials hurt the quality of education in their respective schools; 26.8% said that it was not a serious problem for the entire school. In addition, 92.8% of the respondents lacked sufficient technology resources, and 7.2% did not see this as a problem.

Additionally, 89.9% of the respondents said that teachers lack adequate support when using technology, and 10.1% believe the problem itself is not a problem. Furthermore, 91.9 percent of the respondents said cheating was a crucial problem for quality education, while 8.1 percent said it was not. Most respondents (77.9%) said they needed classroom maintenance, while 22.1% thought it was fine. Of the respondents, 56.2 percent said that school facilities were unattractive, and 43.8 percent thought it was not a big problem. In addition, 64.3% of the respondents answered that maintenance of school buildings was necessary.

Table 4. The level of the problem in the school compounds

Types	Not a problem	Problem
Teachers do not have an adequate workspace (e.g., for preparation, collaboration, or meeting with students)	64(27.2%)	171(72.8%)
Teachers do not have adequate instructional materials and supplies	63(26.8%)	172(73.2%)
Teachers do not have adequate technological resources	17(7.2%)	118(92.8%)
Teachers do not have adequate support for using technology	24(10.2%)	211(89.8%)
Students cheating experiences	19(8.1%)	216(91.9%)
The school classrooms need maintenance work	52(22.1%)	173(77.9%)

The school classrooms are not cleaned often enough	103(43.8%)	132(56.2%)
The school building needs significant repair	84(35.7%)	151(64.3%)

Teachers play a significant role in improving the quality of education; however, many are dissatisfied with their jobs. Among those surveyed, 68.1% were dissatisfied with their jobs, and 31.9% were satisfied. Teachers play a significant role in improving quality education, as they coordinate interactions with and between students in the classroom while focusing on academic content. Table 5 shows teachers' attitudes toward their work. According to Table 5, the respondents (50.6%) were dissatisfied with their jobs, and 49.4% said they were satisfied. Finally, the overall results in Table 5 suggest that if educators value their mission and believe they are building a generation, the quality of education should improve. High-quality resources and learning materials alone cannot deliver what is expected of a teacher. The main problem is the lack of will among teachers, which can be solved by improving working conditions, increasing salaries, developing a set of incentives, providing favourable conditions, and involving interested parties.

Teachers must be motivated by improving working conditions, raising wages, developing incentive packages, providing adequate physical facilities, and engaging stakeholders.

Table 5. The attitude of the teacher to be a teacher

Types	Often	Never
I am content with my profession as a teacher	116(49.4%)	119(50.6%)
I am satisfied with being a teacher at this school	112(47.8%)	123(52.3%)
I find my work full of meaning and purpose	75(31.9%)	160(68.1%)
I am enthusiastic about my job	113(48.1%)	122(51.93%)
My work inspires me	92(39.2%)	143(61.8%)
I am proud of the work I do	94(42.5%)	141(57.5%)
I am going to continue teaching for as long as I can	59(25.1%)	176(74.9%)

Active teachers can improve their student's academic performance by participating in professional development programs. It places you in an advantageous position to advance students' academic performance. According to Table 6, 71.9 percent of the respondents believed that they did not receive in-service training in science or mathematics content, whereas only 28.1 percent of the respondents received such training.

Teachers' professional development can have a positive impact on students' progress in mathematics, science, language, or other subjects. Additionally, integrating information technology into science, mathematics, or language disciplines may improve student achievement while maintaining educational excellence. The results showed the majority of respondents (61.3%) had not received such in-service training, and only 38.9% had received such training.

A teacher's teaching strategy develops students' knowledge and skills, which leads to the intended learning experience. According to Table 6, 58.7 percent of the respondents did not have in-service training in the teaching methods necessary to acquire the required skills and to maintain student quality and performance.

The critical thinking taught in the classroom has a substantial impact on future workplace learning. The acquisition of these skills influences a trainer's ability to think critically about workplace challenges. Critical thinking skills improve academic performance and corporate culture. Only 36 percent of the respondents, shown in Table 6, improved their

students' critical thinking or research skills. It improves academic performance and the quality of student education while improving corporate culture.

By linking student performance to specific learning goals, student assessment allows teachers to quantify the effectiveness of their instruction, modify ineffective teaching strategies, and build a rationale for pedagogical decisions. Furthermore, student assessment allows teachers to analyze teaching outcomes. According to Table 6, 56.2 percent of the respondents did not participate in short-term work training, while 43.8 percent did.

