**INFLUENCE OF SCHOOL ENVIRONMENT ON THE ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN LAGOS STATE**

**Abstract**

The importance of school environment to students in secondary schools today in particular cannot be overemphasized. This is because, school environment has tremendous influence in the quality of teaching students receives and the extent of attention they pay to lesson in school. This implies that schools that fail to provide the necessary learning facilities and create a conducive atmosphere for teaching and learning may hardly put in the best in their students especially in the area of academic achievement. This scenario has been among the reason for poor academic achievement of students in many primary schools in the study area.

**CHAPTER ONE**

**INTRODUCTION**

**1.1     Background of the Study**

The various components of the school environment, such as classrooms, libraries, technical workshops, laboratories, teacher quality, school management, teaching methods, and peers, have been identified as factors that can influence students' academic achievement (Ajayi, 2001 and Oluchukwu, 2000). Therefore, it is crucial to thoroughly examine and effectively oversee the school environment in order to improve students' academic achievements. The poor academic performance of students in Nigeria is a significant concern for various stakeholders, including the government, parents, teachers, and students themselves. The quality of education is influenced by both the teachers' performance in their duties and the effective coordination of the school environment (Ajao, 2001).

The school environment encompasses various aspects such as instructional spaces planning, administrative places planning, circulation spaces planning, spaces for conveniences planning, and accessories planning. Additionally, the presence and involvement of both teachers and students play a crucial role in the teaching-learning process. The potential for improving student learning is influenced by factors such as the specific location within the school, the design of the classroom, and the availability of instructional resources and materials. A well-planned school is thought to have a positive impact on various aspects of education, including social, political, and economic development. It is expected to enhance the teaching and learning process and improve the academic performance of students. The study by Williams, Persaud, and Turner (2008) examines the relationship between international occurrences and various factors that impact students' academic performance. They reference Marsden (2005), who found that a safe and orderly classroom environment, as well as well-equipped school facilities, were significantly associated with students' academic success. According to the three researchers, as cited by Glassman (1994), they argued that creating a comfortable and caring environment, along with other treatments, played a role in enhancing students' academic performance.

The physical attributes of the school have a range of impacts on teachers, students, and the learning process. The presence of poor lighting, noise, high levels of carbon dioxide in classrooms, and inconsistent temperatures can significantly impact the teaching and learning experience. The lack of proper maintenance and inefficient ventilation systems have been identified as factors contributing to the decline in health among both students and teachers. This, in turn, has been linked to decreased academic performance and increased rates of absenteeism (Frazier, 2002 Lyons, 2001; and Ostendorf, 2001). Several factors have the potential to negatively impact student behaviour, resulting in increased frustration among teachers and a decline in students' learning attitudes.

The presence of inadequate facilities not only hampers students' learning abilities, but also contributes to an unfavourable and unwelcoming environment for teachers. This, coupled with challenging student behaviours such as lack of focus, hyperactivity, lethargy, or apathy, results in a stressful working environment for educators. The presence of stress and job dissatisfaction among teachers is often associated with decreased enthusiasm. This suggests that the quality of school facilities may impact students' academic performance.

Several studies have examined the correlation between a subpar school environment and various issues such as student health problems, student behaviour, and student achievement. These studies have specifically looked at factors like student-teacher ratio, school location, school population, classroom ventilation, poor lighting in classrooms, and inconsistent temperatures in the classroom. Some of the sources that have explored this topic include Crandell & Smaldino (2000), Davis (2001), Johnson (2001), Lyons (2001), Moore (2002), Stricherz (2000), and Tanner (2000). The present research aims to analyse the impact of school environment on students' performance in Nigerian schools, building upon previous studies conducted in this field.

**1.2** **Statement of the Problem**

Emphasis on the importance of school environment to students academic performance cannot be over emphasize, Oluchukwu, (2000) asserted school environment is an essential aspect of educational planning, he went further to explain that “unless schools are well suited, buildings adequately constructed and environment serene enough for learning much teaching may not take place. The challenge of defective learning environment has constitute a major challenge in urban areas, with emphasis on Lagos state. However, little is known on the impact of school environment on students’ academic performance in an urban city like Lagos State.

**1.3     Objectives of the Study**

The main objective of this study is to ascertain the influence of school environment on the academic performance of secondary school students in Lagos state, however for the successful completion of the study, the following sub-objectives are set out.

1. To examine the relationship between school environment and the student academic performance
2. To examine the impact of school facilities on the academic performance of  students  in the secondary school
3. To explore factors such as class size that have been perceived to promote or inhibit students learning in the academic process of students in secondary school
4. To investigate the extent to which school location affects the academic achievement of secondary school students.

**1.4     Research Questions**

For the successful completion of the study, the following research questions were formulated:

1. What is the relationship between school environment and the student academic performance?
2. To what extent do school facilities affect student performance in secondary school?
3. What effect does class size has on the academic performance of students in secondary school?
4. To what extent does school location has on the achievement of secondary school students?

