

**INFLUENCE OF SCHOOL ENVIRONMENT ON SENIOR SECONDARY
SCHOOL STUDENTS ACADEMIC PERFORMANCE OF IN KEFFI LOCAL
GOVERNMENT AREA OF NASARAWA STATE**

BY

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DECLARATION

I, hereby declare that this research project is been written by me and it is a report from my personal research work and it has not been presented in any previous work for postgraduate programme.

All quotations are indicated and all sources of information are specifically acknowledged by means of references.

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CERTIFICATION

This is to certify that this project titled “Influence Of School Environment On Senior Secondary School Students Academic Performance Of In Keffi Local Government Area Of Nasarawa State”. Meets the regulation governing the Award of Postgraduate Diploma in Educational Administration and Planning (PGDEAP) Nasarawa State University, Keffi.

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DEDICATION

This project is dedicated to God Almighty for his grace, mercy and love towards me.

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First and foremost all praise and thank to God for his showers of blessing throughout my research work for successful completion.

I, want to express my deep sincere gratitude to my project supervisor, Dr. (Rev) M.T. Levi for his motivation, patience and guidance which made the completion of this project reality.

I am extremely grateful to my hubby for his love, prayers and sacrifices, also my thanks go to my daughter, parents, sibling, friend and colleague for their love and support may God bless you all.

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ABSTRACT

This research seek to investigate Influence Of School Environment On Senior Secondary School Students Academic Performance in Keffi Local Government Area of Nasarawa State. School environment is an alterable variable which can directly influence cognitive and affective outcomes. Although it is not the only variable academic performance of student, it is a very important one. For the purpose of this study, school environment variable considered constitute school location, school physical building, classroom conditions, laboratory adequacy, availability of qualified teachers. The study adopted a descriptive survey and it covers a population of six (6) Government Senior Secondary School in Keffi Local Government Area of Nasarawa States, with 120 respondents randomly selected for the research work. Five (5) teachers and fifteen (15) final year students from each of the schools. School Environment and Student Academic Performance Questionnaire (SESAPQ) structured by the researcher was used for data collection. The result revealed that there is a significant relationship between school environment and students' academic performance in secondary school. Recommendation based on the result obtained was then highlighted.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

During this past decade, there have been a number of students that have demonstrated the deplorable conditions of some school environment throughout the country. In many schools system, particularly in urban and high-poverty areas, students attend school in buildings that threaten their health, safety and learning opportunities. Many school districts throughout the country have a large number of old worn-out buildings which, simply do not have the required features such as adequate lighting, good roofs and adequate space that are necessary for a good learning environment or if the older buildings have such components, often times are not functioning because of poor maintenance practices.

The importance of education to the nation's citizen and especially those youths cannot be overemphasized. This is because the development of any nation or community depends largely on the quality of education of such nation. It is generally believed that the basis for any true development must commence with the development of human resources. School environment that can adequately provide a good learning environment are essential for students success. A conducive learning environment stimulates learning, understanding and high perception. Also teaching and learning done under organized, planned and fortified environment with learning instructional aids has been proved to stimulate student's sense of conception,

perception and concentration to facilitate systematic understanding and acquisition of knowledge in them. Thus the bridge between adequate school environment and students academic performance is quite important.

As reported by Obemata (1995), numerous studies have shown that there have been a sharp decline in the various levels of educational system in Nigeria, and the decline has been attributed to the poor conditions in education institutions in the country. Worse still, there have been an upsurge in the number of both community and privately owned secondary schools accompanied with gross lack of modern instructional technologies, poor physical classrooms conditions, dilapidating buildings, lacking mental stimulating facilities that is characterized with low or no seating arrangement, overcrowding classrooms, lack of well-equipped laboratories for science students, lack of school libraries, lack of qualified teachers and adequate training programme for teachers etc.

Akinwumi (2007) in support of Adeboye (1998) revealed that there is a significant relationship between schools physical facilities and students learning output that the students are the product of the environment. And that the classroom learning environment and school facilities exert some dominant influence on the learners' academic performance. Thus, the issue of quality in education goes beyond the curriculum of subject content but include, learning environment and school factors. It is within this milieu that this study attempt to examine the influence of school environment on academic performance of secondary school students in Keffi Local Government Area of Nasarawa state.

1.2 Statement of the Problem

It is important to note that, the students, the teachers, the curriculum and the learning environment are the four pivots in any teaching, learning situation. Although, school environment is not the only factor which affects learning outcomes, nonetheless, it is a very important area which can directly influence cognitive outcomes nonetheless, it is a very important area which can directly influence cognitive and affective outcomes. As already mentioned in the introduction, numerous have shown studies that there have been a sharp decline in the academic performance of students in secondary schools and the decline has been attributed to poor conditions in education institutions in die country.

In line with this, there is gross lack of modern instructional facilities, poor physical classroom conditions, dilapidating building, lacking mental stimulating facilities that are characterized with low or no seating arrangement, lack of well-equipped laboratories for science students, lack of school library, overcrowded classrooms, lack of qualified teachers and adequate training programmes for teachers. In addition, the springing up of both community and privately own secondary schools located in environment with barriers or obstacles or distraction such as noise, gas/smoke pollutions and so on, which can in-turn affects or reduces students concentration or perpetual or conceptual focus to learning sprint hall(1987). Also markets and garages located near schools have always posed threat to students. Noise and pollution from these sources have always endangered student's life and concentrations, thus affecting their academic performance.

The outcome of this study is therefore expected to stimulate the stakeholders to improve upon the isolated school environment variables which, has been found to have direct causal relationship with, the students' academic performance.

