

**INFLUENCE OF SOCIAL MEDIA MARKETING ON CONSUMER
BEHAVIOUR IN EDO STATE**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF
VOCATIONAL AND TECHNICAL EDUCATION, FACULTY OF
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CERTIFICATION

We certify that this study was carried out by **Sonia Oghenekome EMON** with matriculation number EDU1904715 of the Faculty of Education, University of Benin, Benin City

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DEDICATION

This research work is dedicated to Almighty God, my family and friends.

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The researcher deeply expressed her profound gratitude to Almighty God, for His grace and love all through this project.

The researcher is further grateful to her project supervisor Dr S. O. Osuyi for making this project work educative and worthwhile. His patience and love helped not just the researcher but also her colleagues throughout the duration of this project. Similarly, the researcher uses this medium to say a big thank you to all lecturers in the Department of Vocational and Technical Education for the awesome opportunity and their show of love which will not be forgotten.

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ABSTRACT

This research work is titled Influence of Social Media Marketing on Consumer Behaviour in Edo state. The major aim of this study was to investigate the influence of social media marketing on consumer behaviour. Four research questions guided this study.

Subsequently, the review of literature was conducted under different subheadings in order to understand what had been done in the past on the study. The study adopted a descriptive survey design. The population of this study comprised of an estimated population of 973, 000 SMEs with their consumers. The sample size of this study is made up of 100 respondents from five (5) business sectors using purposive sampling technique. The questionnaire which was validated by the researcher's supervisor and other experts was used to elicit data for this research.

The findings of this study revealed that companies makes use of Facebook, Instagram, X (Twitter) and LinkedIn to promote their goods and services. Also from the findings presented in this analysis, individuals sees social media marketing as deceptive and misleading but at the same time, they consider social media marketing as important and useful source of information regarding a product. It was further revealed that consumers place value on product when marketing is done through various media tools. Furthermore, findings from this study showed that social media facilitate the exchange of information and ratings on product as individuals share their preferences on social media thus, influencing the decision of others to purchase a product, In addition, findings of this study revealed that social media helps companies to engage customers in constant communication

which facilitates consumer loyalty and their brand image. Based on these findings, the researcher recommended among others that entrepreneurs need to employ a social media manager to help build a strong online presence that is customer centric in order to have an active online community. Also, entrepreneurs should maximise the power of social media when attempting to introduce a new product by conducting an online survey to understand people's feelings and opinions on the product.

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CHAPTER ONE

INTRODUCTION

Background of the Study

Environmental influence before now has not been considered as one of the factors that affect the academic performance of children in primary schools, hence, it has little or no attention in educational discourse and consideration. But over the past year in correlation between the environment and academic performance of primary school pupils environment plays an important role in the lives of every individual be it a pupil, student, an employer and an employee.

However, most people are yet to agree that the environment brings about better performance. In an article by Udoh (1980) “The Environmental Health Problems in Nigeria School” highlighted some unhealthy activities or practices in schools such as inadequate facilities, poor ventilation etc most of the schools has no ventilation and health facilities.

Most of our primary schools in Nigeria are affected by environmental influence which in turn reflects on the performance of the pupils. Therefore, for the pupils to be carried along in order for learning processes to be effective and efficient it is mandatory that learning takes place in a conducive environment.

Research/ studies have shown that environmental factors to a large extent affect the physical and psychological potential of an individual. This led to a claim that many pupils fail to develop their potentials and it's due to environmental stimulation. Though there are some environmental factors which have contributed to the poor performance of pupils in primary schools which includes pupils and teachers relationship, background of the pupil's home, classroom, teacher quality, method of teaching etc are features that affect pupils accomplishments. Therefore, the school environment remains a vital area that should be studied and well managed to develop pupils academic performance.

The desire for mass education was recognized in the Nigeria constitution of 1999 chapter 2 paragraph 18 where it stated inter alias "Government shall strive to eradicate illiteracy and to this end, the government shall as and when practicable provide free, compulsory and universal primary education.

" The government of president Olusegun Obasanjo introduced the Universal Primary Education (UPE) in 1976 and Universal Basic Education (UBE) in 1999 to improve educational opportunities and more functional education for all citizenry.

These schemes have led to the expansion of primary school without due regard to adequate teachers' strength over enrolment resulting in large class size, ineffective school management, inadequate instructional materials, poor physical facilities et cetera. These schemes, according to Babalola (1992) have resulted into proliferation of schools in every community.

He said that the universal primary education provided opportunities for parent and guardian to sent their wards and children to schools at barest minimum cost.

Franck, (2000 explains that the combine evolution of universal primary education in 1976, 6 – 3 – 3 – 4 system in 1985 and the recent universal basic education have produced large number of enrolment of pupils and student both at the primary and secondary school levels.

He reiterated that secondary school levels.

He reiterated that since the inception of these program, the school size and specifically the number of students in a classroom has continued to increase greatly". The shifting system of education which became prominent in most urban primary schools attempts to minimize congestion and overcrowding in the classrooms, Johnson (1995) says this system gave rise to the "existing increasing number of student seeking admission into primary schools which in turn led to tremendous number of students entering post primary institutions".

Many researchers maintained that, the increase in the number of secondary school during this period did not minimize the overcrowding of classrooms most especially in the urban centers.... Among the reasons for increase population of students enrolment in schools include increase birth rate, increase awareness of relevance of secondary education by parents and guardians and government education policies geared towards increasing literacy level”.

Besides, the school administrator often neglect the admission guidelines without giving prior recognition to the number of teaching personnel.

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The resultant effect is that the subject teachers are faced with strenuous work in dealing with large number of students in the classrooms on one hand and multitude of classroom on the other, hence class control becomes difficult and performance of student is therefore greatly affected negatively. Nowadays, over population of pupils is one of the major problems in our primary school because it has made infrastructure and learning materials in the school grossly inadequate. The facilities in schools are such as tables, chairs, and classrooms etc.

Classroom furniture is inadequate and class space is no longer adequate to accommodate pupils, hence a substantial number of pupils sit on the floor.

In some cases, a seat which is designed for one pupils will have to be shared between two or more pupils, and this lead to discomfort for pupils. As a point of departure, the number of pupils in a classroom is more than the normal population which a classroom must harbor in most of our public primary schools.