**1.5     Research Hypothesis**

**Ho1**There is no significant difference between school environment and the student academic performance

**Ho2**There is no significant difference between school facilities and academic performance  of students

**Ho3**There is no significant difference between class size and academic performance  of students

**Ho4**There is no significant difference between school location and academic performance  of students

**1.6     Significance of the Study**

It is hoped that this study will provide information for parents, educators and school administrators to reflect upon various factors that help students in achieving their academic goals. In so doing, they can investigate the possibility of introducing those factors to their school, which may consequently lead to enhancing students’ educational outcomes in school. In addition, the fact that this study is conducted in public schools, it shares quite a lot of similarities with  many other counterparts. In this connection, this study provides a valuable reference for other schools to reflect upon the school environment as it affect the academic performance of student in secondary school.

**1.7     Scope of the Study**

This research work focuses on influence of school environment on academic performance of secondary school students in some selected schools in Agege Local Government Area Of Lagos State. This research work covers all public secondary schools students in Agege Local Government Area Of Lagos State. However, four public secondary schools will be used as case study.

**1.8 Limitation of the Study**

Apart  from  time-frame  and  shortage  of  finance,  the  major  limitation to  this  research  is  the  inability  of  the  researcher  to  cover  the  whole public secondary school in Agege Local Government Area Of Lagos State as the title suggest.

**1.9     Research Methodology**

A descriptive research design will be use in carrying out this study. The sample for this study constitutes one hundred (100) respondents. For this research work, random sampling technique will be used. This study will be restricted to the categories of students the researcher considered essentially relevant to issues being investigated. Simple percentage statistical analysis will be used for the study.

**1.10   Definition of Terms**

**School:**A school is an institution designed for the teaching of students (or "pupils") under the direction of teachers

**School Environment:** A school's physical environment includes the school building and the surrounding.

**Academic Achievement:** Knowledge attained or skills developed in school subjects by  test scores.

**Secondary school** (also"high school")is a term used to describe an educational institution where the final stage of schooling, known as secondary education and usually compulsory up to a specified age, takes place. It follows elementary or primary education, and may be followed by university (tertiary) education.

**CHAPTER TWO**

**REVIEW OF RELATED LITERATURE**

**2.1 Background of study**

When people hear the term “academic performance” they often think of position the student took in his or her terminal result. The issue of poor academic performance of students in Nigeria has been of much concern to the government, parents, teachers and even student themselves. The quality of education not only depends on the teachers as reflected in the performance of their duties, but also in the effective coordination of the school environment (Ajao, 2001). Education is an essential factor for effective development of any country like Nigeria. The western education adopted by Nigeria is highly based on individualism, socio-economic and internationalization which are geared towards national development. According to Ada (2005), one of the major obstacles to the development of secondary schools in Lagos State is the persistent poor academic achievement of students. Based on this fact, people believe that the standard of education is falling in the State and Nigeria in general. Poor academic performance as recorded in recent years was so great that many students fall short of the requirements necessary for admission into primary schools. According to Ajewole and Okebukola (2000), a number of factors are said to have contributed to the students’ poor academic achievement in school. The authors stress that a host of these factors may surround students’ poor achievement in school which may include: poor study habits and lack of available resource materials, poor school climate, indiscipline, inadequate facilities, teachers’ ineffectiveness, the teaching method and the type of learning environment available for both the students and the teachers. From the authors view, the poor performance of students in secondary school may be a reflection of the type of learning environment. Farombi (1998) observed that school environment may have negative influence on students’ academic achievement especially if such environment lacks good school climate, instructional materials, discipline, physical facilities, has poor teacher quality, type of location of school is questionable.

**2.2 Conceptual Review**

An environment is the natural surroundings of an organism and it can be land, air or water (Asogwa 2008). According to Onyehalu in Okeke (2001), environment is of three parts namely: physical, social and abstract. Physical environment is objects or materials found in the home, school or community. It also includes people like parents, peers and children. The social environment is the social life, societies, clubs among others. While abstract environment is the reactions, feedbacks responses received on interaction with others. Environment is the physical world inhabited by man, or the realm of nature untainted by man (human action), or the cultural milieu – the physical environment as modified by human action, (Ofomata 2004). It could also be seen as things, around the child that he might perceive or that might have some effect on him. It can be view as all system of air, land, water and life that surround man. In other words environment is the sum total of all the external conditions which may act upon an organism or community to influence its development or existence. For example the surrounding air, light, moisture, temperature, wind, soil and other organisms. As for Monkhouse, in Ofomata (2004), it is the whole sum of the surrounding external conditions within which an organism, a community or an object exists.