1.3 Research Questions

This study attempt to answer the following questions:

- (i) What is the importance of school environment on student academic performance?
- (ii) What should constitute a conducive school environment for effective academic performance on secondary schools students?
- (iii) What are the influence of school environment on academic performance of students in secondary schools

1.4 Objectives of the Study

This research work is intended to:

- (i) Investigate the effectiveness of secondary schools environment on academic performance of students in New Keffi.
- (ii) To understand how students' academic performance is dependent to some extent upon the structures (facilities) through which are mediated lift.
- (iii) Understand the relationship between school environment and non-cognitive outcomes such as better attitude toward learning.
- (iv) Attempt a recommendation of better physical setting of school environment that will evoke complex responses in the form of feelings, attitudes, values,

expectancies and hence increase in students' academic performances.

1.5 Statement of Hypotheses

- (i) There is no significant relationship between school environment and academic performance of students in secondary schools.
- (ii) There is no significant relationship between site of school and students academic performance.

1.6 significance of the Study

Education is the best legacy a nation can give to her citizens especially the youth. This is because the development of any nation or community depends largely on the quality of education of such nation. It is generally believed that the basis for any true development must commence with the development, of human resources. Much then is said that formal education remains the vehicle for social-economic development and social mobilization in any society. However, there has been a sharp decline in the academic performance of various levels of our educational system in Nigeria, and the decline has been attributed largely to the poor condition in education institutions in the country. Worse still, there has been an upsurge in the number of both community and private owned secondary schools, accompanied with a gross lack of modern instructional technologies, poor physical classroom condition and lack of adequate and qualified teachers. The society cannot exist without making mention of the school which is the major agent of change. It is based on the above premises that the study sought to examine the notable effect of school

environment on academic performance secondary school students.

The study would throw more light into the influence of school environment on the academic performance of secondary school students. The findings would provide meaningful information and stimulate stakeholders to improve upon school environment's variables which have been found to have direct causal relationship with students' academic performance, with the view to enhancing students' academic performance in secondary schools.

1.7 Limitation of the Study

As a result of time factor, financial constraint and relevant data, this study will not examine other sub-systems of the society such as home, the peer group, the mass media and the community, even though they are important agencies responsible for influencing the behavior, attitude and academic quality of students. The study will therefore examine the site of the school, the buildings, classroom condition, laboratory, school library, the availability of instructional material and availability of qualified teachers which is referred to as school environment for the purpose of this study. The study will cover some public secondary schools in Keffi Local Government Area of Nasarawa State.

1.8 Operational Definition of Terms and Acronyms

influence: means a change which is as a result or consequence of an action

School Environment: It is a hallmark of the academic, disciplinary and physical environment with a positive climate.

Academic Performance: This is the extent to which a student, teacher or institution has achieved short or long-terms educational goals

CHAPTER TWO

LITERATURE REVIEW

2.1 Conceptual Framework

The target of the study is premised on students' academic performance and the school environment. Therefore, theories those that have to do with the characteristics of these entities as they affect learning would be applicable. Since the learning experiences presented to his or her and the environment within which learning takes place. It is therefore expected that these entities will be affected by variables that have to do with them: these include school location, school Physical building, laboratory adequacy, availability of library, availability of instructional materials, adequate teaching facilities, class room condition and adequate teachers which are considered in the study.

2.2 Empirical Review

The theories of Jean Piaget(1896-1980) and Abraham Maslow(1954-1965) will therefore provide empirical review for the study.

Jean Piaget appeared to be the most outstanding, talking about cognitive development theory. He believed that human beings are distinctively different from animals because of their ability in abstract reasoning. His findings in IQ tests conducted in Paris instigated further interest in knowing how organisms adapt to their environment. This Piaget regarded as intelligence, he therefore contributed

that human behaviors is basically a reaction of humans to their environment. The education implication of Piaget theory for effective teaching and learning and hence increase academic performances are:

- (i) That the development of brain power is not fixed at birth but is a function of appropriate activity during any particular stage which produces cognitive growth. Thus teaching methods must be varied to incorporate both concrete representation and abstract ideas in lessons. In line with this, viewing films and movies, participating in art forms like painting, drama, dance and music could greatly stimulate the young adolescent to think in abstract.
- (ii) Curriculum should provide for specific educational experiences based on children's developmental levels ability. Problem solving should be encouraged based on logical scientific methodology and where possible with models that will help conceptualize the problem,
- (iii) Adequate use of learning materials enhances logical and rational reasoning and facilitates better understanding of concrete as well as abstract ideas.

Maslow's motivational theory expresses that man is constantly pre-occupied with needs that must be met. These are deficiency needs and growth needs. When the deficiency needs are met, self-directed learning or desire to know and understand will be engaged in more easily.