The poor academic performance of children in Oredo public primary schools has been of much concern to the Government, parents and teachers. The quality of education does not only depend on the teachers as reflected in the performance of their duties but also on the effective coordination of the school environment. School environment which includes; instructional space planning, administrative place planning, the teachers as well as the pupils themselves are essential in teaching and learning process. The extent to which children's learning could be increased or amplified depends on their location within the school premises, the structure of the classroom, the availability of instructional accessories.

In this study, location includes all the external condition and effects in the school that affect the academic performance of the student such as laboratory equipment, library facilities, qualified teachers, furniture, school building, good administrative management, teacher pupil relationship and school location among others. Location for the purpose of this work can be divided into two parts-home location and school location.

School location is the thread that connects the multitude of activities on the school. In many respects, this thread is almost invisible, yet everyone experiences its effect. Dudek

(2000) opined that it could be said to be the external effects in the school that can effect academic performance of pupils irrespective of their intelligent quotient. School location can also be considered as the second teacher since space has the power to organize and promote pleasant relationships between people of different ages, to provide changes, to promote choices and activities and for its potential for sparking different types of social and affective learning (Okeke 2001). It has been generally accepted that location and heredity can hardly be separated from education in influencing performance, hence a child's life and ability is effected by nature and nurture. Heredity provides the natural disposition while a healthy location makes available a window of opportunities to the learner (Ohuche 2001). The location variable of the setting helps to a large extent in ensuring attainability of the goals of such setting. The location differences and the differences in the quality of instruction from one school to another can create differences in the level of knowledge acquisition of the pupils. This shows that the learning facilities children are exposed to and the socio-economic effect on them can affect their academic performance.

School location includes the school building and the surrounding grounds such as noise, temperature and lighting as well as physical, biological or chemical agent, (Chiu 1991). School location can then be seen to include material and human resources, a learning place which consist of the entire interaction. The learning location is both the natural and provided setting where teaching and learning takes place. Maduewesi (1990) referred to

teaching and learning location as the setting physical and conceptual in which teaching and learning are carried out as deliberately planned. And to Okobia in Maduewesi (1990) learning location means classroom surroundings, physical facilities in the classroom and teacher – pupil relationship.

School location could be at the urban or rural area. Rural schools are generally inferior to urban schools as schools in rural areas lacked human and material resources needed for success at school. The location of school whether urban or rural affects a child's ability to study and perform at the level expected of him. Mkpugbe (1998) noted that different aspects of school location (rural and urban) effects students performance. She further stated that the individual student's academic behaviour is effected not only by the motivating forces of his home, scholastic ability, and academic values but also by the social pressure applied by the participants in the school setting.

A teacher is the bridge that makes teaching and learning effective. The teacher is thus the builder whose performance depends on adequate qualification, experience and preparation. This adequate knowledge and experience could be attained or achieved by acquiring additional knowledge that will stimulate his/her communication in teaching for efficiency (Oyedeji, 2000). That is, the qualification and experience of a teacher enhance or determine his/her performance. It could also be noted that the level and quality of education attained by the teacher determines the characteristics exhibited vis-à-vis the performance of the pupils Education is often conceived as a systematic action of

imparting relevant knowledge, skills and habits to the learners in their preparation for meaningful life and contribution to better society (Oloyede, 2006). This action is however, usually delivered through skillful exposure to a number of academic disciplines. Studies on the teachers' characteristics within the confine of the education system underscore the importance of effective teachers in determining the quality of an education system (Hanushek & Kain, 2005). Clotfelter, Ladd & Vigdor, (2007) noted that teaching can offset learning challenges of learners from poor socio-economic backgrounds. This notwithstanding, researchers have not exhaustively drawn conclusions regarding the attributes of the most effective teachers. Okpala and Ellis (2005) have argued that effective teachers are caring, encouraging, approachable, enthusiastic, respectful, knowledgeable, empathetic, passionate and have a good sense of humor.

A school may have excellent material resources, equipments, building, library and other facilities along with a curricular appropriately adopted to suit the community need but if teacher are not effective and efficient and they are misfit, unsatisfied and indifferent to their responsibilities the whole programme is likely to be ineffective and wasted.

Teaching according to Oyekan (2000) is a continuous human activity by which the teacher connects the learners and the subject matter drawn from school curriculum. It is the cardinal duty of the teacher to help the pupils to learn, understand and achieve beyond their current educational status and to effectively discharge the required responsibility. It is therefore imperative for the teacher to also develop beyond their

current educational status for job efficiency and proficiency. It should be appreciated that teachers are the light of the world that brightens and nurtures the vibrant lives of individuals with useful knowledge, practical skill, and proper value orientation. In a modern society, educational institutions exercise considerable influence on the socialization of the child, a process in which the teacher plays crucial part (Agbatogun, 2010). Teachers' educational development is therefore essential in playing the crucial part.

Furthermore, Adesina (2000) revealed that teachers are the primary indicator and determinant of the quality of education and that a relationship exists between teachers' knowledge of what they teach. Thus, the ability to teach effectively depends on the knowledge and teachers and knowledge that exists in many forms. Teacher effectiveness will be hampered if the teachers are not familiar with the body of knowledge that is taught and teacher effectiveness is specific. The implication of this for teachers is that teachers must thoroughly understand the content of what they teach. Teachers who master the material will pass a language more clearly and provide better explanations than those with weaker backgrounds. Perspective of pupils to teachers in this mastery of the material have a significant influence on pupils' academic performance. It is believed that a well planned school will increase expected outcome of education that will facilitate an effective teaching and learning process and academic performance of the children.

Statement of the problem

The magnitude of environmental influence on the academic sector (teaching and learning) is very difficult to determine because a lot of irrelevant variables also have an effect on the teaching capabilities of teachers and the learning capabilities of pupils in the classroom at different intervals. The time range between school environment and home environment is hard to describe and vary from one individual to the other. The study takes critical look at the influence of the environment on the academic performance of pupils in public primary schools in Oredo LGA. Edo state.