**2.3 Concept of school environment**

School environment consist of both material and non-material resources in the school. It includes the teachers, peers, cohesiveness, the subjects, method of teaching. A healthy and attractive school environment makes for conducive learning and promotes students pride in their schools and their interest to stay in school (Mgbodile 2004). Belanger (1996) writing on the importance of learning environment stated that people’s educational life histories are influenced not only by provision of learning opportunities, but also by the quality of the environment where they live or learn. Continuing he stated that learning is more than education provision and that the community in which learners live have a profound impact on their aspiration to learn, their curiosity and their desire to develop their own competency. Graff (1987) in Nwizu (2003) warned that the environment in which the learner acquires knowledge has a great influence on the cognitive achievement of the learner. It has also been generally agreed that the quality of learning is markedly influenced by environmental and organizational factors. Okafor (1992), opined that learning is an intimate transaction between the learner and his environment. This transaction takes place in a specific context. The child learning in a conducive environment transcends the school parameter. It encompasses the entire community and nation. School environments wall, ground, lights, and mechanical system can serve as active contributors to the students’ learning process. (Keep, 2002). He says that learning opportunities can be integrated into the structure of the school making it an active space rather than passive spaces, housing a disarray of things. Clark (2002) citing Bruner (1966) on the importance of learning environment strongly stated that: Growth depends upon internalizing events into a storage system” that corresponds to the environment, it is this system that makes possible the child’s increasing ability to go beyond the information encounter on a single occasion. He does this by making predictions and extrapolations from his stored model of the world. Quisenberry, Eddowesi and Robinson (1991), for individuals to be self-motivating and self imitating, the environment or the setting must be amenable and responsive to human interaction. If the settings do not allow for permeability and malleability, then individual initiative in the learning process is stifled. As Piaget (1964) sited by Okeke (2001) defined intelligence as an accumulation of knowledge which is as a result of the child’s exploration of, and experimentation with the environment and his ability to assimilate and accommodate the environment. He continue by saying that active interaction with the environment is regarded as the most basic requirement for proper intellectual development. Omengboji (2005) emphasized that material environment is a major determinant of goal attainment in school

**2.4 Influence of discipline of teachers on academic achievement of secondary school students**

Disciplines and academic achievements are the core of our today’s education. Some scholars have attributed poor achievements of students in academic to high level of indiscipline among teachers while others disagreed. Nevertheless, it becomes imperative in recent times that many schools have traded away discipline and as a result led to poor achievements of students. According to Chichi (2001), discipline is the act of orderliness, obedience and maintenance of proper subordination among employees and a check or restraint on the liberty of individual. It is the training that correct, moulds and strengthens the individual behaviour. Adeyemo, (2005), notes that there is wide spread violation of teaching ethics which are capable of obstructing the smooth functioning of the school system and thereby affect students academic achievement. Mafabi (1993) opines that, success can only be achieved in school when teachers shows good example of time management. Though the practice in most of the primary schools is that, school activities seem not to respect the designed time table. He further stated that punctuality is most a times not observed by teachers, head teachers and non-teaching staff in an educational institution, as part of the efforts toward academic excellence. Indiscipline among teachers are their acts of behaviour that affects effective teaching and learning as well as result to retarding students’ academic achievement. Common indiscipline behaviour by teachers include; absenteeism from school and lesson, lateness, non-preparation of lesson notes, failure to mark students exercise books, non-completion of school records such as diaries, registers, student results, involvement in examination malpractices, illegal collection from parent and students, unapproved study leave with pay, drinking, drug taking and sexual immorality. These are serious threat to students’ academic achievement, because teachers are the expected professionals, entrusted with the responsibility to conserve the future and destiny of the students as well as the nation. According to Okeke (2004) “The teacher belongs to a special class (sub-group) saddled with ” the responsibility of moulding the child into a functional adult that will contribute to national development with the following qualities; knowledge of the subject matter being taught far ahead of that of the students; professional skill or know-how to awaken a child’s interest in what is being taught and to enkindle in his students a love of learning and a good moral character. Effective discipline is needed in school for good academic achievement, when there is effective discipline in a school and in the classroom, effective teaching and learning can take place. Gawe (2001) emphasize co-operative learning as a solution, if a school lacks effective discipline, the achievement academically will be poor.

