SCHOOL STAKEHOLDERS COMPLIANCE TO SCHOOL HEALTH POLICY FOR SUSTAINABLE LEARNING ENVIRONMENT IN SECONDARY SCHOOLS IN RIVERS STATE, NIGERIA

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ABSTRACT

The study examined school stakeholder's compliance to school health policy for sustainable learning environment in secondary schools in Rivers State. Three research questions and three hypotheses guided the study. Descriptive survey design was adopted for the study. Population of the study comprised all the 96, 865 school stakeholders in all the 262 public senior secondary schools in Rivers State while systematic random sampling technique was used to draw 933 school stakeholders as sample for the study using Taro Yamane's sample size determination formula. Instrument adopted for collection of data for the study was a 21-items self-structured questionnaire tagged "School Stakeholders Compliance with School Health Policy for Sustainable Learning Environment Questionnaire" (SSCSHPSLEQ). Research questions were answered using mean and standard deviation while the hypotheses were tested using one-way analysis of variance at 0.05 level of significance. Results of the study revealed school stakeholders complied with safe water and sanitation policy and skill based health education policy to a high extent while compliance to health and nutrition service policy was to a low extent. It was recommended among others that sanitation facilities should be provided in the right quality and quantity in all public secondary schools in Rivers State.

Keywords: Stakeholders, Compliance, School Health Policy, Sustainable Learning Environment, Rivers State

INTRODUCTION

Education is regarded as an essential social service needed for the social, economic, political and cultural emancipation of any individual as well as the society at large. It is therefore important for all effort to be made to ensure that these objectives are actualized in the short-run and long-run. The sustainability of the school environment for meaningful teaching and learning activities is therefore important for the socio-economic and overall development of all educational stakeholders. Educational scholars have also re-iterated that "knowledge regarding human development and learning has grown at a rapid pace, the opportunity to shape more effective educational practices has also increased (Darling-Hammond, Flook, Cook-Harvey, Barron & Osher, 2020:97). This is why all aspects of education including human, financial as well as health of all school stakeholders are often given quality as well as progressive attention. This is because the sustainability of the school learning environment is paramount for the sustainability of economic growth and development across all sectors of the national economy.

The World Commission on Environment and Development as cited in Ahn, Choi, Koh and Pearce (2011:113) asserted that sustainability is the act of "meeting the needs of today without compromising the ability of future generations to meet their own needs". In a related dimension, the World Commission on Environment and Development as cited in Sinakou, Donche, Pauw and Petegem (2011:2) also added that sustainable development is "development that meets the needs of the present without compromising the ability of future generations to meet their own needs. This implies that building a sustainable learning environment focuses on putting measures in place to ensure that the educational and non-educational needs of the presents and future generation are met from the overall activities taking place in the school environment.

Sustainable learning environment is also important for the futuristic social, economic and political development of all educational stakeholders. In fact, Ahn, Choi, Koh and Pearce (2011:114) quipped that the sustainability of the learning environment deals with putting in place building designed and constructed using sustainable strategies that provides a healthy learning environment; minimizes the use of energy, water, and other valuable resources; educates the students and teachers that occupy it about efficient use of resources, environmental conservation, and sustainability; conveys financial benefits throughout the building's life; and improves student academic outcomes, health, and wellbeing. Similarly, Mahlomaholo, Nkoane and Ambrosio (2013) opined that a sustainable learning focuses on enabling all learners to explore and exploit their potentialities to the fullest so that they can become contributing members of a democracy. The sustainability og the school learning environment therefore serves the interest of all educational stakeholders. However, aside providing adequate human, financial and material resources for the administration of the school, the school must also put in place quality school policy that will take care of the health needs of students.

The health condition of students, teachers and other educational stakeholder in the school is important for the sustainable attainment of educational goals and organizations. This is why attention is being paid to the implementation, practice and compliance with established school health policies across different levels of education. Moronkola and the Federal Ministry of Education as cited in Obembe, Osungbade and Ademokun. (2016:217) defined the school health policy vis-à-vis school health programme as a health programme directed to meet the health needs of students at the present time and laying a good foundation for their future with the support of the home, community, and government. This implies that a meaningful health policy requires the input of all stakeholders. They further opined that it is also defined as the totality of projects and activities in a school environment, which are designed to protect and promote the health and development of the school community. The school health policy is important to everyone that has a connection with the activities going on in the school both in the short-run as well as long-run. The Federal Ministry of Education as cited in Sarkin-Kebbi and Bakwai (2016:5) identifies the goals and objectives of the National School Health Policy to include; enhancing the quality of health in the school community as well as creating an enabling environment, for teaching and learning and health development. Furthermore, The Federal Ministry of Education as cited in Sarkin-Kebbi and Bakwai (2016:6) also revealed that the objectives of National School Health Policy are to:

1. provide necessary legal framework for mobilization of support for the implementation of the school health programme;
2. set up machinery for the co-ordination of community efforts with those of Government and Non Governmental Organisations, toward the promotion of child friendly school environment;

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3. guide the provision of appropriate professional services in the schools by stakeholders for the implementation of the school health programme;
4. promote the teaching of skilled-based health education and
5. facilitate effective monitoring and evaluation of the school programme and set up modalities for the sustainability of the school health programme.

However, the extent to which these objectives are achieved depends on how robust the school health policy is for meeting the health needs of all stakeholders in the school for a sustainable learning environment. Virginia School Health Guidelines (n.d.:6) identified the components of the school health policy to include: health education, physical education, health services, nutrition services, health promotion for staff, counseling, psychological, and social services, healthful school environment and parent and community involvement. These aspects of the school health policy are important for the health development of all school stakeholders.

One of the important aspects of the school health policy of any school is the water and sanitation policy. This deals with access to clean and portable water as well as maintaining proper sanitation. This involves keeping ones environment clean, washing of hands regularly and keeping all sanitary equipment in safe and hygienic condition. It is therefore the responsibility of all school stakeholders to ensure proper sanitation as well as keep water sources as clean and hygienic as possible. According to the World Health Organization (2019:18), 19% of schools have no drinking-water service, i.e. an improved source with water was unavailable at the time of the survey, 23% of schools had no sanitation service, i.e. they had an unimproved facility or no facility at all while 36% of schools had no hygiene service, i.e. no hand washing facility or no water was available. This explains the situation in most schools and stakeholders must learn to comply with available school health policies in schools where one exists in order to avoid a deterioration of the existing situation.

Teachers, students and even school administrators also need to maintain a proper health as well as nutrition service practice in order to remain in the right health condition for a sustainable learning environment. This involves maintaining proper nutrition in the areas of dieting and taking of supplements as well as keeping nutrition service centres as hygienic as possible for the good of other school users. Similarly, in the area of skill based education, Anyanwu and Reuben (2016:58) stated that the skill-based health education which is an approach to health education must be effective, interactive, engaging and meaningful and must focus on skills and functional knowledge of health issues within a society. Educational stakeholders must therefore explore every avenue to develop the right skills, knowledge and attitude for building and maintaining a healthy health practice. This involves regularly consulting health experts as well as sourcing for health information from the right sources as this will contribute to building the right skill based health education among all these stakeholders.

The health of all school stakeholders is important for maintaining a sustainable learning environment. School administrators must be healthy and available to execute their administrative functions, teachers must be healthy to teach and students must also be fit to learn. All of these contribute to building a sustainable learning environment where the goals and objectives of education can be achieved for the present and future generation.

PURPOSE OF THE STUDY

The purpose of the study was to investigate school stakeholder's compliance to school health policy for sustainable learning environment in secondary schools in Rivers State. Specifically, the study sought to:

1. determine the extent of school stakeholders compliance to safe water and sanitation policy for sustainable learning environment in secondary schools in Rivers State.
2. examine the extent of school stakeholders compliance to health and nutrition service policy for sustainable learning environment in secondary schools in Rivers State.
3. ascertain the extent of school stakeholders compliance to skill based health education policy for sustainable learning environment in secondary schools in Rivers State.

RESEARCH QUESTIONS

The following research questions were answered in the study:

1. To what extent do school stakeholders comply with safe water and sanitation policy for sustainable learning environment in secondary schools in Rivers State?
2. What is the extent to which school stakeholders comply with health and nutrition service policy for sustainable learning environment in secondary schools in Rivers State?
3. To what extent do school stakeholders comply with skill based health education policy for sustainable learning environment in secondary schools in Rivers State?