Research questions

To guide this study the following research questions were raised:

- What is the influence of the school environment on the academic performance of pupils in public primary schools.
- To what extent does the school environment affect academic performance of the pupils.
- To what extent does the school environment influence academic performance based on school size of public primary schools.
- To what extent does the school environment influence academic performance of pupils in public primary schools based on school location. (i.e urban and rural areas).

Purpose of the study

- The major purpose of this study is to find out the influence of the school environment on the academic performance of children in primary schools.

- To determine the influence of the school environment on their academic performance in respect to the school size
- To find out if the teachers and pupils are coping with the school and classroom environment.
- To determine the influence of the school environment on their academic performance in respect to the school location.

Significance of the study

On the significance of the study in that it serves as a literature for the future research for students and educational researchers.

It will serve as a means of documentation of facts for historical records and purposes.

Scope and delimitation of the study

The scope of this study is defined to evaluating the influences of the environment on the academic performance of children in primary schools using the descriptive questionnaires and survey research method. The area covered by this study is Ogbeibuya Primary School in Oredo Local Government Area, Benin city, Edo State.

Definition of terms

Academic performance: Is the measurement of students achievements across various academic subjects. Education officials typically measure achievement using classroom performance, graduation rates and results from standardized tests.

Influence: The capacity to have an effect on the character development or behavior of someone or something or the effect itself.

Learning Environment: Can be referred to as an educational approach, physical setting in which teaching and learning occurs.

School type: (primary school): A school for children between the ages of about five to eleven.

Social development: Involves learning the values, knowledge and skills of social interaction. Learners learn to communicate and interact with teachers and other learners in school environment.

Cognitive development: Involves helping pupils find solutions to new problems. Encouraging discussions about what is being taught. Helping pupils explore and understand how ideas are connected.

Motor development: Is part of physical development and it refers to growth in the ability of children to use their bodies and physical skills.

School location: is the school premises or building where teaching and learning takes place.

CHAPTER TWO

This chapter presents a review of literature under the following sub heading:

- Concept of school Environment
- Concept of Academic Performance
- Influence of School Environment on the Academic Performance of Pupils.
- Influence of School Environment on the Academic Performance of Pupils based on School Location.
- Influence of School Environment on the Academic Performance of Pupils based on School Size.
- Summary of Literature Review

Concept of School Environment

The definition of a learning environment is the physical, psychological, and instructional atmosphere in a classroom. It includes classroom management procedures, how the teacher instructs and handles student interactions, and how the space is organized, furnished, and maintained.

Pupils success is closely linked to the learning environment. The learning environment can impact pupils in many ways. For instance, a positive learning environment can help to make students more engaged, motivated, and increase their overall learning ability, whereas a negative learning environment can do the reverse. It will be harder for pupils to stay engaged and retain what they are learning in a negative learning environment, and student achievement may decrease.

There are three types of learning environments. Each of these types are also known as categories or areas that are important for the learning environment. These three areas are the physical, psychological, and instructional settings. Teachers are responsible for maintaining these three environments, as they impact pupils in different ways. The following attributes or considerations are evaluated when planning these three environments:

Physical setting considers the design of the classroom, the use of space, layout, how furniture and learning materials are arranged, which spaces are designated for learning activities, and the cleanliness, color, and brightness of the classroom. All of these attributes can influence learning by helping a student to feel more comfortable and engaged.

Psychological setting considers ways to build trust and create a safe and welcoming space for all pupils. The goal is to encourage pupils to engage, participate, ask questions, take risks, and receive feedback. It essentially involves how pupils feel about their learning. A positive psychological setting increases pupils confidence and participation, which stimulates learning.

Instructional setting considers the diverse learning needs of the pupils in the class, classroom organization, possible interruptions to the learning environment, and available

educational resources. The goal is to plan and implement effective instruction. When pupils can comprehend and enjoy learning, it can increase student achievement.

Characteristics

As discussed in the previous section, a positive learning environment takes into account the physical, psychological, and instructional setting. When considering these settings, a positive learning environment can be created. Common characteristics and elements of a positive learning environment include:

- A clean, bright, organized space.
- An environment that fosters pupils to feel physically and emotionally safe.
- An environment that encourages pupils to express themselves.
- An environment where questions are encouraged.
- Use of a variety of sources and learning models in teaching and for learning (e.g., eLearning, direct instruction, project-based learning etc).
- A patient and positive tone is established in the classroom.
- Assessments and quizzes are persistent and transparent.
- Learning habits and good behavior are modeled.
- Personalized learning, if needed and if possible.

An environment that has features contrary to the above characteristics can affect the effectiveness of a learning environment. For instance, a classroom that is dark, messy, unclean, and without any equipment to stimulate learning is less likely to keep students

engaged and stimulated, as environmental factors have been found to affect the learning process. Poor seating, light, noise, temperature, color, space, disorganization, inappropriate layout, and overcrowded classes are some of the factors found to distract pupils and negatively impact learning ability.

Concept of Academic Performance

Academic performance is the measurement of student achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates, and results from standardized tests. Academic performance issues are a common problem in children referred for psychological evaluation. Even in cases where behavioral regulation or emotional problems is the primary concern, academic issues are often a secondary or primary area of difficulty. All psychological assessments of children are likely to include at least two basic academic measures such as word reading and math computations.

School performance is a multifaceted marker of a child's development, and teacher can make significant contributions to helping the child be as successful as he or she is capable. Knowledge of the community characteristics, the family background, and the child's individual physical, developmental, and emotional strengths and weaknesses places the teacher in a position to help guide the child through preschool programs all the way to high-school graduation. Actively soliciting information at all appointments about school performance and showing a genuine interest in mastery of educational tasks

demonstrate the teacher's desire to be a partner with the child and family in their common goal of helping the child manage the academic challenges as the child develops physically, emotionally, and socially.