**2.5 Influence of school physical facilities on academic achievement of secondary school students**

School facilities have been observed as a potent factor to quantitative education, the importance to teaching and learning of the provision of adequate instructional facilities for education cannot be over-emphasized. The dictum that “teaching is inseparable separable from teaching” is that teachers do the teaching to make the students learn, but students can learn without the teachers. According to Akande (1995), learning can occur through one’s interaction with one’s environment. Environment here refers to facilities that are available to facilitate students learning outcome. It includes books, audio-visual, software and hardware of educational technology; so also, size of classroom, sitting position and arrangement, availability of tables, chairs, chalkboards, shelves on which instruments for practicals are arranged. Writing on the role of facilities in teaching, submitted that no effective science education programme can exist without equipment for teaching. This is because facilities enable the learner to develop problem-solving skills and scientific attitudes. In their contribution, Ajayi and Ogunyemi (1990) reiterated that when facilities are provided to meet relative needs of a school system, students will not only have access to the reference materials mentioned by the teacher but individual students will also learn at their own paces. The net effect of this is increased overall academic performance of the entire students. Commenting on why high academic attainment is not in vogue in Nigeria secondary schools, Adesina (1991) identified poor and inadequate physical facilities, obsolete teaching techniques, overcrowded classrooms among others, as factors. Throwing more light on school facilities and moral guiding provision, Fabunmi (1997) asserted that school facilities when provided will aid teaching learning programme and consequently improve academic achievement of students while the models guiding their provision to schools could take any form as rational bureaucratic and or political model. According to Hallak (1990), facilities form one of the potent factors that contribute to academic achievement of students in the school system. They include the school buildings, classroom, accommodation, libraries, laboratories, furniture, recreational equipment, apparatus and other instructional materials. He went further to say that their availability, relevance and adequacy contribute to academic achievement of students. He however, quickly added that unattractive school buildings and overcrowded classrooms among others contribute to poor academic achievement of the students in primary and other levels of education from learning but learning is not separable from teaching” is that teachers do the teaching to make the students learn, but students can learn without the teachers. According to Akande (1995), learning can occur through one’s interaction with one’s environment. Environment here refers to facilities that are available to facilitate students learning outcome. It includes books, audio-visual, software and hardware of educational technology; so also, size of classroom, sitting position and arrangement, availability of tables, chairs, chalkboards, shelves on which instruments for practicals are arranged. Writing on the role of facilities in teaching, Balogun (2002) submitted that no effective science education programme can exist without equipment for teaching. 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**2.6 The effect of classroom environment on student learning**

A large amount of a child’s time is spent sitting in a school classroom. This place is where they will learn the various skills deemed necessary and proper for them to achieve success in the global society. The classroom is where they will gain an understanding of their place in the world and the gifts that they have to offer it. It is where the student develops what they want their future to look like, as well as knowledge of the skills needed to reach that goal. With the classroom being such an important place in the growth of a child it is important to understand the ways in which to affect this environment in order to receive maximum effectiveness in instruction. If schools really do play a large role in teaching the next generation how to be successful members of society then every precaution should be taken to make sure that the learning environment is one that helps students thrive. If not approached correctly, a classroom can be set up in a way that stifles creativity or does not promote a positive learning environment. There are many things that can affect this environment. There are physical elements such as wall art, arrangement of desks, or resources. Also, there are intangible elements such as the energy of the classroom, the rules, or the sounds within the room. Each of these can impact a student’s focus and achievement in the class. They can also affect a teacher’s attitude in the class. Included in each of these elements of the classroom is the emotional environment. The way in which a teacher organizes their class, or how they control it, will yield positive or negative consequences for their students. If a teacher is unmotivated or negative there will be a direct impact on the students within the classroom. Similarly, if a teacher is motivated and positive they will likely have a beneficial impact on their students as well. It is important for a teacher to understand this cause and effect in order to understand how to organize their classroom to create a better learning.

This system of arrangement seems to make students lose focus and creates a higher number of disruptions in the classroom. This structure does not encourage interaction between students and focuses more on the student as an individual completing their own work. Humans are social creatures that want attention, and if they aren’t going to be able to get it from their classmates then they will commonly act out to get attention from their teacher. One of the first areas that make a noticeable impact on student success is the physical environment of the classroom. This can pertain to a variety of details. It can be structure, resources, color. All of these can play a role in determining whether the classroom will be conducive for learning. Each may not have a large effect individually, however together they can work to strengthen a student’s ability to learn. When a student first steps into a room they will make a judgment about the type of class they are going to be taking. They will look to see how desks are arranged. They will notice what is hanging on the walls. The way in which a teacher sets up their class allows them to communicate with their students non-verbally. By adding various learning centers or activity centers the students will know that this is a classroom that likes to do hands-on experiments.

Students will also gain an understanding of the social expectations of the teacher in the classroom based on how the desks are organized. Each of these tools can be used in any classroom regardless of the content.

(i)If it is english, then the teacher could have a corner of the room set up like a theatre where the students could act out scenes from various plays that they are reading. There could be an area of the room with comfortable chairs and a small library where they could pick a book to silently read if they have finished all of their work for the day. This could be viewed as warm and inviting for a student who does not like to read because now they see that english can involve moving around. The small library will also allow them to choose what they want to read, rather than them having to read what was assigned.

(ii) A social studies classroom could use the concept of creating a separate learning center in various ways throughout the curriculum. If the students were learning about World War I the teacher could organize the desks into trenches so when the students walked in they would pick a side and learn how battles were fought with this new strategy. The desks could be set in a continuous line where each student had to work on only one problem of an assignment to show the structure of an assembly line.