HYPOTHESES

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of school stakeholders on the extent of their compliance to safe water and sanitation policy for sustainable learning environment in secondary schools in Rivers State
2. There is no significant difference in the mean ratings of school stakeholders on the extent of their compliance to health and nutrition service policy for sustainable learning environment in secondary schools in Rivers State
3. There is no significant difference in the mean ratings of school stakeholders on the extent of their compliance to skill based health education policy for sustainable learning environment in secondary schools in Rivers State

METHODOLOGY

The study adopted descriptive survey design while the population of the study consisted of all the 96, 865 school stakeholders (262 principals, 6,496 qualified teachers and 90, 107 senior secondary school students) in all the 262 public senior secondary schools in Rivers State. Systematic random sampling technique was used to draw 933 school stakeholders (158 principals, 377 teachers and 398 senior secondary school students) using Taro Yamane's sample size determination formula. The instrument used for data collection was a 21-items self-structured questionnaire tagged "School Stakeholders Compliance with School Health Policy for Sustainable Learning Environment Questionnaire" (SSCSHPSLEQ). The instrument was responded to on a four-point modified Likert scale of Strongly Agree (SA), Agree (A), Disagreed (D) and Strongly Disagreed (SD) with weighted values of 4, 3, 2 and 1 respectively. The instrument was presented to two experts; one in the Department of Educational Management and the other in Measurement and Evaluation, Department of Educational Psychology both in the University of Port Harcourt for face and content validation. The reliability of the instrument was determined using Cronbach Alpha with an average index of 0.87. Out of the 933 copies of questionnaire administered, 878 copies (94.1%) were retrieved and this was made up of 149 principals (94.3%), 362 teachers (96.0%) and 367 students (92.2%) respectively. The research questions were answered using

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mean and standard deviation while the hypotheses were tested using one-way analysis of variance at 0.05 level of significance.

RESULTS

Answer to Research Questions

Research Question One: To what extent do school stakeholders comply with safe water and sanitation policy for sustainable learning environment in secondary schools in Rivers State?

Table 1. Mean and Standard Deviation scores on the extent to which school stakeholders comply with safe water and sanitation policy for sustainable learning environment in secondary schools in Rivers State

S/No	Items	Principals n=149		Teachers n=362		Students n=367		Mean Set	Decision
		$Mean_1$	SD	$Mean_2$	SD	$Mean_3$	SD	X $\bar{X}$	
1	Regular practice of hand washing	2.67	1.03	3.10	0.81	2.56	1.05	2.78	High Extent
2	Dropping refuse in waste bin	2.43	1.17	2.31	1.02	2.78	0.86	2.51	High Extent
3	Utilization of safe drinking water outlets	2.89	1.09	3.00	1.03	2.09	1.09	2.66	High Extent
4	Practicing care for water sources	3.00	1.03	2.56	0.87	2.22	1.00	2.59	High Extent
5	Participation in maintenance of sanitation facilities	2.42	1.17	2.56	1.16	2.68	1.03	2.55	High Extent
6	Cleaning of toilet facilities after use	3.22	0.69	3.32	0.52	2.79	1.01	3.11	High Extent
7	Managing the transmission of diseases by staying home	2.34	1.26	2.37	0.89	2.26	1.24	2.32	Low Extent
	Grand Mean and Standard Deviation	**2.71**	**1.06**	**2.75**	**0.90**	**2.48**	**1.04**	**2.65**	**High Extent**

In table 1, the responses of the principals sampled for the study produced mean scores of 2.67, 2.43, 2.89, 3.00, 2.42, 3.22 and 2.34 for items 1, 2, 3, 4, 5, 6 and 7 while teachers responded to the same set of items with mean scores of 3.10, 2.31, 3.00, 2.56, 2.56, 3.32 and 2.37 and students responses gave mean scores of 2.56, 2.78, 2.09, 2.22, 2.68, 2.79 and 2.26. All of the items with mean scores above 2.50 which is the criterion mean score used for decision making implied that the items existed to a high extent while the items below the criterion mean score means that those items existed to a low extent. The average mean set therefore showed that averagely, there was a high extent to which items 1, 2, 3, 4, 5, 6, and 7 existed among the stakeholders. This was further established by the average mean set of 2.65 which indicated that there was a high extent to which school stakeholders comply with safe water and sanitation policy for sustainable learning environment in secondary schools in Rivers State.

Research Question Two: What is the extent to which school stakeholders comply with health and nutrition service policy for sustainable learning environment in secondary schools in Rivers State?