Influence of the School Environment on the Academic Performance of Pupils

Children regardless of cultural beliefs and customs enjoy learning in a classroom that gives them ample opportunities to play, feel happy, and secure. A noticeable ambience of a classroom is giving children space for easy and safe movement. Motion permits children to move freely in the allocated spaces, create their own boundaries, and explore their abilities by handling different objects. Teachers should create environments that match the age and level of the children they teach. The environment that is created to match children's development provide motherly care, space for sleeping, give an opportunity for children to play and interact with materials. These indicators of caring and effectiveness in teaching young children may assist the teacher in planning for better outlook of the classroom. When children feel comfortable, and secure in their physical environments, they explore materials that help them generate new ideas that deepen their understanding of their surroundings (Olds, 2001). Creating happiness in children is developing eagerness to explore and develop imaginative skills by using the materials that are exposed to them. Relevant and sufficient materials make a classroom for young children to be joyous and encourage them to be creative. An appropriate classroom for young children should contain displays of beautiful materials that include flowers of

different colors, display of children's work, collection of different stones, and other materials that encourage children's explorations of nature. Classroom arrangement that focuses on space for groups to work and play, appropriate materials placed in their respective learning areas, and good room lighting system, would be considered environmentally appropriate classroom. The organization of the classroom should include consideration for the seats and tables that are on the age level of the children.

Classroom Design

Classrooms are designed according to the number of students that are to use them and the functions that are to be carried out. Olds (2001) explained that:

“A facility that works well for children and staff must be designed from the inside out, and also from outside in, with structural evaluations. The architect is concerned with the type of building and its outlook, mechanical and electrical systems, corridors, exits, and overall public- use space.”

Some architectural designs may provide specifications for carpets, furniture, and lighting. Designing a classroom that has an environment that is conducive to young children's learning should be a collaborative effort. The architect(s) should consult the educationists, health officials, and parents in order to design a classroom that provides enough space for various learning centers, space for the teacher and space for free movement. The collaborators' input should focus on designing a classroom that is going to develop a safe environment to the users. When house designers care for the safety of

the users, they build happiness and sense of belonging for the occupants. Hebert in his article (1998) said that thoughtful design of the school and classroom environment can shape children's self-esteem, and sense of belonging. When children develop self-esteem, self-actualization and feel that their teacher cares for them, they freely interact with each other and develop good social behavior.

After the architectural work is finished and the building or classroom handed over to the users, it is the teacher's responsibility to create a learning environment that promotes creativity, imagination, and the feelings of belonging to such a friendly classroom environment . Isbell and Raines (2007) thought that such a classroom should be aesthetically pleasing with attractive materials, and flowers for children to explore their understanding of their surrounding and the beauty of colors. Placing beautiful elements in the classroom exposes the children to other explorations and acquisition of new knowledge that can be used during their art lesson. A beautiful classroom with flowers may reflect children's home experiences and learn how to cooperatively care for those flowers and other materials. Designing a pleasant classroom environment depends on the teacher's beliefs about learning strategies, what motivates children to want to learn, the psychology of learning, and the physical space to be used (Mitchell and David). While thinking about how learning takes place in children, a teacher who is a learning designer, should create a classroom environment that resembles children's home environments in

order to link classroom ideals and home practices. To make young children feel at home while at school.

Influence of the School Environment on Pupils

teachers and parents, it is important to create the best learning environments for your students as much as you can. It makes sense that students would do better when they learn in positive environments. After all, most people would agree that some environments are more conducive to learning and academic performance. A student taking a test in a quiet, peaceful room will almost certainly do better than a student taking the same test in a loud, chaotic room. Learning environments can make or mar your child or student's learning journey.

Builds Self Confidence In Learning Ability

When students are being taught in a healthy learning environment, by default, their confidence in their learning ability builds up. They are more self-confident and believe they can conquer the world. When the learning environment you build for your students encourages learning and innovation, your students will learn and grasp difficult concepts faster, and in the long run, be able to compete with their counterparts.

Builds The Mental And Psychological Growth Of A Child

Students who learn in harsh learning conditions where they are being flogged or scolded for failing are usually affected mentally and psychologically. This is very bad and should

not be condoned. Children should learn in peaceful and fun environments where they are not afraid to fail and are happy to make mistakes and learn from their mistakes. This helps to build them up mentally and psychologically. In the end, they will grow up to be well-rounded children who are not afraid to learn or make mistakes.

Encourages Learning Zeal

By nature, children easily get tired of learning and just want to play and get dirty. Your job as a teacher or parent should be to create a learning environment that is not just fun but also educational. This ensures that they have fun and also learn in the process. Creating a positive environment will do just that.

Boosts The Intelligence Of The Student

When you teach students in a calm, and relaxed environment, they are encouraged to want to keep learning and this automatically boosts their intelligence and zeal for learning. This in the long run leads to a positive learning outcome.

Promotes Productive Group Learning And Leads To High Retention.

A good learning environment should also promote group learning which leads to high retention of the new topics being taught. This form of learning always proves to be the best, because the students will be their own tutors, be forced to think and come up with solutions to the problems they have been given. This will help to boost learning and lead to very high retention.

Influence of the School Environment on the Academic Performance of Pupils based on School Location

Location can be defined as a system within which living organisms interact with the physical element while education location is a learning place where the learner learn and interact with learning facilities in order to be socialized and face the challenges in the society. Agusiegbe (2004) sees locations as consisting of all elements existing around man and which exert some effect on him. These include physical, biological and social attributes. Location can also be seen as aggregate of all the external condition and effect affecting the life and development of an organism.

The school location includes all the external condition and effects in the school that affect the academic performance of the student such as laboratory equipment, library facilities, qualified teachers, furniture, school building, good administrative management, teacher pupil relationship and school location among others. Location for the purpose of this work can be divided into two parts-home location and school location.

School location is the thread that connects the multitude of activities on the school. In many respects, this thread is almost invisible, yet everyone experiences its effect. Dudek (2000) opined that it could be said to be the external effects in the school that can effect academic performance of students irrespective of their intelligent quotient. School location can also be considered as the second teacher since space has the power to organize and promote pleasant relationships between people of different ages, to provide

changes, to promote choices and activities and for its potential for sparking different types of social and affective learning. The location variable of the setting helps to a large extent in ensuring attainability of the goals of such setting. The location differences and the differences in the quality of instruction from one school to another can create differences in the level of knowledge acquisition of the students. This shows that the learning facilities children are exposed to and the socio-economic effect on them can affect their academic performance.