The deficiency or primary needs include physiological/biological needs (food, water, rest, oxygen, emptying of bowel etc.). Safety needs need for protection, security and freedom from anxiety and belongings and love

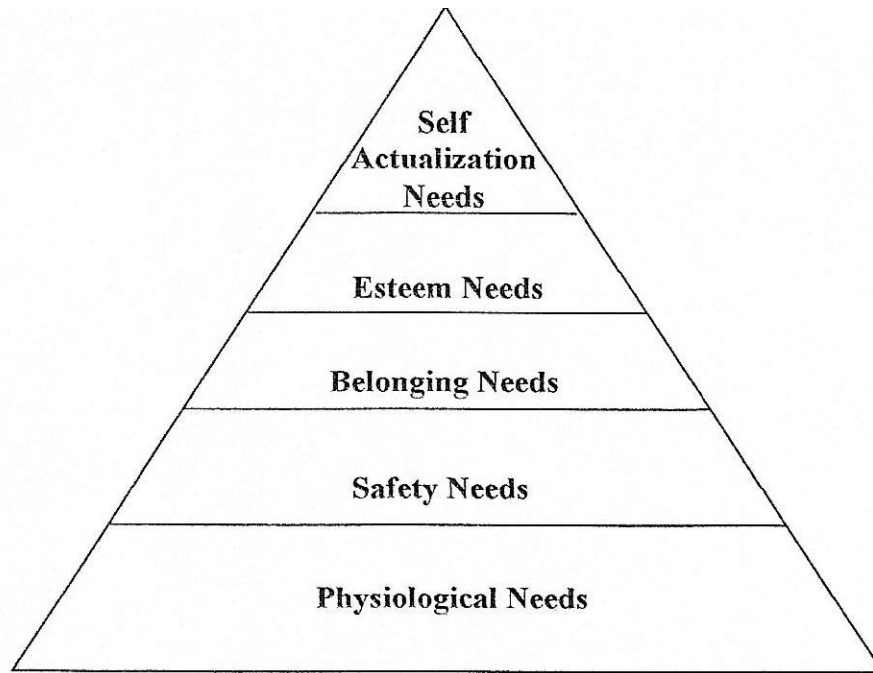
needs. The implication of this is that schools should ensure that food vendor is available, provision for clean water, latrine or toilet should be provided, class rooms should be spacious and well ventilated and school and well ventilated and school environment should guarantee adequate security and safety for learners.

The growth or secondary are:

- (iv) Esteem needs (desire to have good reputation, to obtain recognition and status).
- (v) Need for self-actualization (personal growth, discovery and realizing ones potentials) desire to know and understand (individual thirst and craves for more knowledge and understanding)
- (vi) Aesthetic needs (the need to have and maintain beauty and cleanliness of self and environment)

The implication of the above is that teachers should encourage learners by allowing them express themselves, learners should be guided and assisted to maximize their talent and the general school environment should be clean, tidy, attractive and spacious in order to enhance learning situation.

Below is the Maslow's Hierarchy of Human Needs



Source: Maslow, A.H. (1954:56) motivation and personality, Harper and row publisher Inc. New York.

2.3 Theoretical Framework

Research has shown that the school environment is an alterable educational variable which can directly influence cognitive and affective outcomes of Wang Haertel and Walberg(1993), Waxman and Huang(1998). It is not only variable which affects learning outcomes: nonetheless, it is a very important one. The notion of school culture is used like that of school climate to capture the feelings and nature of an organization. Underlying the notion of school organizational climate is the view that organizations or groups have their own personalities, much as individuals do Moos(1976-1979), Hoy(1991), and his colleagues, suggests that school climate is the relatively enduring quality of the school environment that is experienced by participants, affect their behaviors and is based on their collective perception in school. The notion of climate helps characteristics of organization

with individuals' behavior and shows how Organizations affect individuals' behavior independently of their characteristics. In oilier words, the same individual may behave quite differently in groups with different organizational climates, field and Abelson(1982).

Nearly four decades of research have contributed to the current portrait of effective learning environment. Research in this area is still continuing and new result and understanding will continue to emerge for many years. Nevertheless, despite disciplinary roots and sometimes various goals of this research, the results are fairly consistent. In general, the impact of school level variable in school climate and students achievement can be seen as involving three broad areas:

- (i) Academic expectations and excellence
- (ii) Orderly environments and school coherence
- (iii) High student and teacher morale.

These all appear to involve, in a very general sense, the norms and common values that Promote learning within a school and the nature of relationship among school members. Another important dimension of effective school environment is an atmosphere that is orderly without being rigid Edmonds(1977-1979), one that maintains a consistent set of rules and values that clearly map out school goals and policies

An orderly environment appears to affect achievement in a variety of ways. First, it provides a disciplinary climate within which students and teachers' opportunities

to conduct task-related work are maximized Coleman(1982), Penget *al*(1982), Hoffer et al(1987), Greely(1982). Second, an orderly purposeful atmosphere according to Metz(1986), and Newmannet *al*(1989), promotes a sense of efficacy among teachers and students, which turn, enhances teaching and learning performance. Third, simply the consistency and stability associated with an orderly environment appears to Promote higher academic performance (McDilland Rigsby(1973), Newmann et al(1989), Phi Delta Kappa (1980). In general, aiorderly and coherent school environment appears to promotes student achievement by enhancing collegial relationship and promoting an atmosphere of trust, caring and cooperation, Chubb(1988), Lightfoot(1983), Metz(1986).

Another dimension of school environment is the perceptions and attitudes of school members about their environment. Teachers who report satisfaction with their work setting are more likely to express high morale and perceive the school'sclimate as open and supportive of their role Kalis (1980), Newmarmet *al*(1989) sergeant(1967). In turn, students who perceive their teachers are satisfied with their jobs are more likely to exhibit high levels of academic performance, high morale about their learning environment, and more academic self-confidence Edmonds (1979), Brook over and Lezotte(1979), school that can nurture high moral among students and staff seem to maximize their chances of developing attitudes about individual abilities as well as a learning environment that promotes high levels of academic performance Lightfoot(1983), Coleman, et al(1982) studies suggest that teachers communicate their sense of pride to students in all their verbal and nonverbal

interactions. This establishes a “circle of causation” student's achievements influence teachers’ morale, sense of efficacy and expectation for students, which in turn, directly influence higher levels of students’ academic performance Metz (1986), Ashton and Webb(1986).