Teachers report that training programs teach and handle classroom organization and behavior management skills, but many trainers lack supervised experience and professional development in these skills. However, there is evidence that these skills are not taught effectively or are not under adequate supervision in real-world classroom settings. All teachers, especially new teachers, need continued professional development in classroom management, teaching methods, the use of information technology, and the development and assessment of students' critical thinking skills. According to the results in Table 6, 59.6 percent of the respondents did not have such skills, while 40.4 percent did.

Finally, all teachers, especially new teachers, need continued professional development in classroom management, teaching methods, the use of information technology, and the development and assessment of students' critical thinking skills.

Effective classroom management is difficult for prospective teachers who lack adequate preparation and may be assigned to courses with a proportion of at-risk students. Overwhelmed by children's needs and often engaging in unexpected and destructive behavior, future teachers are often more reactive and can expel students for inappropriate behavior.

Table 6. Professional development of teachers

Types	Yes	No
Science, mathematics, or language content	66(28.1%)	169(71.9%)
Science, mathematics, or language teaching methodology	97(41.3%)	138(58.7%)
Science, mathematics, language curriculum	91(38.7%)	144(61.3%0
Integrating information technology into science, mathematics, or language	91(38.7%)	144(61.3%)
Improving students' critical thinking or inquiry skills	86(36.6%)	149(63.4%)
Science, mathematics, or language assessment	103(43.8%)	132(56.2%)
Addressing individual students' needs	95(40.4%)	140(59.6%)

Student success depends on many factors, including qualified teachers, who must have access to ongoing professional development. Professional development enables teachers to enhance their education through seminars, workshops, and courses and ultimately maintain excellence. Unfortunately, 43% of the survey respondents had not attended in-service training in the past two years. Twenty-eight per cent of those surveyed said they had slept more than six hours in the past two years. Over the past two years, 23% had worked 6 - 15 hours per day. Six per cent of those surveyed said they had been trained in in-service training for more than two years.

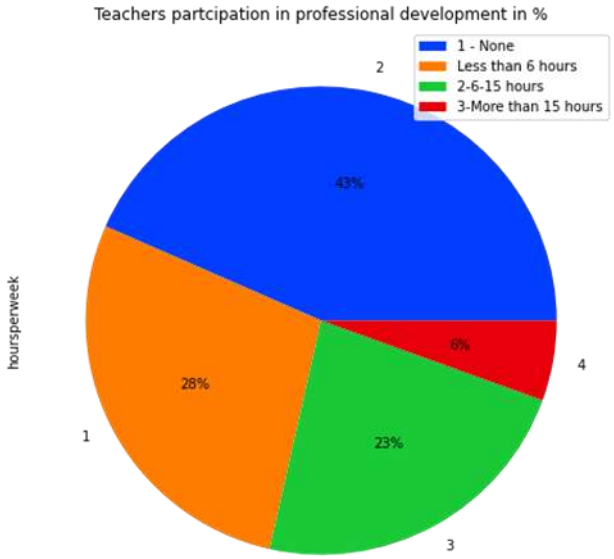

Figure 8. *The total hours spent in-service professional development of teachers over the last two years*

4.2 Discussion

The number of applicants for national entrance examinations has increased from 2018 to 2022, but the number of subscribers has not increased. It is due to the creation of industrial and free trade zones and the growth of the city's population.

Figure 1 shows that the number of students taking Ethiopian entrance exams is increasing in Dire Dawa. Surprisingly, the enrollment rates for the Dire Dawa City Entrance Examinations in 2021 (19.0% of the total) and 2022 (29.0% of the National Entrance Examinations) were significantly different. These modifications by Umer et al. (2023) may be attributed to the emergence of a novel coronavirus disease (COVID-19).

The results showed that some teachers teach outside their areas of expertise. The phenomenon of teachers teaching extra-disciplinary subjects with a lack of educational background and training was overlooked by [6, 7]. It is an important issue, as even highly qualified teachers can have little training and knowledge, resulting in a highly unqualified field of education. Some teachers teach outside their area of expertise, which is a vital issue because unqualified teachers can hurt student performance, engagement, and the quality of teaching [7-11].

Numerous studies have been conducted to clarify the extent of cheating in secondary schools and universities, particularly in Ethiopia [12, 13]. According to the government, the incidence of cheating is high in schools. In addition, the results shown in Figure 5 reveal that a considerable percentage of students achieved unusual grades to advance to higher education in the 2021 academic year compared with the 2022 academic year. According to the government, the incidence of cheating in schools is high.

