INFLUENCE OF SCHOOL ENVIRONMENT ON THE ACADEMIC PERFORMANCE OF UNDERGRADUATE STUDENTS IN THE FACULTY OF EDUCATION, UNIVERSITY OF BENIN.

ADEYEMO Emmanuel Busayo

EDU2009170

FACULTY OF EDUCATION, UNIVERSITY OF BENIN

BENIN CITY

MARCH, 2025

INFLUENCE OF SCHOOL ENVIRONMENT ON THE ACADEMIC PERFORMANCE OF UNDERGRADUATE STUDENTS IN THE FACULTY OF EDUCATION, UNIVERSITY OF BENIN.

ADEYEMO Emmanuel Busayo

EDU2009170

A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF HEALTH, SAFETY AND ENVIRONMENTAL EDUCATION, FACULTY OF EDUCATION, UNIVERSITY OF BENIN, BENIN CITY, EDO STATE, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE EDUCATION DEGREE B.Sc.(Ed.) IN ENVIRONMENTAL EDUCATION, UNIVERSITY OF BENIN, BENIN CITY.

MARCH, 2025

CERTIFICATION

We, the undersigned, acknowledge that this research work was carried out by **ADEYEMO Emmanuel Busayo** with matriculation number **EDU2009170** in the Department of Health, Safety and Environmental Education, Faculty of Education, University of Benin.

_____ _____

DR. S. O. Olikiabo

Project Supervisor **Date**

_____ _____

Mrs B.H Enabulele

Project Coordinator **Date**

_____

DR. Mrs. O.H. OBASUYI

HOD, Department of Health, Safety and Environmental Education

Date_____

DEDICATION

This project is dedicated to God Almighty who has been my strength and helper, who through His mercy granted me the grace to complete this project.

ACKNOWLEDGEMENTS

The researcher is appreciative of the effort of his supervisor, Dr. S. O. Olikiabo, a competent and reputable lecturer who through his patience and understanding even in his busy schedule ensured that the research was on right path throughout the period of the work. The researcher also expresses his profound gratitude to all lecturers (Dr. D. O. Oronsaye, Dr. Timbiri, Dr. E. O. Igudia, Dr. D. Aideyan, Prof . Igbudu, Dr Mrs. J. Don, Dr. M. Onobumeh, Dr. O. H. Obasuyi, Dr. N.I Ehrabor) in the Department of Health, Safety and Environmental Education, UNIBEN who led him through the maze of environmental education from the first year to the last year .

The researcher is grateful to his parents Mr. and Mrs. Sunday Adeyemo for their unending love, prayers and financial support. To his siblings, Sunday Adeyemo , Damilola Adeyemo and Tosin Adeyemo, having you all as my sibling is one of the greatest gifts life has given me. Your support, kindness, and unwavering belief in me mean more than words can express and will express all later on.

The researcher is also grateful to Pastor. Princewill Aimienoho who has been a father and also a spiritual guide through his years of schooling, and has also helped in so many unexplainable ways, I'm saying a big thank you Sir for your love, care, prayer and support he is forever grateful Sir.

And also a special appreciation goes to Izedonmwen Emma uwaila for being a good friend and I say a very big thank you for all you do for me. And also to my boss Eddie Kufre for his support during the process of writing this project.

The researcher appreciate his friends and course mate in the persons of Aikpabor Daniel, kingsolomon Alive, Uwaigbe Divine, Usoro delight, Kolawole Omotoyosi, Eyimofe Okitipi,

Aghama and to all my course mate I did not mention to mention but a few, success in all your endeavours.

TABLE OF CONTENTS

TITLE	PAGE
CERTIFICATION	II
DEDICATION	III
ACKNOWLEDGMENTS	IV
LIST OF TABLES	VII
ABSTRACT	VIII
CHAPTER ONE: INTRODUCTION	1
Background of the Study	1
Statement of Problem	5
Research Questions	6
Purpose of the Study	7
Significance of the Study	7
Scope/Delimitation of the Study	9
Definition of Terms	9
CHAPTER TWO: REVIEW OF RELATED LITERATURE	10
Concept of School Environment	10