A teacher can organize their classroom where students can interact with others and stay focused on the content at the same time. If the student can meet their individual desires while staying engaged in the curriculum then there will less likely be disruptive behavior. One way to do this is to organize desks into groups. This allows for students to do individual work if they are required, or they can work with partners on specific assignments. If they are creating larger projects they can work as a whole table group to complete it, each with their own specific task.

teacher can use this knowledge to their advantage, however, by structuring their classroom in an organized fashion. They can post the rules on the wall so that each student knows exactly what is expected of them and the consequences if they choose not follow them. They can keep resources in a single location that is easily accessible to the students. They can have specific files where they turn in work or find missing assignments. These all will promote organization among students because the students will now have a model after which to structure things in their own lives. Also, it will show the students that the teacher cares about detail and will most likely catch the student trying to get away with things that are against the rules. There is a balance to running an organized classroom. If there is too much structure set in place it can stifle creativity, and if there is not enough structure it can lead to distractions and little focus. This is why teachers can have a very difficult job. They must balance freedom and spontaneity with rules and guidelines. To achieve this, teachers can implement more engaging activities or lessons into the already established classroom structure.

One way to help overcome this obstacle is to allow students to redo assignments until the teacher feels they are acceptable to hang on the wall. However, this strategy is another one where a teacher must find the right balance for their specific classroom. Although it important to make sure that the teacher is not choosing favorites in the classroom, it is important to for a teacher to realize the strengths and abilities of their students. Part of a teacher’s role is to help students discover their talents and then become motivated to use them. If a teacher notices that a certain student is particularly gifted in art then it is the teacher’s job to find the balance between showcasing that student’s ability, while simultaneously not neglecting the work of others. One way that a teacher can do this is to utilize the student’s skill in creating lesson plans and visual elements to pair alongside the lesson. Meanwhile, they can have a separate board where they showcase each student’s work equally. This way each student is receiving praise for their work, while the student that is particularly gifted in that skill is able to use it for the benefit of others. To further help, teachers can preemptively crush any negative thoughts similar to these by having a discussion with the class before the project. Let the students know that their work will be hung around the classroom after completion. This will hopefully encourage them to work harder knowing that their work will be viewed by other students. Overall, the classroom environment plays a crucial role in keeping students engaged and allowing them to be successful within the classroom. The teacher can modify the environment to achieve these results. There is a multitude of ways in which to do this. They can arrange the desks in different patterns. They can decorate the walls with different assignments or items. Students can be used to help lead the classroom in the way that the teacher wants to go. Even adapting the lighting or the temperature of the room can increase the effectiveness of instruction in the classroom. A good teacher is aware of these elements and the importance that they play in student success. Without giving attention to the environment of a classroom the teacher is setting their students up to be less successful.

**2.7 The Concept of School location**

The influence of school location on the achievement of students of public secondary schools has been the concern of many educationists. Bello in Ezeh (2008) opined that school locations are known to influence the students learning through quality of teaching staff, class size and availability of infrastructure. The choice and location of school site have been an indispensable aspect of any effective school planning. This is so because it is the site that can influence the type of the school to be built and the quality and quantity of the buildings. A child’s environment that is rural or urban exerts considerable influence on his intellectual development, Okonkwo (1997) pointed out that schools in rural areas is likely to face the problem of poor academic achievement due to the inequality in provision of human and material resources required for positive educational achievement. This in turn will 31 perpetuate inequality of access to education provision of adequate number and quality of teachers, contents and methods of teaching. An urban child has an edge over the rural ones in terms of “life chances” such as better education and the socialization pattern Ajeh (1990). There are three social classes that exist-higher, middle and lower social classes. The urban, higher and middle classes through improved “life chances are exposed to better environment with access to libraries, adequate space, continuation classes and mass media. The rural children are hardly exposed to those facilities because they are mainly from lower social class. As a result, children from this background have low academic achievement. Uche in Okeke (2003) contends that in terms of facilities and structures, urban schools are worse because of very high enrollment figures. In urban schools, the facilities are grossly inadequate making it necessary to run a sort of shift system especially in primary schools. This has been strongly condemned as it does not make for effective teaching and learning.