A number of conclusions can be drawn from this literature:

- (i) Highly effective school environment tend to emphasize teaching academic subject attaining subject matter competence and acquiring basic skills, to have members who value academic excellence and expect high achievement and skill acquisition, and to have a staff that exhibits its high opinion of students' abilities. Such commonly shared attitude may help lower students' sense of futility and increase their locus of control-important influence on individual achievement.
- (ii) Effective school environment maintain a pleasant and orderly atmosphere that promote the school coherence and positive rather than competitive relationship among the school's members.
- (iii) In effective school environment, student and teachers have positive feelings about their work setting. High moral appears to bolster the self-confidence of both teachers and students and promotes positive attitudes and expectation about teaching and learning abilities.
- (iv) Great educational thinkers Jan Amos Comenius(1592-1670) and Vitorino(1373-1440), believed that school rooms and its environment should be pleasant; there should be several good pictures and other learning aids

available to the learner for conductive teaching and learning exercise. Also Danesty(2004) believes that factors that could enhance good academic performance should include good teaching, counseling, good administration, good seating arrangement and good building. Also school environment with well-equipped laboratories, adequate instructional aids and picture enhance academic performance.

School Location and Students Academic Performance

School environment should be free from barrier or obstacle such as noise, gas/smoke pollutions which could constitute health hazard and in turn affect or reduces students' concentration, perceptual and conceptual focus to learning Sprinthall(1987). Research has shown that markets and garages located near schools havealways posed a threat to students. Noise and pollutions from these sources havealways endangered students' life and concentration. Therefore, for an effectivelearning and high academic performance, school in both rural and sub-urban areasshould be located off zone, characterized with smoked gas pollutions, market centers or garages. A conducive learning environment stimulates learningunderstanding and high perception, Sprinthall(1987).

Many studies have determined the level of noise in the classroom that interferes with students' learning. As far back as 1917, Morgan concluded thatnoise distraction interfered with learning and that the students reported being tense in noise classroom.

McCruddy(1982), an excellent study completed by the Department of Health service in California (1981) investigated the relationship between students' performance and classroom and community noise. The study was well conceptualized and executed, using exacting measurements and appropriate statistical analysis. Based upon the results obtained, the conclusion was reached that a negative relationship exists between classroom noise levels and reading achievement. The results of the California study support the finding of Bronzaft and McCartney(1975) who measured students in school near elevated train tracks in New York and found that students in classrooms nearest the train scored below those students in classroom opposite side of the school building in reading scores. These are seminal works that aptly demonstrate the devastating influence of unwanted noise in the classroom. The ability to clearly hear and understand what is being spoken is a prerequisite for effective learning. When this ability is impaired through unwanted noise, students do not perform well.

The relationship between school location and students' academic performance has been widely reported. Adepoju(2001), found that students in urban schools manifest more brilliant performance than their rural counterparts. Also, Ogunleye(2002), Nduko(2002), Odinko(2002) and Warwick(1992), reported significant difference in the performance of students in urban and ped-urban areas. However Daramola cited in Ogunleye (2002), and Orji(1997) did not find any significant difference in the urban and pen-urban schools.

School Physical Building and Students Academic Performance

School building design features and components have been proven to have a measurable influence upon students learning. Among the influential features and components are those impacting temperature, lighting, acoustic and age. Researchers have found a negative impact upon student academic performance in buildings where deficiencies in any of these features exist. The overall impact a school building has on students can be either positive or negative, depending upon the condition of the building. In cases where students attend school in substandard buildings, they are definitely handicapped in their academic achievement. Researchers have repeatedly found a difference of between 5-17 percentile points difference between academic performance of students in poor buildings and those students in standard building, when the socio-economic status of students is controlled. Specific research studies cited by McGuffey(1982) regarding the influence the thermal quality of the classroom has upon students have been completed by Mayo (1955), Nolan(1960), Peccolo(1992), Stuart and Curtis(1974), Lemasters(1997) also cited Chan(1980). In almost all of these studies, the importance of controlled thermal environment was stressed as necessary for satisfactory performance.

The age of the school building has been tested as a factor in relationship to student achievement. Age of building in and of itself is usually not an important factor in influencing students' performance but the building components that are necessary for good students' learning (e.g thermal quality and acoustical control) are usually absent in older buildings. Research has shown that older buildings usually do not have the main

attributes of a modern building that are associated with a positive physical environment conducive to student learning Earthman and Lemaster(1996).

Stockyard and MarybeiTy (1992) found that the quality of physical plant of environment is related to non-cognitive outcomes such as better attitudes towards school. These outcomes may eventually relate to higher academic achievement. Christopher (1988) concluded that human nature makes people feel better about themselves when the surrounding are pleasant. Students who have better attitudes usually learn more and work harder leading to higher performance.

In the areas of self-concept, Bowers and Burkett(1989) concluded that self-concept scores on the Piers-Harris children's self-concept scale of students in modern facility were significantly higher than the student scores of those housed in an older facility. Maslow and Mintz(1956) studied students attitudes in "Ugly", neutral and beautiful" rooms finding significant differences. These researchers revealed that the mean rating given by the subject in the beautiful was in the range defined as "Energy" and "well-being" while the mean of the ratings given by subjects in both the average and ugly rooms was in the range defined as "fatigued" and "displeased". Furthermore, the student placed in the beautiful room expressed feelings of the "comfort, pleasure, enjoyment, importance, energy and a desire to continue their activity". Thus if students have positive attitudes and look forward to attending school, it stands to reason; they will do better in their classes Christopher(1988).