Overview of Academic Performance Metrics in Higher Institutions 14

Influence of the Nature of the School Environment on the Academic

Performance of Undergraduates 17

Influence of School Facilities on the Academic Performance of Undergraduates 19

School Personnel Influence on the Academic Performance of Undergraduates 22

Social Relationship Influence on the Academic Performance of Undergraduates 25

Summary of Literature Reviewed 28

CHAPTER THREE: METHODOLOGY 30

Design of the Study 30

Population of the Study 31

Sample and Sampling Technique 31

Research Instrument 31

Validity of the Instrument 31

Reliability of the Instrument 32

Method of Data Collection 32

Method of Data Analysis 32

CHAPTER FOUR: PRESENTATION OF RESULTS

AND DISCUSSION OF FINDING 33

Presentation of Results 33

Discussion of Findings 39

CHAPTER FIVE: SUMMARY, CONCLUSION

AND RECOMMENDATION 42

Summary 42

Findings 42

Conclusions 43

Recommendations 44

Suggestion for Further Studies 44

REFERENCES **45**

APPENDIX I **49**

LIST OF TABLES

PAGES

Table 1: Influence of the nature of the school environment on the academic performance among the respondents **33**

Table 2: Influence of school facilities on the academic performance among the respondents **34**

Table 3: Respondent's view on the extent school personnel influence their academic performance **36**

Table 4: Respondent's view on ways social relationship influence academic performance among the respondents **37**

ABSTRACT

This study examined the influence of school environment on the academic performance of undergraduate students in the faculty of education, university of Benin. Four research questions were raised and answered to guide the study. Pertinent literature were reviewed. The descriptive survey research design was adopted for the study and the study population was 665, consisting of all the students in Health, Safety, and Environmental Education Students in the University of Benin 2022/2023 academic session. A sample size of 100 respondents was selected using the simple random sampling technique to select the respondents across the levels in the department. The instrument for data collection was a well-designed structured questionnaire which was validated by the project Supervisor and two other lecturers from the Department of Health, Safety and Environmental education. The test-retest method was used to determine the reliability of the instrument. Collated data was analyzed using descriptive statistical tools such as frequency and percentage tables.

The findings revealed that the nature of the school environment has an impact on the academic performance of the respondents. Furthermore, findings from this study further revealed that the influence of school facilities on the academic performance among the respondents is bad. It was also revealed that school personnel have a very low influence on the academic performance of the respondents. Lastly, findings from this study revealed that the ways social relationship influence academic performance among the respondents includes; peer support, such as sharing notes and ideas, which positively affects their academic performance, collaborating with their classmates regularly for academic purposes (e.g., group assignments, exam preparation, participation in extracurricular activities (e.g., clubs, sports) which helps them balance academic stress and improves their performance, involvement in social activities on campus which has a positive effect on their academic performance and socializing with classmates and friends outside of class helping them relax and improve their ability to concentrate on their studies.

It was thus concluded that the nature of the school environment has an impact on the academic performance of the respondents. The influence of school facilities on the academic performance among the respondents is bad. School personnel have a very low influence on the academic performance of the respondents. Social relationship influence academic performance among the respondents includes; peer support, such as sharing notes and ideas, which positively affects their academic performance, collaborating with their classmates regularly for academic purposes (e.g., group assignments, exam preparation, participation in extracurricular activities (e.g., clubs, sports) which helps them balance academic stress and improves their performance, involvement in social activities on campus which has a positive effect on their academic performance and socializing with classmates and friends outside of class helping them relax and improve their ability to concentrate on their studies. Based on the findings of the study and the conclusion made, the following

recommendations were suggested; Institutions should create a more conducive learning environment by addressing factors such as classroom size, ventilation, lighting, and seating arrangements to enhance students' comfort and concentration. A well-structured and engaging academic setting can positively impact students' performance.

CHAPTER ONE
INTRODUCTION

Background to the Study

Every living thing on the planet depends on its environment for survival. It also establishes an individual's growth and development from early childhood to adulthood. The physical and mental learning environments that schools provide for their students are referred to as the environment. The overall state of schools has a big impact on how students develop as individuals. Schools are both the temple of knowledge and the force behind social change and transformation. Students in tertiary institutions spend a significant portion of their time in the school environment, where they are instilled with high values. Adele (2015) held that a student's environment and genetics have an impact on their moral and intellectual growth. The specific setting in which instructors and students convene to impart knowledge and acquire knowledge is known as the school environment. Additionally, it is an academic setting where students can access instruction and learning according to the guidelines of a formal curriculum.