**2.8 Empirical Review**

Okafor (2003) undertook a survey study to evaluate school plant in terms of adequacy, usage and maintenance in secondary schools in Ijesha Local Government Area. The descriptive survey research method was utilized with the questionnaires as the instrument for data collection. The population of the study comprised all the principals and the teachers in post primary insititutions in Idemili Education zone. Two hundred and fifty teachers formed the sample of the study. There was 90% return rate of the questionnaires. The statistical technique used in the analysis of the data was the t-test and mean score. The findings of this study include the following. It was the opinions of the principals and teachers that they supply physical plant facilities in the post primary schools in Idemili North, Anambra State which include science laboratories, classroom, furniture, staffroom, facilities, library facilities and laboratory equipment. The principals and teachers posited that students should not be charged for the cost of repairing of school plant. The post primary school management Board should employ store officers and other workers to be in charge of school plant including the maintenance, repairing and 37 distributing. Both the principals and teachers were of the opinions that community in which the school is located should refurbish the school plant. Ebeledike (1990) investigated environment correlation of student in secondary school chemistry in Ahaocha Anambra State. The study specifically is to find out professional qualified and experience chemistry teachers, good laboratory equipment and good administration management influence on student performance. Random sampling technique was used for the selection of 200 respondents. Hypotheses were tested with the Pearson product moment correction coefficient at 0.05 level of significant. Data were analyzed using means and frequency distribution. The researcher found out that the performance of student depend on professional qualified and experience teachers and there is relationship between students’ performance in chemistry and good laboratory equipment. Ezen (1995) conducted a study on relationship between availability of technical equipment and performance of student in introductory technology in Afikpo Education zone. The study was conducted to find out how effectively teachers of introductory technology in Afikpo education zone are using technical equipment provided in lesson to students, to enable them improve their performance, to compare the 38 performance of students taught with technical equipment and those taught without technical equipment and to find out the opinion of teachers and students on whether the introduction of practical test in junior school certificate examination will enhance students performance. 260 student and 20 teachers were randomly selected for the study from the 25 secondary school. The data collected were analyzed using frequency table, means, percentages, standard deviation, t-score and Pearson product moment correlation coefficient. The major findings of the study, are that technical equipment provided are presently not been effectively utilized to develop the skill of the student and that the teaching of introductory technology is generally theoretical. Akabogu (2001) investigated on the effect of location of school on secondary school students’ achievement in reading comprehension. The study specifically is to find out whether urban or rural school effect performance of students in secondary schools. Two hundred and sixty (260) senior secondary class 2 (SS2) students in Enugu education zone of Enugu State were used for the study. The data collected were analysed using mean and standard deviation. While analysis of covariance (ANCOVA) was used to test the null hypothesis at 0.05 Apha level of significance. 39 Akabogu found out that location of school has significance impact on achievement in reading comprehension. Ezudu (2001) studied Girls science classroom environment as correlates to academic performance of girls in science. He developed two research questions and a null hypothesis for the study. Questionnaire was used for the collection of data. The respondents were allowed to respond to the questionnaire items on four points likert scale. The population of the study was 200 students randomly drawn from two secondary schools sampled from, the total population of all female students in JSS II in Oji-River Local Government Area of Enugu State. The data collected were analyzed using descriptive and inferential statistics. The research questions were answered using Pearson product moment co-efficient while t-test was used in testing the hypothesis at 0.05 level of significant.

**CHAPTER THREE**

**RESEARCH METHODOLOGY**

* 1. **Introduction**

This chapter deals with the method used in collecting data required in carrying out this research work it explains the procedures that were followed and the instrument used in collecting data.

* 1. **SOURCES OF DATA COLLECTION**

Data were collected from two main sources namely:-

-Primary source and

-Secondary source

**(i) Primary source:** These are materials of statistical investigation, which were collected by the research for a particular purpose. They can be obtained through a survey, observation questionnaire or as experiment, the researcher has adopted the questionnaire method for this study.

**(ii) Secondary data:** These are data from textbook Journal handset etc. they arise as by products of the same other purposes. Example administration, various other unpublished works and write ups were also used.

* 1. **POPULATION OF THE STUDY**

population of a study is a group of persons or aggregate items, things the researcher is interested in getting information from for the study the influence of school environment on the academic performance of secondary school student in Lagos state 160 student and teachers were selected randomly from secondary schools in Lagos state.

* 1. **SAMPLE AND SAMPLING PROCEDURE**

Sample is the set people or items which constitute part of a given population sampling. Due to large size of the target population, the researcher used 100 students and 33 teachers of different secondary schools in Lagos metropolis

**3.5 INSTRUMENT FOR DATA COLLECTION**

The major research instrument used is the questionnaires. This was appropriately moderated. The secretaries were administered with the questionnaires to complete, with or without disclosing their identities. The questionnaire was designed to obtain sufficient and relevant information from the respondents. The primary data contained information extracted from the questionnaires in which the respondents were required to give specific answer to a question by ticking in front of an appropriate answer and administered the same on staff of the two organizations: The questionnaires contained about 16 structured questions which was divided into sections A and B

* 1. **VALIDATION OF THE RESEARCH INSTRUMENT**

The questionnaire used as the research instrument was subjected to face its validation. This research instrument (questionnaire) adopted was adequately checked and validated by the supervisor, his contributions and corrections were included into the final draft of the research instrument used.

* 1. **METHOD OF DATA ANALYSIS**

The data collected was not an end in itself but it served as a means to an end. The end being the use of the required data to understand the various situations it is with a view to making valuable recommendations and contributions. To this end, the data collected has to be analysis for any meaningful interpretation to come out with some results. It is for this reason that the following methods were adopted in the research project for the analysis of the data collected. For a comprehensive analysis of data collected, emphasis were laid on the use of absolute numbers frequencies of responses and percentages. Answers to the research questions were provided through the comparison of the percentage of workers response to each statement in the questionnaire related to any specified question being considered.

Frequency in this study refers to the arrangement of responses in order of magnitude or occurrence while percentage refers to the arrangements of the responses in order of their proportion.