Classroom Condition and Student Academic Performance

The results from studies of effective classroom closely parallel those from studies of school environments. In general, the attitudes of teachers towards their students and their work coupled with the learning processes they establish, shape the classrooms climate. In effective classrooms, teacher express high expectations for themselves and their students positively reinforce their students' abilities and intelligence, spend quality learning time interacting with their students and promote positive relationships among class members. Effective classrooms also have orderly environment that emphasizes learning and academic activities, a commitment of learning, and the use of effective teaching strategies.

A seminar work done by the New York commission on ventilation (1931) in which the commission endeavoured to determine optimal air temperatures in classroom for the healthiest environment for students. The experiments were conducted in regular city and rural classrooms as well as experimental laboratories at a local college. Students were subjected to varying temperatures while in the classroom and measures of the number of reported illness were taken to compare with the temperatures. The commission reported that when classrooms are not maintain within the narrow band of temperature and humidity tolerance of 67°-73° and 50 percent relative humidity, there were more reported cases of students illnesses than students in a properly controlled thermal environment which may affect students academic performance.

The question, "Are smaller classes better than larger classes?" continues to be debated among teachers administrators and parents as well as research

community. However, Robinson(1990), concluded that research does not support the expectation that classes will of themselves result in greater academic gains for students. He observed that the influence of class size on students learning vary by grade level, students characteristics, subject areas, teaching methods and other learning interventions. Adeye!a(20GO), however found that large class size is imconducive for serious academic work. Also Afolabi(2002) found no significant relationship among the class size and students' learning outcomes.

School Facilities and Academic Performance of Students

According to the findings of Danesy(2004), innovative school environment do stimulate head start learning and mental perception, not only that, it has also been proved that students that come from simulative environment with laboratory equipmentsor those that are taught with rich instructional aids, pictures and allowed to demonstrate using their functional peripheral nerves like eyes, hands and sense of taste performed belter than those trained under theoretical and canopy of abstraction. Thus teaching and learning should be done under organized, planned and fortified environment with learning instructional aids to stimulate students' sense of conception, perception and concentration to facilitate systematic understanding and acquisition of knowledge in them.

Laboratory adequacy which is a school environment factor has been reported to affect the performance of student in science, Raimi(2002) and Adeyegbe (2005). Faroimbi(1998) argued that students tend to understand and recall what they see more than what they hear as a result of using laboratories in teaching and learning of

science. Also according to Maslow (1954, 1965), the deficiency or primary need of man, which must be met include food, water, oxygen, emptying of bowel and rest. These by implication means that school environment should include provision for food vendor, water-drinking stations, adequate latrine or toilet facilities, spacious and well ventilated class rooms. This make school environment conducive for learning and lack of which may affect academic performance of students.

Availability of Qualified Teachers and Students Academic Performance.

Study revealed that there is a significant relationship between adequate and qualified teachers and student learning output. Specifically the study found that teachers that were well trained and prepared were found to be more productive than teachers that are untrained. This findings agrees with Qnwukpa (2001) whose study also revealed that students with poor output quality are as a result of poorly prepared teachers. The study also found that experienced teachers have significant relationship to student's output quality. Teachers experience will enhance competences in discharging their academic duties. The result of which will be a positive reflection to students output quality. The result is in support of Akinwumi and Ayeni (2003) whose studies showed that curriculum conflict and teachers competency has most significant influence on students' academic performance.

One of the fundamental problems facing teaching today is the question of how current are the professional teachers. The majority of teachers who have been employed in the past decades have been doing the same thing, the same way all long. They have no knowledge of the current ideas and innovations that have place in the educational field

in the recent past what account for this is that teachers have not been given the opportunity for re-training Ogunbiye(2004). He therefore recommended that teachers should be encouraged to go for workshop training in their areas of specialization. Little(1995) stated that teachers' development through seminars and workshops bring about professional competences which is a key contributor to students' academic performance.

In addition, according to George and Kaplan(1998), teachers play a significant role during the learning process and they can directly or indirectly influence the students' academic performance. Teachers are invariably, rolemodels whose behaviours are easily mimicked by students. What teachers like or dislike, appreciate and how they feel about their learning or studies could have a significant effect on their students. By extension, how teachers teach, how they behave and how they interact with students can be more paramount than what they teach.

Also teachers who report satisfaction with their work setting are more likely to express high morale and perceive the school climate as open and supportive of their role Kalis(1980), Newmann et al(1989), Sargeant(1967). In turn students who perceive their teachers as satisfied with their jobs are more likely to exhibit high levels of academic performance, high morale about their learning environment and more academic self-confidence Edmonds (1979a), Brookover and Lezotte(1979). Some studies suggested that teacher's communicate their sense of pride to students in all their verbal and non-verbal interactions. This establishes "circle of causation". Students' academic achievements influence teachers' morale, sense of efficacy and expectations

for students, which in turn directly influence higher levels of students' academic performance. Mete, (1986), Ashton and Webb(1986).

2.4 Summary

In the literature review, the conceptualization of school environment based on the various theories and findings of different researchers, school environment can be separated into five aspects: Instructional, structural, human resources, political and cultural. It also appears that effective school environment affect achievement in a variety of ways. First, it provides a disciplinary climate within which students' and teachers' opportunities to conduct task related work are maximized. Second, an orderly and purposeful atmosphere promotes a sense of efficiency among teachers and students which in turn enhance teaching and learning performances. Third simply the consistency and ability associated with an orderly school environment appeal's to promote higher achievement. The general an orderly, coherent school environment appears to promote students academic performance enhance cordial relationships and promote an atmosphere of trust, caring and cooperation. The literature continually stresses the importance of both teaching skills and orderly warm, supportive and academically oriented environments.