School location includes the school building and the surrounding grounds such as noise, temperature and lighting as well as physical, biological or chemical agent, (Chiu 1991). School location can then be seen to include material and human resources, a learning place which consist of the entire interaction. The learning location is both the natural and provided setting where teaching and learning takes place. Maduewesi (1990) referred to teaching and learning location as the setting physical and conceptual in which teaching and learning are carried out as deliberately planned. And to Okobia in Maduewesi (1990) learning location means classroom surroundings, physical facilities in the classroom and teacher – pupil relationship.

Location is a very important factor in performance of goal of any educational programme. People acquire most of their knowledge through the interaction with facilities provided in the location for learning. Also learning is effected by the location people are exposed to and the facilities provided in such location lead to experience. As in the words of

Piaget (1964) that active interaction with the location is regarded as the most basic requirement for proper intellectual development.

The physical appearance and general condition of school physical facilities are the striking basis upon which many parents and friends of any educational institution make initial judgment about the quality of what goes on in the school. They are often turned off by dilapidated school blocks with sinking roofs and broken walls, bushy lawn and over grown hedges. Also are profane writings on walls, littered lawns and path ways. Finally, the school physical location is like a mirror reflecting the image of a school and through it the public decide whether or not to associate with the particular school (Mgbodile 2004).

The location of schools are closely associated with the communities. Most communities depend on the neighbourhood school for the provision of good and appropriate location for accommodation, furniture and all form of equipment for certain activities like club or village meetings, wedding reception and church services. There is need for a well planned and organized educational location enrichment because it fosters good interpersonal relationship. Moreover, Ajayi and Ashaolu (2005) opined that location enrichment regarding physical facilities is a major factor in students' academic performance. Supporting this Ayodele (2005) and Ajayi (2007), have shown that school resources aid students academic performance.

The school location determines to a large extent the level of students achievement, Orji (2013) opened that school location implies urban-rural setting. Urban schools are those schools in municipalities or schools found within the town and rural schools are those located in the village or semi urban areas.

The location of a school has a big role to play in the academic achievement of students at school. Akinyele (2011) stated that the immediate environment of a child plays a major role in his socialization. According to him, the area in which a school is located can affect the academic performance of pupils . In the same vein, Akpan (2001) has stated that school location is one of the major factors that affect pupils academic performance. A school located in a rural area is usually with problems like shortage of teachers, lack of laboratories, poorly equipped laboratories, among others in Nigeria. These shortcomings negatively affect both pupils motivation and achievement. Evidence abound that the educational aspirations of students who study in rural are weaker than those of their urban counterparts (Hum, 2003; Arnold et al., 2005). Macmillan (2012) found that students in rural areas place less value on studies such that their achievements are affected.

Adesoji and Olatunbosun (2008) have pointed out that the relationship between the location of a school and pupils academic performance has been reported. Urban students perform better than their counterparts in semi-urban and rural schools (Adepoju, 2001; Ogunleye, 2002; Ndukwu, 2002). Corroborating this, Hu (2003) stated that, compared

with urban students, rural students tend to have lower educational aspiration, place less values on academics, and have lower academic motivation.

The location of school whether urban or rural affects a child's ability to study and perform at the level expected of him. Mkpugbe (1998) noted that different aspects of school location (rural and urban) effects pupils performance. She further stated that the individual pupils academic behaviour is affected not only by the motivating forces of his home, scholastic ability, and academic values but also by the social pressure applied by the participants in the school setting.

Also differences in location imply differences in the existence of demographic and socio-economic parameters of the school. As stated by Imoagene (1988) in Akubue and Ifelunni (2006) that because of urban involvement, students in urban schools perform better than those in rural schools in language learning. The reason he gave include the fact that rural pupils ils have limited access to reading materials, inadequate reading culture and insufficient graduate teachers in rural schools. Therefore, the location of school has tremendous effect on children's academic performance.

Influence of the School Environment on the Academic Performance of Pupils based on the School Size

The school variables, which include, the school size, schools ownership school, school structure and school location is deem fit to affect pupils academic achievement. Hence,

the school variable remains an important area that should be studied and well managed to enhance pupils' academic achievement. The issue of poor academic achievement of pupils in Nigeria has been of much concern to the government, parents as those instruments that could tailor the level of pupils' academic performance. The issue of poor academic achievement of pupils in Nigeria has been of much concern to the government, parents' teachers and even pupils themselves. The quality of education not only depends on the teachers as reflected in the achievement of their duties. But also in the effective coordination of the school variable. It is believed that the school physical feature has a form of relationship with the pupils' academic performance in terms of school size, structure, ownership location and type. A school with a highly populated student body may result in the teachers not being able to monitor the achievement and also, research has postulated a form of academic performance such as public school and private school.

As school population increases, class sizes also increase, the performances of students become an issue. According to Dror (1995), class size has become a phenomenon often mentioned in the educational literature as an influence on pupils' feelings and achievement, on administration, quality and school budgets. In his words he noted, that class size is almost an administrative decision over which teachers have little or no control. Most researchers start from the assumption that size of the class would prove a significant determinant of the degree of success of students. In fact, with the exception of a few, many studies have reported that under ideal situations, class size in itself appears to

be an important factor. The first issue that calls for immediate clarification is what number of students should constitute a large group and what should be described as a small group? In describing a small group, Bray (1990) observed that they have few teachers with small pools of talent; offer limited range of subjects and characteristically finding it hard to justify costly investment on libraries... their pupils lack competition and interest with relatively few peers as they get stocked with same teacher for an entire school career. The description appears to be an anti-type of what obtains in large group. Large school/class size on the other hand are often impersonal, having broader curricula with teachers being given wider support, while students may suffer discipline problems as teachers cannot get to know their students very easily. They find it easy to stream students according to ability while commitment to work may stand a test of time. In terms of numerical strength, the National Policy on Education (1977 revised in 1981) specified 20 in pre-primary, 30 in primary and maximum of 40 in secondary schools. These directives appear unrealistic in urban areas as a result of high population. From studies conducted, the size of large classes range from 30-336 and small from 8-45 (Kolo, 1991). The empirical literature on class size and its relationship to academic achievement has been unwieldy and confusing. According to Jordan (1964), in his analysis of the inter-relationship of intelligence, achievement and socio-economic status of high schools, concluded that School Location among other variables was directly related to mean achievement level of students in all the sampled subjects. However, the report by some researchers on elementary school pupils revealed that the size of school and length of

attendance have little or no effect upon pupils' achievement when educational opportunities are comparable. In his conclusion, he asserted that teachers generally, have definite preference for the size of schools in which they wish to teach and that the larger the size, the lower the level of students' achievement will tend to be. The observation which agrees with the findings of Sitkei (1968) and Walberg (1969) that a significant and consistent relationship exist in the achievement of students in small classes of about 1-20 pupils that obtained higher scores in science tests than their counterparts in large classes are necessary for student achievement.