Table 2. Mean and Standard Deviation scores on the extent to which school stakeholders comply with health and nutrition service policy for sustainable learning environment in secondary schools in Rivers State

S/No	Items	Principals n=149		Teachers n=362		Students n=367		Mean Set	Decision
		$Mean_1$	SD	$Mean_2$	SD	$Mean_3$	SD	X $\bar{X}$	
8	Consumption of snacks instead of cooked meals	2.21	1.01	2.15	1.09	2.39	0.73	2.25	Low Extent
9	Engaging in regular de-worming exercise	2.42	1.17	2.48	0.91	2.40	1.05	2.43	Low Extent
10	Making use of available food supplements	2.33	1.15	2.43	0.91	2.21	1.00	2.32	Low Extent
11	Going for regular nutritional check-up	1.89	0.81	2.02	0.73	1.89	0.62	1.93	Low Extent
12	Taking mid-day meals regularly	2.11	1.09	2.89	0.96	3.03	0.73	2.68	High Extent
13	Maintaining decorum and proper hygiene at available food vendor locations	3.01	1.03	2.78	1.00	2.32	1.03	2.70	High Extent
14	Keeping food utensils clean regularly	3.21	0.69	3.11	0.81	2.76	0.99	3.03	High Extent
	Grand Mean and Standard Deviation	**2.45**	**0.99**	**2.55**	**0.92**	**2.43**	**0.88**	**2.48**	**Low Extent**

The responses of principals to items 8, 9, 10, 11, 12, 13 and 14 produced mean scores of 2.21, 2.42, 2.33, 1.89, 2.11, 3.01 and 3.21 while that the teachers produced mean scores of 2.15, 2.48, 2.43, 2.02, 2.89, 2.78 and 3.11 and the responses of the students sampled for the study produced mean scores of 2.39, 2.40, 2.21, 1.89, 3.03, 2.32 and 2.76 to the same set of items. In the same manner, all the items above the criterion mean score of 2.50 used for decision making implied that they existed to a high extent while the other items existed to a low extent. In the mean set, it was indicated that items 8, 9, 10 and 11 averagely existed to a low extent while items 12, 13 and 14 averagely existed to a high extent. In summary, the average value of the mean set of 2.48 revealed that there was a low extent to which school stakeholders comply with health and nutrition service policy for sustainable learning environment in secondary schools in Rivers State.

Research Question Three: To what extent do school stakeholders comply with skill based health education policy for sustainable learning environment in secondary schools in Rivers State?

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Table 3. Mean and Standard Deviation scores on the extent to which school stakeholders comply with skill based health education policy for sustainable learning environment in secondary schools in Rivers State

S/No	Items	Principals n=149		Teachers n=362		Students n=367		Mean Set $\bar{X}\ \bar{X}$	Decision
		$Mean_1$	SD	$Mean_2$	SD	$Mean_3$	SD		
15	Use of stimulants for physical performance	2.24	1.18	2.78	0.86	2.47	0.75	2.50	High Extent
16	Participating in health-related gaming activities	2.31	0.89	2.11	1.09	2.56	1.17	2.33	Low Extent
17	Making use of health protective equipment in the school	2.67	1.02	3.06	1.03	2.56	0.91	2.76	High Extent
18	Membership of health clubs to promote health skills	2.20	1.07	2.58	0.91	2.39	1.16	2.39	Low Extent
19	Obtaining and utilizing health information provided through the school media	3.17	0.81	2.30	0.89	2.14	1.04	2.54	High Extent
20	Talking to an expert when any health related problem is noticed	2.33	1.03	2.89	0.96	2.54	0.91	2.59	High Extent
21	Practicing all health rules outlined by the school	2.67	1.01	3.24	0.69	3.19	0.95	3.03	High Extent
	Grand Mean and Standard Deviation	**2.51**	**1.00**	**2.71**	**0.92**	**2.55**	**0.98**	**2.59**	**High Extent**

Table 3 showed the responses of the sampled school stakeholders to items 15, 16, 17, 18, 19, 20 and 21. The principals responded to these items with mean scores of 2.24, 2.31, 2.67, 2.20, 3.17, 2.33 and 2.67. The sample teachers responded to the same set of items with mean scores of 2.78, 2.11, 3.06, 2.58, 2.30, 2.89 and 3.24. Similarly, the students sampled for the study responded to the same set of items with mean scores of 2.47, 2.56, 2.39, 2.14, 2.54 and 3.19 respectively. The items that were above the criterion mean scores equally indicted that they existed to a high extent while the others below the criterion mean score existed to a low extent. The average mean set indicated that items 15, 17, 19, 20 and 21 existed to a high extent while items 15 and 18 existed to a low extent. In summary, the average mean set of 2.59 implied that the stakeholders are of the opinion that there was a high extent to which they comply with skill based health education policy for sustainable learning environment in secondary schools in Rivers State.