For education in secondary schools to be effective, the environment needs to be conducive for teaching and learning, allowing the students space and time to interact within the learning and teaching process. Creating and maintaining stimulating learning environment can be achieved through effective classroom organization, interactive and whole school displays and a climate of innovation. The best learning

environment is one of high challenge and low stress and an environment that can support students to become independent and active learners.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

This study adopts a descriptive survey method of research. This method was adopted because information gathered described the relationship between school environment and student's academic performance in secondary schools in Keffi Local Government Area of Nasarawa State. However, the study did not attempt to establish causes and influence relations but to determine the significance of relationship.

3.2 Population, Sample and Sampling Techniques

The study covers six (6) Government Senior Secondary Schools in Keffi Local Government area of Nasarawa State. Teachers and final year students in the secondary schools are the population for the study. The total number of 134 teachers and 410 final year students for the schools from the school.

The questionnaire is divided into two sections. The section (A) contains the respondents (Bio-data) information while the section (B) seeks to test the teachers and students responses to various aspect of effective school environment in relation to student academic performance.

120 respondents were selected randomly for the purpose of this study. Five (5) teachers and 15 final year students were selected from each secondary school in

Keffi Local Government Area of Nasarawa State.

3.3 Methods of Data Collection

School Environment and Students Academic Performance Questionnaires (SESAPQ), structured by the researcher was used for data collection. The aim was to understand the influence of the school environment variables on student's academic performance. A total of 120 questionnaires were distributed, completed and returned. The responses obtained were assigned numerical values and by summing up individual responses to all the statement (Items), a total score was obtained.

The researcher monitored the completion and collection of the questionnaires directly from respondents (teachers and students) who participated in the study. A total of 120 questionnaires were administered and all were facilities, school location, class room condition, human resources and use of instructional materials.

Tables were used to present the data while each table is analyzed to reveal the effect of school environment on students' academic performance.

3.4 Methods for Data Analysis

The use correlation co-efficient is an attempt to measure the strength of the relationship between variables of school environment and students' academic performance.

3.5 Justification of the Methods

To determine the validity of this instrument, the items in the questionnaires covered all the aspects of the research questions. The instrument was pilot tested on 20 teachers from Government collage Keffi; and Government day secondary school yelwa keffi, using the Pearson moment correlation, the result of the analysis showed a high reliability co-efficient of 0.75. This shows an acceptable high level of reliability of the questionnaire.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Data Presentation

The data collected for the study were presented in tables and analyzed according to the research questions and hypothesis of the study and the interpretation followed immediately.

4.2 Data Analysis and Results

Research Question One

What is the importance of school environment on student's academic performance?

Table 1

RESPONSE IN PERCENTAGE						
ITEM	SA	A	D	SD	SA+A	D+SD
15	2	56	3	17	80	20
16	3	35	15	20	65	35
17	2	60	20	10	70	30
18	2	40	25	15	60	40
19	5	27	10	7	83	7

Source:Field Survey, 2019.

The above results from the items 15, 16, 17, 18 and 19 which were designed to provide answer to research question 1. The result revealed that 80% of respondents that responded to question 15 agreed that effective school environment promotes school coherence and positive relationship among the

school members and these in turn enhances academic performance of students. 65% of the respondents agreed that effective school environment emphasizes students learning activities their commitment to learning and effective teaching strategies which lead to increase in students academic performance.

Also from the result 80% of the respondents agreed that in an effective school environment a disciplinary climate is provided within which teachers and students are able to conduct task-related work at a maximum capacity. 60% agreed that a sense of efficiency in teaching and learning performances is promoted among teachers and students if the school environment is orderly and purposeful. This in-turn enhances students' academic performance. In response to item 19, 83% of respondents agreed that a school environment that is effective promotes higher academic achievement. This by implication means that an effective school environment creates a conducive atmosphere for teaching and learning. It allows the students space and time to interact within the learning teaching process. It creates an atmosphere that can stimulate creativity, an environment of high challenge and low stress which can support students to become independent and active learners thereby resulting in higher academic performance.

Research Question 2

What should constitute a conducive school environment for effective academic performance?

RESPONSE IN PERCENTAGE						
ITEM	SA	A	D	SD	SA+A	D+SD
1	30	40	25	5	70	30
4	30	30	25	15	60	40
5	27	33	28	12	60	40
9	35	30	25	10	65	35
8	36	30	10	40	86	14
11	40	22	18	20	62	28
12	40	34	16	10	74	26
13	40	25	20	15	65	35

Source:Field Survey, 2019.

To answer research question 2, 70% of the respondents agreed that the general layout of the school site is vital to creating a conducive school environment for effective academic performance. The site of the school is the specific geographical location that contains the buildings where school equipment are kept for educational use. By implication school site or location should readily be accessible to students and teachers by both private and public transportation. The location should be near but not necessarily in an urban centre which is capable of providing many services required by the school and people associated to it. Natural beauty is a vital element in an ideal school, the closeness of the school plant to a majestic mountain, a lake, river or beautiful landmark is highly desirable. Trees for shade and flowers for

beauty should be considered in order to create an educationally stimulating school environment that will facilitate students' academic performance. Safety from danger is also a prime consideration in selecting school site. It should not be located in a flight path of air craft or on the highway because of potential danger from accidents. It should not be located near industries or any sources of noise or air pollution that is dangerous to human health and can equally affect student's concentration which will affect student's academic performance.