The school environment is typically the physical and social surroundings of the student, which can either support learning objectives or work against them. According to Stott (2014), the term environment refers to all external factors that have an impact on a person's development. In terms of school climate, Etuk, Etor, and Eyo (2015) defined the school environment as the result of interactions between the

administrators, lecturers, and other members of the school community as well as a general work milieu/atmosphere that is influenced by the participants by the school leadership. Booth & Okely (2010) defined the school environment as the physical setting (i.e., buildings and equipment), school policies (i.e., time allotted for activities), and infrastructure (i.e., the library, lab, and dorms) that are provided to support students' learning objectives. According to Chuma (2012), the school environment encompasses all of the elements that students are exposed to while they are in school and have an impact on the teaching and learning process. In a similar vein, Ileoye (2015) asserts that having sufficient, high-quality facilities to support teaching and learning constitutes part of the school environment. The features of a school environment were delineated by Odeh, Oguche, and Ivagher (2015) to encompass school buildings, furniture, residence halls, health facilities, student welfare, athletic facilities, and other related equipment that facilitates both the teacher's lecture delivery and the students' comprehension.

The school environment also includes the social relationships in the school. The relationships include the school management and community relationship, the dean and head of departments-lecturer relationship, lecturer-lecturer relationship, lecturer-students and students-students relationships. It has been observed that the school environment has a great influence on students learning. Influence is a force that motivates people to act or behave in certain ways. According to Ada (2015), influence is a phenomenon's potent ability to shape someone's behavior. She went on to say that in order to elicit behaviors, this strong force known as influence must be persistent. In a similar vein, influence is defined by Odeh, Oguche, and Ivagher (2015) as the force or power that an environment has over an individual. It is still true that students are under pressure in their lecture halls, living conditions around the school

environment, and that pressure has a significant impact on students' academic performance, either positively or negatively. Regardless of educational level, the school environment has a significant impact on students' academic performance. However, academic success is often measured by exam results. Thorndike and Hagen (2014), defined academic performance as the “index of general mental abilities which responds to the test of different kinds” .

Academic performance is the result of a student's education following a brief period of participation in the learning process. It is also thought of as the accomplishment of students in a quick learning task. Academic performance was defined by Bossart (2015) as a student's ability to meet short- or long-term educational goals. Academic performance, according to Oviasosogie (2014) is a measure of how well a student completes their assignments and studies. According to Duruji (2016), grades are the most widely used metric for assessing academic performance since they represent a student's grade for each course taken as well as their overall tenure. The degree to which a student has fulfilled their immediate or long-term learning objectives is referred to as their academic performance. A good school environment promotes academic performance of students while the reverse is the case. Poor school environment which has a negative influence on students’ academic performance as reported by Good (2009) was a major reason why some students indulge in various forms of examination malpractices.

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 2014). Some schools have poor conditions, which has an unsatisfactory effect on students' learning. The aforementioned advancements caught the attention of education stakeholders, who periodically wonder how beneficial the school

environment is for students' academic performance because, in a healthy learning environment, there shouldn't be any malpractice. A few aspects of the school environment may be crucial in determining how well students perform academically in tertiary institutions. These could include the environment of the school, peer groups, staff, and facilities. School facilities may influence academic performance of students in tertiary institutions. The availability, degree of maintenance, effective utilization of school facilities and degree of supervision of school facilities may have a whole lot of impact on academic performance. Facilities such as lecture halls, library, laboratory, instructional materials among others are not available, not properly maintained, inadequate, and poorly utilized.

Peer groups are frequently seen as the center of social change, and interactions with peers can either positively or negatively impact a student's life. Observation has shown that peer influence can have both positive and negative impact on academic achievement since there are always two sides to a coin.Peer pressure may have an impact on students' positive learning experiences and, eventually, their academic success. According to Etim (2016), students learn more through interacting with others because socialization only refers to behavioral and attitude changes that originate from interactions with other people. As a result, students always imitate their friends in whatever manner they display, especially in that which interests them. Based on careful observation, the issue with peer groups and academic performance is that when people who are not interested in studying get together, one person's reluctance to study can also influence the other members of the group to not be interested in studying. Additionally, it could hinder their ability to learn positively and eventually perform well academically if students decide for themselves to study material that goes against accepted norms and societal values.However, one

environmental factor that might affect students' academic performance in tertiary schools is the nature of the school environment. While the school environment can sometimes be favorable to students' high academic achievement, this is not always the case. High school density, learning environment architecture, outdoor learning environments, and thermal or climate control systems are a few school environmental factors that can have an impact on academic performance.

