

THE INFLUENCE OF SCHOOL ENVIRONMENT ON SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN KOGI EAST SENATORIAL DISTRICT IN KOGI STATE

Ufuoma. V. Oyinvwi Ph.D
Department of Educational Foundations
Faculty of Education
Nasarawa State University, Keffi.

Abstract

This study investigated the influence of school environment on secondary school students' academic performance in Kogi East Senatorial district in Kogi state. Ex post facto research design was adopted in this study. Multi stage random sampling procedure was used to obtain the sample of (675) respondents from 45 secondary schools in East senatorial district in Kogi State. Students' inventory on school environment influence (SISEI) questionnaire developed by the researcher was used to obtain data for the study and performance scores in mathematics and English were obtained from the schools. Mean and standard deviation were used to answer the research questions while chi-square statistic at 0.05 level of significance was used to test the null hypotheses. The findings showed that school structure, school equipment and instructional materials had significant influence on students' academic performance. It was therefore concluded that academic performance of students is greatly influence by school environment. It was recommended among others that Government, non-governmental organization and Parent Teachers Association (PTA) should provide school equipment to schools both in urban and rural. Also, government and her officials should endeavour to ascertain that facilities are complete and other arrangement fulfilled before approval of school is given to individuals or groups.

Keywords: Influence, School Environment, Academic Performance

Introduction

The performance of students in any academic task has always been of special interest to educators' parents and society at large. The primary concern of any educator who is entrusted with the responsibility of selecting students for any advance training programme in a given field is the ability to estimate as accurately and as early as possible the probability that such candidates will succeed or fail. To achieve this, secondary education is universally acknowledged as a fundamental stage determining the effectiveness of a national system of education. To this end, it has become necessary to explore better solutions to the escalating and emerging problems faced by the youth at secondary school level. This is because the quality of higher education depends upon the quality achieved at this level. The formation of character and foundations of future leadership also laid at this level, which comes at a time when the youth is in his formative adolescent stage (AIOU, 1998). It then means that

secondary education is the foundation stone for further studies and also for the development of a nation. However, despite this sound knowledge of the importance of secondary education, the benefit has paid very little or not at all due to the declining rate of academic performance in secondary schools and the quality of school leavers today.

Academic performance refers to the extent to which students are able to accomplish their pre-determined objectives. It also encompasses students' attainment in all the domains according to Bandle (2002) these domains apart from having influences on the cognitive achievements, also make the beneficiary of the education system live a fulfilled life and contribute meaningfully to the development of the society. This then means any deviation from these goals is a deviation from government policy on education.

The National policy on education 2004 stipulates that the school environment especially the physical environment should be made conducive to facilitate the learning process. The policy recommends that schools/ classroom should be well constructed and spacious and all types of physical facilities such as instructional materials, library, laboratory, playing ground, toilets and staff rooms should be provided for effective teaching and learning process. This is because it has been observed that good modern physical facilities in school could add significantly to the promotion of academic performance.

Physical environment consists of different materials and facilities in a school system which includes lighting, ventilation system, size of the room, walls desks, chairs, rugs, whiteboard, computers and all other thing that makes school environment attractive (Torupere, 2016). Favourable physical environment has a significant positive effect on the efficiency of any organisation and act as catalyze agent to provide a straight way for achieving predetermined objectives of an organisation. Unfortunately, school environment in our schools are not attractive to behold, not conducive for smooth teaching learning process resulting to fatigue and frustration among the students.

Instructional materials plays a vital role in teaching learning process and makes it more successful, interesting and fruitful. Therefore it is imperative to arrange instructional materials in classroom to ensure effective environment for teaching learning process. Iqbal (2005) stated that the arrangement of classroom educational facilities and instructional space might be selected for learning rather than teaching. Besides, it should ensure to facilitate teacher in making an atmosphere where quality learning may be promoted. Audio visual aids, charts, graphs, maps, globes, radio, mock up, multimedia, computers, overhead projectors and internet are the part of instructional materials that stimulate learning among students.