For a conducive school environment, 60% of the respondents agreed that school environment should be pleasant with fortified buildings which will "enhance students' academic performance. By implication, school buildings should be design in a way that its uniqueness must contribute to the advancement of health, safety and convenient to the promotion of sound academic work in the school. In line with this, 60% of the respondents equally agreed that old and dilapidated school building affect students' attitudes to learning which will in-turn affect their academics performance,

A conducive school environment should have adequate and qualified teachers who are competent to teach their subject area. In response to item 8 in the questionnaire, 86% of the respondents agreed that lack of qualified teachers affect students' academic performance.

As regard to facilities that students housed in modern schools facilities exhibits increase in academic performance, 74% agreed that, classrooms that are lacking adequate furniture affects students' academic performance. Also 65% agreed that for

a conducive school environment, classrooms should not only have modern facilities but should equally be spacious and well ventilated, to enhance students' academic performance.

Research Question 3

What are the influence of school environment on the academic performance of students in Secondary School

ITEM	SA	A	D	SD	SA+A	D+SD
1	40	40	20	5	80	20
5	27	33	28	12	60	30
7	60	30	7	3	90	10
8	56	30	10	4	86	14
9	35	30	25	10	65	35
11	40	22	18	20	62	38
12	39	22	24	4	72	28

Source:Field Survey, 2019.

The table reveals that, 70% respondents agreed that school site or location is a vital ingredient in the creation of an educationally stimulating school environment to facilitate academic performance. Also, 60% of the respondents agreed that the building and the pleasant atmosphere enhances students understanding and enhance their academic performance. 65% respondents agreed that, the design of building affect students' attitude to learning which will in-turn affect their academic performance. 62% respondents agreed that, modern school facilities affect students' self-concept and students with higher self-concept exhibit increase in

academic performance.

In response to item 2, 72% of respondents agreed that, a noisy school environment have negative influence on students' academic performance. Although, most of the respondents agreed that, it is not a direct effect, however they explained that noise reduces students level of concentration during lessons which can in-turn affect, their academic performances. Also, 70% of respondents agree that school environment with old and dilapidated buildings have a negative effect on students' attitudes to learning which in-turn affects the academic performance. 86% agreed that, lack of qualified teachers have a direct effect on students' academic performance in Secondary Schools, this is in response to item 8.

Research Hypothesis One

There is no significant relationship between school environment and academic performance of students in Secondary School.

Responses on the relationship between school environment and students' performance.

Table 4

ITEM	SA	A	D	SD	Mean		Coefficient of correlation	remark
					SA+A X	D+SD Y		
1	40	40	20					
6	40	21	29	10				
7		30	7	3	37.58	11.58	0.88	Significant
8	56	30	10	4				

10	28	37	30	5
20	40	39	12	9

Source:Field Survey, 2019.

The above results from items 1, 6, 7,8,10 and 20 were designed to provide answer to hypothesis I. The correlation coefficient is 0.88, which shows that the relationship between school environment and student's academic performance, hypothesis I is hereby rejected.

4.3 Discussion of Major Findings

The findings of the study revealed that schools location, availability of equipped laboratories and library, availability of qualified teacher's said classroom conditions have direct causal influences on students' academic performance in Secondary Schools. Other variables of the school environment such as condition of the school building. This has to do with whether the school environment is pleasant with fortified building or and has modern school facility. This has indirect influences on the students' academic performance. They tend to of the students attitudes and conceptual focus to learning and their self-concept, all of which have a resultant died on student's academic performance. Also the study revealed that the availability of equipped school laboratories. (Item 7) lack of qualified teachers (item 8) and the general layout of the school site (item 1) have the highest contribution to students' academic performance in Secondary Schools. The findings is in agreement with Ogunleye, (2002), Aworanti and Olakanmi (1997), that school site produced a significant difference in the performance of students. However, studies such as those

of Daramola cited on Ogunleye (2002), and Ajayi (1998) did not find such significant difference. The implication is that schools cannot just be sited anywhere without following some laid down procedures. The education system in each state of the Federation should decide where a particular type of building should be built, among others Mbaekwe(1986). To avoid schools being wrongly sited the issue of location planning should be addressed more so, that this study has established strong causal effect of schools location on the students' academic performance. As regards laboratory adequacy and adequate qualified teachers, the findings correlate those of Wisconsin et al(1991), Okegbile(1996). The interpretation of this result is that well-equipped laboratories and availability of qualified teachers can positively enhance students' academic performances.

This implies that, teachers should be given opportunity for re-training and be encouraged to go for workshop training in their areas of specialization as recommended by Ogimbiyi(2004). This will help them to be well equipped and they are able to rub minds with their counterparts on issues and problems confronting them in their respective classes with a view to improving their teaching skills. At workshops teachers may find solution some impediments in the course of their duties which might have dampened their morale and interest. In essence, attendance of teacher's workshops in various teaching subject (area) will go along way in re-orientating teachers positive attitudes, increase their teaching skills. and this will likely increase students' academic performance in secondary schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The conceptualization of school environment is raised upon the multi-perspective theory of Jean Piaget (1896-1980) and Maslow (1954-1965) which by implication suggest that; school environment should be organized and purposeful having fortified buildings with a beautiful and pleasant atmosphere. Good learning and teaching displays classrooms and corridors reflecting a broad and balanced curriculum which is well matched to the needs of the students. In addition to the aesthetic needs, the school environment should also guarantee the security and safety of learners.