Statement of the Problem

In order for students to perform well academically, the school environment must create an atmosphere that is favorable for efficient teaching and learning. This setting is frequently improved by elements like the availability of school facilities, the influence of positive peers, the presence of school staff, and the overall favorable atmosphere in the building, which should be noise-free, well-designed, and conducive to learning. Students from a variety of University of Benin departments in their respective faculties have consistently performed poorly academically across all levels and study programs over the years. A portion of the causes of the subpar academic performance are related to the school environment. A multitude of factors, including inadequate lecture halls, accommodations, standard libraries for various departments, a laboratory, and instructional materials, among others can negatively impact students' academic performance. These elements collectively make up the school environment. Additionally, even when they are present, excellent lecturers can become ineffective due to low motivation.

Peer influence is another issue with the school environment that affects academic performance. It has been noted that when peers who are not interested in studying get together, one person's reluctance to study can also influence the other members of the group to not be interested. Additionally, it could hinder their ability to

learn positively and eventually perform well academically if students decide for themselves to study material that goes against accepted norms and societal values.Students' academic performance has also been found to be impacted by the nature of the school environment. For instance, the school environment is extremely uncomfortable due to congested lecture halls, noise pollution, heat pollution, poor design and arrangement of the school settings, and high student-teacher ratio. This disrupts the teaching and learning process and, eventually student's academic performance.

The issues listed above have an impact on the process of teaching and learning. Students cannot learn in an environment that is conducive to teaching when school facilities are inadequate, unmaintained, and underutilized. In the end, this will lead to the students performing poorly academically. Furthermore, unfavorable peer pressure, issues with school staff, and issues related to the physical layout of schools do not offer students a supportive learning environment. Students who experience ineffective teaching and learning processes will perform poorly academically. Therefore, it is crucial that learning occurs in an environment that is highly conducive to learning in schools. This therefore interests the researcher to carry out this study on the influence of school environment on the academic performance of undergraduate students in the faculty of education, university of Benin.

Research Questions

The following research questions were raised and answered to guide the study:

1. What is the influence of the nature of the school environment on the academic performance of undergraduate students in the department of Health, Safety and Environmental Education?

2. What is the influence of school facilities on the academic performance of undergraduate students in the department of Health, Safety and Environmental Education?

3. To what extent do school personnel influence the academic performance of undergraduate students in the department of Health, Safety and Environmental Education?

4. What ways do the social relationship influence academic performance of undergraduate students in the department of Health, Safety and Environmental Education?

Purpose of the Study

The purpose of this study is to examine the influence of school environment on the academic performance of undergraduate students in the faculty of education, university of Benin. Specifically, this study seeks to;

1. Determine the influence of the nature of the school environment on the academic performance of undergraduate students in the department of Health, Safety and Environmental Education.

2. Determine the influence of school facilities on the academic performance of undergraduate students in the department of Health, Safety and Environmental Education.

3. Determine the extent to which school personnel influence the academic performance of undergraduate students in the department of Health, Safety and Environmental Education.

4. Ascertain the ways the social relationship influence academic performance of undergraduate students in the department of Health, Safety and Environmental Education.

Significance of the Study

The findings of this study would be of immense benefit to students, lecturers, school management, government and future researchers. The students would greatly benefit from the study's conclusions. The significance of a supportive learning environment for students' academic achievement would become clear to them. Students would work to preserve and safeguard the existing school infrastructure, develop a deeper comprehension of the importance of school peace and how it affects academic achievement, and recognize the impact of their peer relationships on academic performance. Along with understanding the role and significance of school staff in relation to their academic performance, the students would also try to build positive relationships with these staff members. Lecturers at different educational levels and across all faculties would also benefit from the study's conclusions. Lecturers would benefit from being able to identify all of the circumstances that surround learning. In doing so, educators would take into account how the characteristics of the school setting, including peers, instructional resources, and learning environments, affect how lessons are taught and how the results are assessed in terms of academic performance.

School management would also find the result of the findings of this study relevant. Recognition of the relationship existing among school environmental variables would help school management in effective planning of school programmes. It would also help the management to make policies that bring about conducive learning atmosphere, provide necessary infrastructures and facilities, take care of the teachers' welfare and consider the needs of students in the architectural design of schools among other factors which possibly affect the academic performance of the students.