Overpopulation refers to a situation where the total number of people in an area exceeds the available resources. Overpopulation can also be defined as deficiency in resources development in relation to the available people Osuji (2008). This means existing resources cannot march the immediate population number.

Evidence has shown that the population of pupils in urban schools is on the increase. The steady areas to enjoy recreational facilities, which keeps them busy after studying is one of the factors that contributes to overpopulation of primary schools in urban areas.

Large class size leads to a high teacher-student ratio.

This imbalanced interaction derails and interferes with the effectiveness of the teachers and the actual instructional process. The smaller the class, the greater the likelihood is that a teacher will spend more time with individual pupils. Large classes present more

challenges for classroom management, pupil control, and marking, planning, and assessment. Teachers are put under more strain when faced with large classes. The increased noise level can make it harder for kids to concentrate, affecting learning outcomes, and more difficult for teachers to focus, leading to more stress and possible burnout. The greater the number of students in a classroom, the less attention each student can receive from the teacher. It's no secret that there's a large teacher shortage across the country—there have been countless incentives popping up to “fill a teacher position” mere weeks before the start of the school year. What we haven't explored much, however, is the effect of that teacher shortage. What does it mean when our schools are in desperate need for more teachers? Large class sizes. What happens when our schools are hurting for funding and can't afford to add an extra *needed* teacher to the payroll? Large class sizes.

More people means less one-on-one time. No matter which way you slice it, teachers have to divide their attention by the number of students in their class at any given time. If a student is one of eighteen in a classroom, they will undoubtedly receive more personalized attention than the student in a class of thirty others. Large class sizes are a recipe for disaster. It's a stressful environment that sets us up for a noisy, overwhelming, difficult-to-manage space non-compatible with learning. We need to lighten the load of our teachers so that they can give individualized attention to students again. Now that would be the game-changer in our schools! Our students are the ones suffering when

teachers are leaving the profession and funding is dwindling; large class sizes are a byproduct of that enormous loss.

Summary of Literature Reviewed

Classroom environment makes real teachers. For that reason, a teacher cannot be effective without the capability to handle with behavioral issues. In the absence of classroom environment skills, the efficiency of excellence instruction is compromised as well leading to poor outcome based learning.

Through the 20th century, it was revealed that not all classroom environment approaches worked for all students. Classroom environment consisted of a teacher having "wittiness", comprising effective environment strategies were linked to student behavior and academic achievement (Roskos & Neumann, 2012). Classroom environment in the 21st century has totally changed along with society. Physical punishment and shouting are classroom environment approaches of the history. Nowadays teachers need to be proficient and caring. The schedules of the classroom need to be set with include students input. Positive relations between teachers and pupils is need of the hour (Marzano & Pickering, 2003). Many theorists have presented their ideas as to what they think works when it comes to student engagement, responsibility of students and student and teacher collaboration.

In order for students to have educational success, teachers must first create an optimal learning environment. The term optimal learning environment centers on the way in which teachers set up their classrooms with regard to physical space, academic prospects, social interactions and growth. When arguing effective classroom environment techniques exposed by researchers, it is important to be aware of how scholars define effective classroom environment. Researchers usually use two components to conclude if a classroom environment approach is fruitful. The first is a lack of unsuitable behavior. The other element is whether or not students are on-task such outcome based learning (Babkie, 2006; Kounin, 1970; Rischer, 2008; Smart & Igo, 2010).

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This study describes the methodology under the following sub- headings:

Research Design, Population of the Study, Sample Size and Sampling Technique, Research Instrument, Validity of the instrument, Reliability of the instrument, Method of Data Collection and Methods of Data Analysis

Research Design

This study adopted descriptive research survey to investigate influence of school environment on the academic performance of pupils in public primary schools in Oredo local government Edo State.

Population of the Study

The population of this study comprises of 300 teachers in the public primary school teacher in Oredo local Government Area of Edo State.

Sample and Sampling Technique

The sample of this study was 20% of teachers which was used to elicit information on family size and academic performance of pupils. They selected using stratified sampling methods which gave a sample of 60.

Research Instruments

The research instrument for the collection of data collection was questionnaire. The questionnaire was tagged influence of school environment on the academic performance of pupils in public primary school in oredo local government. Edo State. It was divided into two parts Section A and B.

Section A sought the personal data of the respondents. Section B was on influence of school environment on the academic performance of pupils in public primary school in Oredo local Government Edo State. It was scored using four points

Strongly Agree	(SA)	4
Agree	(A)	3
Strongly Disagree	(SD)	2
Disagree	(D)	1

Validity of the Instrument

The validity of the instrument was determined by the researcher supervisor and other lectures in the Instituted of Education, University of Benin. This was to ensure the appropriate of the instrument in eliciting the needed information. Their advice, suggestions and corrections were used to produce the final draft of the instrument that was finally administered

Reliability of the Instrument

The reliability of the instrument was carried out using test-retest method within an interval of three weeks. Twenty (20) copies of the questionnaire were administered to the pre-school teachers who were not part of the sample schools used for the study. After two weeks, the researcher went back and administered the same instrument to the same teachers to check if the two results correlated. Therefore a Pearson Product Moment Coefficient (Pearson r) was used to determine their level of reliability. A correlation coefficient of 0.70 was obtained which showed that the instrument was reliable.

Method of Data Collection

The researcher administered the questionnaire with research assistant, with the permission of the school head of the selected schools. A total of 60 copies of the questionnaire were administered to the respondents and retrieve immediately.

Method of Data Analysis

The questionnaire were analyzed using simple percentage method of analysis to represent the data. The results of the study would be analysed using the content analysis method supplemented with appropriate simple descriptive statistics.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

This chapter presents the collected data and discussion of results. It is divided into two sections, namely; presentation of results and discussion of findings.