The study has been able to examine the relationship between variables found conducive to create effective learning environment and the academic performance of secondary school students. The implication of this study is that, if the site of the school, the building, classroom condition, laboratory, school library, availability of qualified teachers and instructional materials is effective, the environment becomes conducive and effective for teaching and learning process to take more place easily, so as to enhance students' academic performance in secondary schools.

The school environment is made of timbers, buildings, playground and many other types of equipment that are crucial components of the educational system. No organized education can take place without teachers. They are the implementers of

educational politics and the curriculum, they play significant role in the attainment of the objectives of any educational system. The quality education depends on the quality of teachers (raining since teachers can teach only what they know. They play a significant role during the learning process they can directly or indirectly influence the students' academic performance.

The school site,the buildings and provision of physical equipment of great value to teaching and learning in school system. It embraces the permanent and relatively possessions of the school resources such, as the laboratory equipment, chalk, blackboard, furniture and so on. It can be taken to be the environment where curriculum will be implemented; it is the specifically controlled environment with the intention of aiding both the teaching and learning activities of the school.

5.2 Conclusion

The study has established that school environment has positive influence students' academic performance, although there are other factors not considered in this study. The variables of school environment examine in this study directly pointto areas which have to be addressed in order to enhancelearning outcomes of the students in Secondary Schools. If the government and otherstakeholders in education industry could improve on the teaming environment studentsand motivate teaches who are the curriculum implementers it is most likely mat student academic performance in Secondary Schools will be highly enhanced.

5.3 Recommendations

For effective education in secondary schools, the school environment needs organized, purposeful, well designed and conducive for learning allowing the students interact within the learning and teaching process. Creating and maintaining stimulating learning environment can be achieved through effective classroom organization, interactive and whole schools displays and a climate of innovation.

The following recommendations will be helpful in creating an effective school environment that will enhance students' academic performance.

- (i) Constant and varied exposure to new instructional materials encourages quicker and deeper learning
- (ii) Incorporate a range of teaching strategies within planning.
- (iii) Ensure resources are appropriate, accessible, identifiable and relevant to students' learning needs.
- (iv) Adopt a collaborative approach when planning for students' needs. Good visual display can improve recall and attention by up to 80%.
- (v) A planned programme of improvements of the school environment.
- (vi) Up to date Information, Communication Technology (ICT) should be made available to teachers and students.
- (vii) Renovate toilets and shower blocks (e.g. fixing locks on doors, improving lighting and ventilation)
- (viii) Locate water-drinking stations.
- (ix) Workshop training programmes should be organized for teachers in their areas of specialization

5.4 Suggestions for Further Study

For further study, the following topics can be considered

- (i) Influence of school environment on students' and teachers' attitudes to teaching and learning in secondary schools.
- (ii) Impact of family background on students' academic performance in Secondary Schools.
- (iii) Influence of socio-economic factors on students' academic performance in Nigerian Secondary Schools.
- (iv) Effect of instructional materials on Secondary Students academic Achievement
- (v) Schools school facility condition as a determinant of students' academic performance in Secondary Schools.

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APPENDIX – A

Institute of Education
School of Postgraduate Studies
Nasarawa State University,
Keffi.

28th November, 2019.

Dear Respondents,

I am a postgraduate student of the above named institution carrying out a research title “Influence Of School Environment On Senior Secondary School Students Academic Performance Of In Keffi Local Government Area Of Nasarawa State”.

Your cooperation is highly needed to making this a great success and be assured that all information given by you will be strictly treated confidentially for this research purpose only.

Yours faithfully,

Researcher

SECTION – A
PERSONAL DATA

Instruction: Kindly respond to the item by a tick (✓) in the appropriate box.

1. Name of Respondent_____

2. Name of School: _____

3. School Type: _____

4. Qualification of Respondent: _____

5. Gender: _____

6. Age: _____

SECTION (B)

Instruction: Please indicate your opinion to show the extent of your opinion with the under listed items. You are to tick (✓)

Key

Strongly Agreed (SA),

Agree (A),

Disagree (D),

Strongly Disagree (SD).

S/N	ITEMS	SA	A	D	SD
1.	The general layout site is a vital ingredient in the creation of an educationally stimulating school environment to facilitate academic performance of students.				
2.	School located close to market areas, garages or any source of noise, affect student academic performance.				
3.	Student in Urban schools manifest more brilliant academic performance that their rural counterpart.				
4.	Pleasant school environment with fortified building enhance students' academic performance.				
5.	Old and dilapidated school building affects attitudes to learning and hence their academic performance.				
6.	Availability of equipped school library is a necessity for				

	students' academic performance.				
7.	Availability of equipped school laboratories increase students' academic performance.				
8.	Lack of qualified teachers in secondary schools affect students' academic performance.				
9.	School building design affects students' attitudes to learning and hence affects students' academic performance.				
10.	Adequate use of instructional materials during lesson increases students' academic performance.				
11.	Students housed in modern school facility have higher self-concept and hence exhibit increase in academic performance than those in older facility.				
12.	Classroom that lack adequate furniture affects students' academic performance.				
13.	Spacious and well ventilated classroom conditions enhance students' academic performance.				
14.	Large class size affects students' academic performance.				
15.	Effective school environment promotes school coherence and positive relationship among the school members which in-turn enhances students' academic performance.				
16.	Effective school environment emphasizes learning and the use of effective teaching strategies.				

17.	Effective school environment provides disciplinary climate within which students and teachers opportunities to conduct task-related work are maximized.				
18.	An orderly and purposeful school environment promotes a sense of efficiency among teachers and students which in-turn enhances teaching and learning performances.				
19.	Effective school environment promotes higher academic achievements.				
20.	Students' academic performance is affected by school environment				