The simple percentage method is believed to be straight forward easy to interpret and understand method . the researcher therefore choose the simple percentage as the method to use. The formula for percentage is shown as.

% = f/N x 100/1

where f = frequency of respondents response

N = Total Number of response of the sample

100 = Consistency in the percentage of respondents for each item contained in questions.

**CHAPTER FOUR**

**DATA PRESENTATION ANALYSIS AND INTERPRETATION**

* 1. **Introduction**

Efforts will be made at this stage to present, analyze and interpret the data collected during the field survey. This presentation will be based on the responses from the completed questionnaires. The result of this exercise will be summarized in tabular forms for easy references and analysis. It will also show answers to questions relating to the research question of this study. The researcher employed simple percentage in the analysis.

* 1. **DATA ANALYSIS**

The data collected from the respondents were analyzed in tabular form with simple percentage for easy understanding.

A total of 133 ( one hundred thirty three) questionnaires were distributed to the respondent and 133 questionnaires were which serve as a sample for the research.

Table 1

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **gender distribution table** | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | male | 80 | 60.2 | 60.2 | 60.2 |
| female | 53 | 39.8 | 39.8 | 100.0 |
| Total | 133 | 100.0 | 100.0 |  |

From the table above it shows that 80 respondent which represent 60.02% of the respondent were male, while 53 respondents which represent 39.8% percent of the respondents were female

Table 2

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **position held by respondents** | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | SSS III | 26 | 19.5 | 19.5 | 19.5 |
| teachers | 36 | 27.1 | 27.1 | 46.6 |
| SSS II | 31 | 23.3 | 23.3 | 69.9 |
| SSS I | 40 | 30.1 | 30.1 | 100.0 |
| Total | 133 | 100.0 | 100.0 |  |

From the table above, it shows that 26 respondents which represents 19.5% are SSS III students, while 36 respondents which represents 27.1% are cash teachers, 31 respondents which represent 23.3 percent are SSS II and 40 respondents which represents 30.1 percents are SSS I.

Table 3

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Does school environment has any relationship with the student academic performance?** | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | yes | 80 | 60.2 | 60.2 | 60.2 |
| no | 40 | 30.1 | 30.1 | 90.2 |
| undecided | 13 | 9.8 | 9.8 | 100.0 |
| Total | 133 | 100.0 | 100.0 |  |

The researcher asked the respondent if school environment has any relationship with the student academic performance**,** it was discovered that 80 respondents which is 60.2% said yes, 40 respondents representing 30.1 percent said no while 13 respondent representing 9.8% were undecided.

The researcher therefore concludes that school environment has relationship with the student academic performance.

**TEST OF HYPOTHESES**

**Hypothesis One**

|  |  |  |  |
| --- | --- | --- | --- |
| There is no significant difference between school environment and the student academic performance | | | |
|  | Observed N | Expected N | Residual |
| yes | 90 | 66.5 | 23.5 |
| No | 43 | 66.5 | -23.5 |
| Total | 133 |  |  |

|  |  |
| --- | --- |
| **Test Statistics** | |
|  | There is no significant difference between school environment and the student academic performance e |
| Chi-Square | 16.609a |
| df | 1 |
| Asymp. Sig. | .000 |
| a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 66.5. | |

Decision rule:

There researcher therefore reject the null hypothesis that state that there is no significant difference between school environment and the student academic performance as the calculated value of 50.07 is greater than the critical value of 3.84.

Therefore the alternate hypothesis is accepted that there is a significant relationship.

**Test of Hypothesis two**

|  |  |  |  |
| --- | --- | --- | --- |
| **There is no significant relationship between school environment and the student academic performance** | | | |
|  | Observed N | Expected N | Residual |
| yes | 92 | 44.3 | 47.7 |
| no | 28 | 44.3 | -16.3 |
| undecided | 13 | 44.3 | -31.3 |
| Total | 133 |  |  |

|  |  |
| --- | --- |
| **Test Statistics** | |
|  | There is no significant relationship between school environment and the student academic performance |
| Chi-Square | 79.414a |
| df | 2 |
| Asymp. Sig. | .000 |
| a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 44.3. | |

There researcher therefore reject the null hypothesis that state that there is no significant relationship between school environment and the student academic performance as the calculated value of 79.41 is greater than the critical value of 5.99.

Therefore the alternate hypothesis is accepted that there is a significant relationship.

**CHAPTER FIVE**

**SUMMARY CONCLUSION AND RECOMMENDATION**

**5.1 Introduction**

It is important to ascertain that the objective of this study was to find out the influence of school environment on the academic performance of secondary school students in Lagos state.

In the preceding chapter, the relevant data collected for this study were presented, critically analyzed and appropriate interpretation given. In this chapter, certain recommendations made which in the opinion of the researcher will be of benefits in addressing the influence of school environment on the academic performance of secondary school student.