Schools are either situated in one geographical location or the other. These geographical locations are either termed rural (remote) where modern facilities such as leisure, easy transportation, cultural heterogeneity and cosmopolitan population are lacking or urban (city) where there are adequate facilities such as leisure, cinema, easy transportation, cultural heterogeneity and commopolitan population existed. The typical village classroom is part of an unattractive building. The roof may still be in

place or may have been blown off by wind in some cases, students sit on the ground to receive lessons, also many of the classrooms, laboratories, libraries, playing ground are in a terrible state of despair. This lack of modern educational facilities may serve as a hindrance to motivation of the rural child to learning which may affect their academic performance when compared to students in urban areas.

It appears most of the rural secondary school students cannot compete favourably with urban students in term of academic performance as result of their inefficiency cause by the missing modern facilities in the rural areas. It is against this background that the study investigates the influence of school environment on students' academic performance in secondary schools in Kogi East Senatorial District

The influence of school environment on students' academic performance has been an issue of concern to all stakeholders in education. This is evident in the rate of mass failure of students in both internal and external examinations, as revealed by research studies. Despite stakeholders' effort towards the provision and renovation of infrastructures in secondary schools, students' performance in the terminal examinations and external is still far below expectation. It has been observed by the researcher with dismay that school environment in the study area is nothing to write home about with instructional materials lacking a great deal and school facilities in dilapidated conditions especially in rural schools may be responsible for stressful teaching and difficulty in learning for both students and teachers respectively. It is against this background that this study seeks to examine what is the influence of school environment on secondary school students academic performance in Kogi East Senatorial District of Kogi State.

Three research questions and three hypotheses were constructed and formulated respectively to guide the study and they include;

- What is the influence of school structure on students' academic performance?
- What is the influence of school equipment on students' academic performance?
- What is the influence of school location on students' academic performance?

H_{0:1} There is no significant influence of school structure, aesthetic on students' academic performance.

H_{0:2} There is no significant influence of school equipment and instructional materials on students' academic performance.

H_{0:3} There is no significant influence of school location on students' academic performance.

Method

The research design adopted for this study is ex-post facto meant to establish the influence of school environment on academic performance of secondary school students in Kogi East Senatorial District of the State.

The sample for this study is 675 and the sampling procedure is multi- stage sampling procedure which is a combination of two or more procedure to arrive at a sample. Therefore, the entire Kogi East is clustered into 9 Local Government Areas

which are Ankpa, Bassa, Idah, Ibaji, Ofu, Igala-mela Omala, and Dekina and 5 secondary schools were randomly selected from each of the Local Government to get 45 schools from which 15 students were selected from each of the selected schools to arrive at the sample.

Self developed questionnaire known as students' inventory on school environment influence (SISEE) was used for this study. The instrument covered the three indices of poor school structure, school equipment and school location on a four (4) point Likert scale of Strongly Agreed (4 point) to Strongly Disagree (1point). For the purpose of this study, reliability co-efficient of 0.73 was established using Cronbach Alpha. The scores of students in English and Mathematics was used alongside the questionnaire.

The instrument was administered to 675 students in classroom situation. The data were obtained through the questionnaire administered to student in 45 schools in Kogi East Senatorial District. Research assistant assisted in the administration of the instrument. The complete copies were collected the same day in each of the schools. The data were analyzed using descriptive statistic (Mean and Standard Deviation) for the research questions while chi-square was used to test hypotheses.

Results

Table 1: School structure and beauty influence on students' academic performance.

	N	Mean	Std. Deviation
Living in a conducive environment makes life sweet and worth living	675	3.04	.958
Environment where we live also contribute meaningfully to our life.	675	3.09	.952
Environment is very important as well as the society to you.	675	3.10	.937
School environment helps students to profit greatly in academic.	675	2.93	1.009
Environment refers to any physical and material features that aids teaching and learning.	675	3.07	.939
Grand Mean	675	3.05	0.959

The results on table 1 indicates that poor school structure and beauty influences students' academic performance with a grand mean score of 3.05 and standard deviation of 0.959.