Test of Hypotheses

Hypothesis One: There is no significant difference in the mean ratings of school stakeholders on the extent of their compliance to safe water and sanitation policy for sustainable learning environment in secondary schools in Rivers State

Table 4. One-Way Analysis of Variance on the significant difference in the mean ratings of school stakeholders on the extent of their compliance to safe water and sanitation policy for sustainable learning environment in secondary schools in Rivers State

Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit.*	*Decision*
Between Groups	1898.52	2	949.26	459.70	3.45	3.01	Rejected
Within Groups	1806.82	875	2.06				
Total	3705.34	877					

In table 4, it was revealed that the value of f-cal. of 459.70 was more than the value of f-crit. of 3.01. Therefore, the null hypothesis was rejected indicating that there was a significant difference in the mean ratings of school stakeholders on the extent of their compliance to safe water and sanitation policy for sustainable learning environment in secondary schools in Rivers State.

Hypothesis Two: There is no significant difference in the mean ratings of school stakeholders on the extent of their compliance to health and nutrition service policy for sustainable learning environment in secondary schools in Rivers State

Table 5. One-Way Analysis of Variance on the significant difference in the mean ratings of school stakeholders on the extent of their compliance to health and nutrition service policy for sustainable learning environment in secondary schools in Rivers State

Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit.*	*Decision*
Between Groups	79.922	2	39.96	23.84	8.32	3.01	Rejected
Within Groups	1466.93	875	1.68				
Total	1546.86	877					

Table 5 showed that the estimated value of f-cal. of 23.84 was more than the table value of f-crit. of 3.01 and for this purpose, the null hypothesis was rejected implying that there was a significant difference in the mean ratings of school stakeholders on the extent of their compliance to health and nutrition service policy for sustainable learning environment in secondary schools in Rivers State.

Hypothesis Three: There is no significant difference in the mean ratings of school stakeholders on the extent of their compliance to skill based health education policy for sustainable learning environment in secondary schools in Rivers State

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Table 6. One-Way Analysis of Variance on the significant difference in the mean ratings of school stakeholders on the extent of their compliance to skill based health education policy for sustainable learning environment in secondary schools in Rivers State

Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit.*	*Decision*
Between Groups	1662.56	2	831.28				
Within Groups	1851.07	875	2.12	392.95	1.69	3.01	Rejected
Total	3513.64	877					

The value of f-cal. of 392.95 as indicated in table 6 was more than the table value of f-crit. of 3.01 and this was why the null hypothesis was rejected and this indicated that there was a significant difference in the mean ratings of school stakeholders on the extent of their compliance to skill based health education policy for sustainable learning environment in secondary schools in Rivers State.

DISCUSSION OF FINDINGS

School Stakeholder's Compliance to Safe Water and Sanitation Policy for Sustainable Learning Environment in Secondary Schools in Rivers State

The findings of the study indicated that there was a high extent to which school stakeholders complied with safe water and sanitation policy for sustainable learning environment in secondary schools in Rivers State. It was also revealed that a difference existed in the mean ratings of school stakeholders on their level of compliance to safe water and sanitation policy for sustainable learning environment in secondary schools in Rivers State. This finding was supported by the outcome of the study conducted by Vincent, Christiana and Baba (2018) which showed that personal hygiene practices among primary school children were generally good in the study area. However, the response of the study showed that students complied more in the areas of dumping refuse in the waste bin more than teachers and principals. In the same manner, while teachers and principals complied more with safe water policy in the school, students did so to a low extent. This suggests that students do not have access to safe water in these schools compared to their teachers and principals. Similarly, principals do not engage in maintenance exercise and this may be as a result of the administrative position which they occupy. In the same manner, all of the respondents responded that they usually do not stay outcome during a disease outbreak. This however poses a threat to the health of all stakeholders.