According to [14], the causes include disappointment, lack of interest in learning, unwillingness to work hard, poor attitudes toward knowledge, academic inferiority complex, lack of future vision, absenteeism, and anxiety. Peer pressure, poor time management, and dependence on others move from one person to another. Students who cheat in school will continue to cheat in their careers unless everyone involved takes action.

The results shown in Table 4 agree with those of several studies indicating that school facilities and maintenance influence student achievement. Enlightening school facility quality

from poor to fair improved performance, and improving school facility quality from good to excellent improved performance even further [15, 16].

Several studies have indicated that school facilities and maintenance have a direct impact on student achievement. Enlightening school facility quality from poor to fair improved performance, and improving school facility quality from good to excellent improved performance even further [17].

Our findings show that quality education must include quality teachers, quality learning materials, access to professional development, and the creation of safe, supportive, and quality learning environments [18].

According to the data in Table 5, teachers' attitudes are the foremost factor influencing quality education. Although the concept of quality education is still controversial, it supports the achievement of intrinsically valuable knowledge, skills, and attitudes while contributing to human goals [19, 20].

The results shown in Table 5 indicate that the use of time and other instructional resources is a vital factor in student progress. Teachers are responsible for implementing government quality improvement programs. However, this requires the motivation and dedication of the teacher to succeed. Teachers are responsible for implementing government quality improvement programs, but the country's poor economic situation makes it difficult to motivate teachers through financial incentives. However, some steps need to be taken to restore their professional pride and enthusiasm, including improving working conditions and supervisory support and services [21].

The results in Table 6 show that the professional development of teachers in the city was insufficient to meet the targets. Based on [22-25], they have successfully improved student learning outcomes. It is mainly because teachers' subjective knowledge and teaching skills can change positively, effectively improving students' performance. However, in-service teacher training programs can improve student learning outcomes [26-28].

V. Conclusion

This study addressed the issue of quality education in secondary schools in Dire Dawa City and concluded that regular in-service training improves student learning outcomes. According to the data shown in this study, cheating is rampant in secondary schools, and students appear to tolerate unethical school behavior. The existence of code alone is not enough to control learning injustice. Schools should have good practices, including mitigation, detection, reporting, and punishment procedures, and regularly communicate with students in different ways and times throughout life and across the calendar.

School administrators, parents, students, teachers, alumni, and communities must work together to transform the school environment. Additionally, a focus on maintaining the physical structure of school grounds helps create a better learning environment for all students.

This finding shows that teacher engagement and job satisfaction are key factors for school change, quality education, and student success. Therefore, it may be helpful to encourage teacher involvement, depending on working hours and salary. Also worth noting are the incentives for men and young professionals, who are less likely to participate in collaborative learning, to like their work.

Teachers need more training, and local governments should work with universities to ensure that they receive adequate training. Our data also showed that teacher training and

professional development were inadequate. Teachers need more training, and local governments should work with universities to ensure teachers receive adequate training. Teachers must strive to balance conflicting goals, considering the needs of the country, the needs of the class as a whole, and the needs of individual students. In addition, creating a positive atmosphere in the classroom allows teachers to build mutually positive relationships with their students with warmth and unconditional respect.

This study has interesting implications for future research on educational quality and student performance. Both primary and secondary schools have issues and challenges that require further investigation. By focusing on our understanding of challenges and issues at the primary and secondary school levels, we gain further insight into the level, magnitude, and trends of challenges across the ladder of the educational system.

Recommendations

a. Teachers and school administrators are responsible for creating a school environment. Students can participate socially and educationally in ways that meet not only their individual needs but those of the nation and community.

b. Effective instruction can take place in any physical environment, and schools can provide an inclusive atmosphere and culture regardless of the architectural features of the building or its resources.

c. Secondary school is a critical time when ethical and moral ideals for the future are formed. The extent to which schools can instill and enforce ethical behavior depends on the likelihood that students will develop a solid "moral compass" to guide their future decisions and on the ability of trusted colleagues to guide them through life. It is enormously imperative to the possibility of being a good citizen.

d. A good teacher can impart knowledge in ways that change the behavior of students. Educators must invest in the goals and skills needed to teach effectively. The professionalism and qualifications of teachers are vital to achieving academic success. Therefore, teacher recruitment and training must be a priority to prevent future untrained teacher crises.

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Conflict of Interest

We declare that we have no competing interests

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