Table 2: School equipment influence on students' academic performance.

	N	Mean	Std. Deviation
Buildings, facilities, equipment and location are equally part and parcel of school environment.	675	3.07	.973
School infrastructures and facilities enhance students learning ability.	675	3.13	.969
Lack of attractive and beautify classroom can contribute to poor performance.	675	3.14	.951
School equipment and facilities like Library, Laboratory among others influence academic performance of students.	675	3.10	.955
Grand Mean	675	3.11	0.962

Table 2 also show that school equipment influences students' academic performance as indicated by a grand mean score of 3.11 and a standard deviation of 0.962.

Table 3: School location influence on students' academic performance.

	N	Mean	Std. Deviation
The absence of Textbooks, chalkboard and other illustrative materials make teaching stressful and learning difficult leading to poor performance of students.	675	3.11	.961
Teaching with the aid of instructional materials boosts learning and thereby improves performance	675	3.12	.945
Availability of ICT makes learning effective and improves students performance	675	3.09	.966
Grand Mean	675	3.11	0.957

Results on table 3 show that location also have similar weight of influence on students' academic performance as the school equipment, i.e. grand mean score of 3.11 and std. deviation of 0.974.

Table 4: Chi-square test statistics in on school structure, school equipment and school location

	School structure	School equipment	School location
Chi-Square	907.272 ^a	891.511 ^b	706.672 ^c
Df	3	3	3
Asymp. Sig.	.000	.000	.000

- 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 843.8
- 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 675.0.
- 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 506.3

The results of chi-square analysis carried out on table 4 above, chi-square value 907.272 and sig. value 0.00 ($p < 0.05$) indicates that the null hypothesis is rejected hence, there is significant influence of school structure on students' academic performance.

Results of chi-square analysis carried out on table 4 above, chi-square value 891.511 and sig. value 0.00 ($p < 0.05$) indicates that the null hypothesis is rejected therefore, there is significant influence of school equipment on students' academic performance.

The results of chi-square analysis carried out on table 4 above, chi-square value 706.672 and sig. value 0.00 ($p < 0.05$) indicates that the null hypothesis is rejected so, there is significant influence of school location on students' academic performance.

Discussion

The result of this study indicated that poor school structure and has significant influence on students' academic performance. This is supported by Udoh (1980) in his article "The Environmental Health Problems in Nigeria Schools", Identified some unhealthy practices in schools which are inadequate facilities, poor ventilation etc having adverse effect on students performance.

School equipment was also indicted to have a significant influence on students' academic performance in secondary schools. This is also confirmed by Vikoo (2003) that instructional materials "as any device with instructional content or function that is used for teaching purpose, including books, supplementary reading materials, audio-visual and other sensory materials, scripts for radio has effect on performance. He added that instructional material is anything that can be profitably employed to facilitate teaching learning process. Therefore, class without learning material can lead to student's poor academic performance.

The study also showed that school location/ site has a significantly influence on students' academic performance. This agrees with Onukwo (2004) in his study on the impact of school mapping on the academic achievement of students concludes that a conducive environment enhances a child's growth and development.

Conclusion

The findings of this study have revealed that poor school structure, school equipment and school location have significant influence on academic performance. It is therefore imperative that government, non-governmental organization (NGOs) and PTA should show concerted effort in supporting the course of education in society.

Recommendations

Government, non-governmental organization and Parent Teachers Association (PTA) should assist in the provision of school equipment to schools both in urban and rural.

Government and officials should endeavour to ascertain that facilities are complete in all its relevance and all other arrangement fulfill before approval of school establishment is given.

School mapping and sitting should be taking seriously by schools inspectors in the ministry of education to ensure compliance with the rules of sitting up schools.

Government and agencies should desist from the act of concentrating schools in town and cities to the detriment of those in rural areas in their sharing of benefits and school development policies.

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