The importance of safe water and sanitation practice among school stakeholders plays an important role in general school administration. In a related study, McMichael (2019) opined that of the 38 articles used in the study, 47% reported the intervention impact on diarrhea disease and other hygiene-related diseases in school students. Similarly, the study showed that 34% reported changes in water and sanitation hygiene knowledge, attitudes and hygiene behaviours among students. In the same manner, 16% reported impact on disease burden and hygiene behaviours in students' households and communities while 32% reported changes in student enrolment and school attendance; and 11% reported on intervention fidelity. Adhering to safe water and sanitation policy in the school therefore has a great relevance on the overall administration of the school if properly adhered to by all school stakeholders.

School Stakeholder's Compliance to Health and Nutrition Service Policy for Sustainable Learning Environment in Secondary Schools in Rivers State

It was revealed in the study that there was a low extent of compliance among school stakeholders to health and nutrition service policy in secondary schools in Rivers State while a difference existed in the mean ratings of the stakeholders on their compliance to health and nutrition service policy for sustainable learning environment in secondary schools in Rivers State. This finding is however at variance with the outcome of the study conducted by Akerele (2011) which showed that school health services which include the nutritional programmes that promote the nutritional level of students in school were available in the sampled schools. This reveals the need for stakeholders to adopt and comply with existing health and nutrition services put in place in the school. In the findings of the study, all of the stakeholders used for the study only complied with keeping their food utensils clean for a sustainable learning environment.

Explaining further, Hsu and Turgeon (2013) opined that food laboratory management, budgeting, and planning as well as food allergies, a lack of administration support in course scheduling, were barriers to the administration of the school. This study therefore reveals the need for school stakeholders to be properly guided by the school on how to maintain and comply with existing health and nutritional service policies for the proper administration of the school.

School Stakeholder's Compliance to Skill Based Health Education Policy for Sustainable Learning Environment in Secondary Schools in Rivers State

Result of the study pointed out that there was a high extent to which school stakeholders comply with skill based health education policy for sustainable learning environment in secondary schools in Rivers State. However, the study equally pointed out that a difference existed in the mean ratings of the school stakeholders sampled for the study on the extent to which they complied with skill based health education policy for sustainable learning environment in secondary schools in Rivers State. This position was exactly the same with what Aydin (2016) observed in his study which indicated that there was a significant difference in the protective health knowledge level test scores of participants used in the study. It was revealed in this study that stakeholders defer in their use of stimulants, participation in health related gaming activities, membership of health clubs, and utilization of health information as well as visitation to health experts. This implies that school stakeholders respond differently to the issue of skill based health education even in the same school.

The position of this study was further upheld by the outcome of the study carried out by Clelland, Cushman and Hawkins (2013) which showed that while schools and parents promote the same healthy behaviours, there was a lack of agreement on the role of school staff in educating parents. This disparity in the views of school stakeholders explains the variance that existed in the study on how school stakeholders comply with the issue of skill based health education policy for sustainable learning environment in secondary schools in Rivers State. The government therefore needs to intervene through appropriate policy intervention as well as regular supervision for the sake of protecting the quality of education provided at this level in Rivers State.

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CONCLUSION

The conclusion of the study was that;

1. There was a difference in the way stakeholders complied with existing school health policies for sustainable learning environment in secondary schools in Rivers State.
2. School stakeholders complied to safe water and sanitation as well as skill based health education to a high extent but complied to health and nutrition service to a low extent for sustainable learning environment in secondary schools in Rivers State.
3. There is need for proper attention to be given to health and nutrition service among secondary school personnel in Rivers State. The low attention to health and nutrition service can affect the sustainability of the learning environment in secondary schools in Rivers State if left unchecked.

RECOMMENDATIONS

In line with the findings of the study, it was recommended that:

1. Sanitation facilities such as toilets, piped water, waste bin among others should be provided in the right quality and quantity as this will encourage these school stakeholders to utilize them when they are available within their perimeter.
2. The government needs to employ the service of health experts as well as dietitians who will provide health advice and guidance to school stakeholders in order to keep them healthy for a sustainable learning environment in secondary schools in Rivers State.
3. Stakeholders in secondary schools in Rivers State should be compelled to engage in health related activities such as physical exercise, seminars and outreaches for the purpose of improving their health status for a sustainable learning environment in secondary schools in Rivers State.

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