**5.2 Summary**

The result of this research question indicated that principals and teachers agreed that school environment and inadequate school health services and fencing affect the academic achievement of students, to a very great extent. However, the opinion of the respondents indicated that the following variables desks, chairs, fencing of the school/security, school health facilities and electricity have great effect on the academic achievement of students. The findings agreed with the opinion of Okafor (2003) Ezen (1995) and Ibiain (2004), that adequate provision of facilities in the school promotes the academic achievement of the students and also ensures the effective teachers performance in teaching and learning activities. It is the opinion of this researcher that the stakeholders in the education industry should emphasize the need for adequate provision of teaching and learning facilities in the schools. This not only encourages students’ academic achievement, but goes a long way in enhancing teachers’ productivity as well as health school academic environment. The respondents are also in agreement that adequate security in the schools will promote the academic achievements of the students. This is because with peace and security, the school environment will be conducive for effective teaching and learning.

**5.3 Conclusion**

From the result obtained and the investigation into the influence of

school environment on academic achievement of students secondary schools in Lagos State, the researcher came up with the following conclusion. Inadequate offices for staff, classroom accommodation for teaching students as well as common room for teachers to a great extent affect the academic achievement of students with regard to building in the schools. The findings also identified seats/desks, current reading material, current books for lending and the presence of library assistants in the schools as critical areas that to a great extent affect the academic achievement of students of public schools with regard to library services. The result indicated that limited access to both the students and teachers to reading material has great the affect academic achievement of students. The findings also revealed that fencing of the school for security will to a great extent help to promote the academic achievement of students.

**5.4 Recommendation**

Haven successfully completed the study; the researcher therefore makes the following recommendation: Adequate classroom buildings to be provided in the public schools to help promote effective teaching for students improved academic achievement. Government and communities to ensure that students have access to the schools nearest to their areas of residence. Efforts should be made by stakeholders to provide schools with functional libraries, well equipped with current reading reference materials. Qualified library assistants to be posted to schools to aid the students on the proper use of the library service Enough security to be provided through fencing of schools to ensure peaceful school academic environment

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**QUESTIONNAIRE**

**Personal data**

Male { } Female { }

SSS III { } SSS II { } SSS I { }

Teachers { }

**QUESTIONS**

**For students Only**

1. Does school environment has any relationship with the student academic performance?

Yes { } No { } Undecided{ }

1. How do you perceive your school environment?

Good { } better { } best { }

1. Do you prefer to study in school or at home?

School { } Home{ }

1. Do you agree that your school environment is conducive for studying

Agreed { } Strongly agreed { } Disagreed { }

Strongly disagreed { } Uncertain { }

1. Have students ever complained of not been able to study while in school?

Yes { } No { } Undecided { }

1. Are there necessary facilities in the school?

Yes { } No { } Undecided { }

1. Do you think your class size is too big?

Yes { } No { } Undecided { }

1. Do you like where your school is located?

Yes { } No { } Undecided { }

1. Would you wish that your school is located somewhere else?

Yes { } No { } Undecided { }

**For Teachers Only**

1. Does school environment has any relationship with the student academic performance?

Yes { } No { } Undecided { }

1. Do you agree that school environment can affect student’s studying?

Agreed { } Strongly agreed { } Disagreed { }

Strongly disagreed { } Uncertain { }

1. Do you have the necessary facilities in the school?

Yes { } No { } Undecided { }

1. Do you agree that the facilities in school are enough for students?

Agreed { } Strongly agreed { } Disagreed { }

Strongly disagreed { } Uncertain { }

1. Do you agree that students will understand better concepts if the have the right facilities?

Agreed { } Strongly agreed { } Disagreed { }

Strongly disagreed { } Uncertain { }

1. Students who have access to school facilities have the tendency to perform better than others.

Agreed { } Strongly agreed { } Disagreed { }

Strongly disagreed { } Uncertain { }

1. Do you agree that student’s performance will be better if students learn with the right facilities?

Agreed { } Strongly agreed { } Disagreed { }

Strongly disagreed { } Uncertain { }

1. Class size can affect the individual performance of students?

Agreed { } Strongly agreed { } Disagreed { }

Strongly disagreed { } Uncertain { }

1. Some students can be over-shadowed by other students in the class.

Agreed { } Strongly agreed { } Disagreed { }

Strongly disagreed { } Uncertain { }

1. A big class is sometimes difficult for teachers to handle?

Agreed { } Strongly agreed { } Disagreed { }

Strongly disagreed { } Uncertain { }

1. A class of 1-40 students should be an ideal class for a teacher?

Agreed { } Strongly agreed { } Disagreed { }

Strongly disagreed { } Uncertain { }

1. Where a school is locate can affect the way and manner students process information.

Agreed { } Strongly agreed { } Disagreed { }

Strongly disagreed { } Uncertain { }

1. Students in urban places relate better with examples unlike students in rural areas.

Agreed { } Strongly agreed { } Disagreed { }

Strongly disagreed { } Uncertain { }

1. A to very great extent, location affects the achievement of students.

Agreed { } Strongly agreed { } Disagreed { }

Strongly disagreed { } Uncertain { }