Findings on the Influences of the School Environment on the Academic Performance of In Public Primary Schools

This study was designed to analyze “The influence of the school environment on the academic performance of pupils in public primary schools in Oredo Local Government Area, Edo State. In this study the four (4) point Linkert scale was used to analyze each of the questionnaire items. Using;

SA: Strongly Agree

A: Agree

SD: Strongly Disagree

D: Disagree

Question 1: School environment influence the academic performance of pupils in public primary schools based on school location.

Table 1:

Response	Teacher's Frequency	percentage Frequency
SA	26	43.3
A	32	53.3
D	2	3.3
SD	0	0
Total	60	100

Table 1 represented that school environment influences the academic performance of pupils in public primary schools based on school location. It showed that 53% agreed and 43% strongly agreed that school location influences academic performance of pupils in public primary schools. 3% disagreed and 0 strongly disagreed. Overall majority 97% of the respondents agreed that school location influences academic performance of pupils in public primary schools.

Question 2: Lack of school facilities influences academic performance of pupils

Table 2:

Response	Teacher's Frequency	percentage Frequency
SA	48	80.0
A	12	20.0
D	0	0
SD	0	0
Total	60	100

Table 2 represented that lack of school facilities in schools will influence the academic performance of pupils. It showed that 20% of the respondents agreed and 80% strongly agreed. An overall majority of the respondents agreed that lack of school facilities would Infact influence academic performance of pupils.

Question 3: The instructional setting of the environment influence the academic performance of pupils

Table 3:

Response	Teacher's Frequency	percentage Frequency
SA	26	43.3
A	30	50.0
D	4	6.7
SD	0	0
Total	60	100

Table 3 represented that the instructional setting of the school environment will influence the academic performance of pupils. It showed that 50% of the respondents agreed and 43% strongly agreed while 6% disagreed. An overall majority 93% of the respondents agreed that the instructional setting of the school would Infact influence academic performance of pupils.

Question 4: The state of the school influences the academic performance of pupils in public primary schools

Table 4:

Response	Teacher's Frequency	percentage Frequency
SA	26	43.3
A	28	46.7
D	4	6.7
SD	2	3.3
Total	60	100

Table 4 represented that the state of the school influences the academic performance of pupils in public primary schools. It showed that 47% agreed and 43% strongly agreed while 6% disagreed and 2% strongly disagreed that the state of the school influences the academic performance of pupils. The overall majority of 90% agreed that the state of the school influences the academic performance of pupils.

Question 5: school population and class size influences academic performance of pupils in public primary schools

Table 5:

Response	Teacher's Frequency	percentage Frequency
SA	26	43.3
A	32	53.3
D	2	3.3
SD	0	0
Total	60	100

Table 5 represented that the population and class size of the school influences the academic performance of pupils in public primary schools. It showed that 53% of the respondents agreed and 43% strongly agreed that the class size influences the academic performance of pupils while 2% disagreed. The overall majority of 97% agreed that the school population and class size influences the academic performance of pupils.

Question 6: poor state of the school environment influences the academic performance of pupils in public primary schools

Table 6:

Response	Teacher's Frequency	percentage Frequency
SA	19	31.7
A	49	68.3
D	0	0
SD	0	0
Total	60	100

Table 6 represented that the poor state of the school environment influences the academic performance of pupils in public primary schools. It showed that 68% of the respondents agreed that poor state of the school environment influences the academic performance of pupils and 31% strongly agreed. The overall majority of respondents agreed that the poor state of the school can influence the academic performance of pupils.

Question 7: physical appearance of school environment influences the academic performance of pupils in public primary schools

Table 7:

Response	Teacher's Frequency	percentage Frequency
SA	12	20.0
A	30	50.0
D	10	16.7
SD	8	13.3
Total	60	100

Table 7 represented that the physical appearance of the school environment influences the academic performance of pupils. 50% of the respondents agreed and 20% strongly agreed while 17% disagreed and 13% strongly disagreed that the physical appearance of the school environment influences the academic performance of pupils. The overall majority of 70% of the respondents agreed that the physical appearance influences the academic performance of pupils.

Question 8: Inadequacy of teachers in schools in the rural areas influences the academic performance of pupils

Table 8:

Response	Teacher's Frequency	percentage Frequency
SA	18	30.0
A	42	70.0
D	0	0
SD	0	0
Total	60	100

Table 8 represented that the inadequacy of teachers in rural schools influences the academic performance of pupils there. It showed that 70% of the respondents agreed and 30% strongly agreed that the inadequacy of teachers in schools in the rural areas influences the academic performance of pupils. The overall majority of respondents agreed that the inadequacy of teachers in schools in the rural areas influences the academic performance of pupils.

Question 9: Inadequate instructional materials in School environment influences the academic performance of pupils

Table 9:

Response	Teacher's Frequency	percentage Frequency
SA	21	35.0
A	37	61.7
D	2	3.3
SD	0	0
Total	60	100

Table 9 represented that the inadequacy of instructional materials in school environment influences the academic performance of pupils. It showed that 62% of the respondents agreed and 35% strongly agreed that the inadequacy of instructional materials in the school environment influences the academic performance of pupils while 3% disagreed. The overall majority of 96% of the respondents agreed that the inadequacy of

instructional materials in school environment influences the academic performance of pupils.

Discussion of Findings

The results have clearly shown that the school environment influences the academic performance of pupils in public primary schools. This is because learning environments can make or mar your child learning journey. This is due to the fact that various factors concerning the school environment was duly acknowledged by most of the respondents as a major tool that ought to be used in promoting children academic performance.

It was ascertained that majority of the respondents agreed that the school environment influences the academic performance of pupils in public primary schools based on the school location. School location is the thread that connects the multitude of activities on the school. School location can also be considered as the second teacher since space has the power to organize and promote pleasant relationships between people of different ages, to provide changes, to promote choices and activities and for its potential for sparking different types of social and affective learning. The location variable of the setting helps to a large extent in ensuring attainability of the goals of such setting. The location differences and the differences in the quality of instruction from one school to another can create differences in the level of knowledge acquisition of the pupils.

It was also ascertained that the lack of facilities in public primary schools influences the academic performance of pupils. The learning facilities children are exposed to and the socio-economic effect on them can affect their academic performance. The relationship between availability of resources and pupils academic performance have revealed that primary schools provided with adequate education resources performed significantly better than those provided with inadequate resources. School facilities is a very important factor in performance of goal of any educational programme. People acquire most of their knowledge through the interaction with facilities provided in the school for learning. Also learning is effected by the school environment people are exposed to and the facilities provided in such environment lead to experience. As in the words of Piaget (1964) that active interaction with the learning environment and the facilities in them is regarded as the most basic requirement for proper intellectual development.

It was gathered that school population and class size influences the academic performance of pupils in public primary schools. Class size is almost an administrative decision over which teachers have little or no control. As school population increases class sizes also increase, the performances of students become an issue. Evidence has shown that the population of pupils in urban schools is on the increase. The steady areas to enjoy recreational facilities, which keeps them busy after studying is one of the factors that contributes to overpopulation of primary schools in urban areas. Large class size leads to a high teacher-student ratio. This imbalanced interaction derails and interferes

with the effectiveness of the teachers and the actual instructional process. In terms of numerical strength, the National Policy on Education (1977 revised in 1981) specified 20 in pre-primary, 30 in primary and maximum of 40 in secondary schools.

Another useful information that was gathered during the course of the study is that the physical appearance of the school influences the academic performance of pupils. The physical appearance and general condition of school physical facilities are the striking basis upon which many parents and friends of any educational institution make initial judgment about the quality of what goes on in the school. They are often turned off by dilapidated school blocks with sinking roofs and broken walls, bushy lawn and overgrown hedges. Also are profane writings on walls, littered lawns and path ways. Finally, the school physical location is like a mirror reflecting the image of a school and through it the public decide whether or not to associate with the particular school. In Nigeria today, schools are closely associated with the communities. Most communities depend on the neighbourhood school for the provision of good and appropriate location or venue for certain activities like club or village meetings, wedding reception and church services.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

Summary

The study investigated the influence of the the school environment on the academic performance of pupils in public primary schools in Oredo Local Government Area. To carry out this study, four research questions were raised:

1. What is the influence of the school environment on the academic performance of pupils in public primary schools.
2. To what extent does the school environment influence the academic performance of pupils
3. To what extent does the school environment influence the academic performance of pupils based on the school size of public primary school
4. To what extent does the school environment influence academic performance of pupils in public primary schools based on school location . (i.e urban and rural areas)

The study was a descriptive survey design. The sample of the study was 60 teachers that were selected using stratified sampling technique. The instrument used in the collection of data was questionnaire. The instrument had two sections, section A and section B. Section A consists of the demographic data while section B consists of the options item. Thereafter, the Pearson product moment coefficient of 0.70 was obtained which shows that the instrument was reliable.

Based on the analysis of data, the following findings were made:

- The learning environment is an important aspect of the learning in public primary schools.
- The learning environment contributes greatly to the academic performance of pupils.
- The learning environment is essential for the overall wellbeing of the pupils.

Conclusion

Based on the findings it was concluded that the school environment influences the academic performance of pupils in public primary schools. Considering the importance of preschool education, preschool teachers feel great responsibility concerning the preschool education, which forms the first step of education. For this reason, it is important for the child to continue his development in a healthy environment. So, it is necessary that the school heads create enabling environment for teaching. Children with proper school environment have been found to be making a greater effort for academic performance.

A proper and adequate environment is very much necessary for fruitful learning of the child. Especially the home and the school should provide the necessary stimulus for the learning experience.

The child spends most of his time in school, and here his environment is exerting a different influence on performance through curricula, teaching techniques, relationship. It is only in a healthy social environment that children express their interest, likes, and attitudes. A proper, rational, healthy atmosphere in the class room enables the child to develop rational habits and rational attitude towards society.

Recommendations

The following recommendations were made:

1. The students from the rural area may be given better opportunity in the school to develop better study habits. They should be provided with a well equipped library by the Government to help improve their study habits.
2. Teachers should adopt effective methods of teaching so that the students may develop an interest in the subject. Learning in Early Childhood Education is child-centered hence teachers are to center teaching and learning on the interests on the children.
3. There should be some specific funds from the annual budget to enrich the renovation of schools.
4. The school administrations should have more attention on maintenance of school environment.

5. Government should provide funds towards the funding of public primary schools.
6. Specific programs and seminars should be introduced and established at district level regarding the importance of Classroom environment.

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Dear Respondent,

I am **Oderhohwo Oghenemine Audrey**, a final year student of the above department. I am conducting research on the Influence of the Learning Environment on the Academic Performance of Pupils in Public Primary Schools in Oredo Local Government Area Edo State. Your response to the attached questionnaire, therefore, will be very useful to the study. I assure you that your response will be treated with utmost confidentiality.

Thank you for your cooperation.

Oderhohwo Oghenemine Audrey

(Researcher)

SECTION A

Please indicate the appropriate response by filling in the responses as required and ticking the box on the options that are appropriate to you.

DEMOGRAPHIC DATA

Type of school: (a) Public () (b) Private ()

Gender: (a) Male () (b) Female ()

Location of School: (a) Urban (b) Rural

Class size: (a) Large (b) Small

Qualification : (a) NCE () (b) B.Ed () (c) M.Ed ()

SECTION B

Instruction: Please tick the preferable option.

Strongly Agree (SA), Agree (A), Strongly Disagree (SD), Disagree (D)

S/N	ITEMS	SA	A	SD	D
1.	School environment influences academic performance of pupils based on school location				
2.	Lack of school facilities influences academic performance of pupils				
3.	The instructional setting of the environment influences academic performance of pupils				
4.	The state of school environment influences the academic performance of pupils				
5.	school population and class size influences academic performance of pupils in public primary schools				
6.	poor state of the school environment influences the academic performance of pupils in public primary schools				

7.	physical appearance of school environment influences the academic performance of pupils				
8.	Inadequacy of teachers in schools in the rural areas influences the academic performance of pupils				
9.	Inadequate instructional materials in School environment influences the academic performance of pupils				