The government would also find the study's conclusions to be relevant. The government would be well-equipped with information about how various aspects of the school environment interact to produce exceptional academic performance. The government would be aware of the fallout from citing schools in noisy areas, ignoring the welfare of teachers, or failing to take into account the needs of the students in the planning of curriculum and architectural design of schools. The government would also be aware of the impact that inadequate teacher-to-student ratios and facilities in schools have on students' academic achievement. Lastly, this work will be helpful to researchers in the future for their own research.

Scope And Delimination Of The Study

The scope of the study is focused on the influence of school environment on academic performance. This study is delimited to undergraduate students in the faculty of education, university of Benin.

Definition of Terms

School: A school is an institution designed for the teaching of students or pupils under the direction of lecturers.

School Environment: This is the physical things found in the school surroundings, including the school building and various attributes.

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

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

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter will be discussed under the following subheadings:

- Concept of School Environment
- Overview of Academic Performance Metrics in Higher Institutions
- Influence of the Nature of the School Environment on the Academic Performance of Undergraduates
- Influence of School Facilities on the Academic Performance of Undergraduates
- School Personnel Influence on the Academic Performance of Undergraduates
- Social Relationship Influence on the Academic Performance of Undergraduates
- Summary of Literature Reviewed

Concept of School Environment

The concept of the school environment refers to the physical, social, and psychological settings that influence teaching and learning. It encompasses a broad range of elements, including the school's overall atmosphere, institutional culture, teacher-student relationships, and infrastructure. Many scholars in Nigeria have emphasized the importance of the school environment in influencing students' academic performance and overall development. The learning or school environment

is "the place and setting where learning occurs," according to Unachukwu (2010), and includes social, psychological, and physical contexts in addition to interpersonal and instructional aspects. Edem (2004) also defined the school environment as a relatively enduring character of a school that is experienced by its participants, that affects their actions, and that is based on the collective perceptions of behaviour in the school.

A school's physical environment includes things like classrooms, libraries, labs, and a recreation area. Effective teaching and learning procedures depend on having a sufficient physical infrastructure. Poor academic results are frequently experienced by schools with inadequate facilities because students find it difficult to learn in unfavorable settings (Oyesola, 2011). According to Ukoha and Ene (2018), students' academic performance is impacted by the dearth of functional libraries and labs in many Nigerian schools, which restricts their capacity to conduct research and learn practically. Furthermore, relationships between students, instructors, and the larger school community are all part of the social environment. Students who have positive social interactions feel more motivated and like they belong, both of which are essential for academic success. According to Ojo and Olaniyan (2008), a welcoming and inclusive school culture lowers dropout rates and increases student engagement. Furthermore, Olaleye (2011) emphasized that a cooperative relationship between educators and learners is a major factor in successful learning since it fosters a supportive atmosphere where students are inspired to express themselves and ask for assistance when necessary.

Furthermore, students' emotional and mental health in the classroom is influenced by the psychological environment. This dimension depends on elements like stress management, emotional support, and safety. According to research by Oyewumi and Oyesiku (2014), schools that put students' mental health first typically

see improvements in their academic performance. They also underlined the necessity of mentorship programs and counseling services to address the psychological difficulties that students encounter.Student performance is also greatly influenced by the academic environment, which includes the caliber of instruction, the accessibility of learning resources, and the pedagogical strategies employed. According to Adedeji and Campbell (2013), student achievement is frequently higher in schools with highly qualified teachers and cutting-edge teaching resources. Additionally, they noted that students' critical thinking and problem-solving abilities are improved when interactive teaching techniques are used. The school environment is a complex concept that includes academic resources, social dynamics, physical infrastructure, and psychological well-being. Olaleye (2011) and Oyesola (2011) have emphasized the significance of these factors in determining students' academic achievement. In addition to improving academic performance, a well-rounded and encouraging school environment helps students grow as individuals and gets them ready for new challenges.

Components of the School Environment

The school environment is a comprehensive concept that encompasses several components, all of which play a significant role in shaping the academic and social experiences of students. These components include the physical, social, psychological, and academic dimensions of the school setting. Below are the key components of the school environment:

1. Physical Environment

Infrastructure: Includes classrooms, laboratories, libraries, sports facilities, and sanitation amenities. Well-maintained facilities create a conducive atmosphere for learning.

Resources: Availability of teaching aids, technology (e.g., computers and projectors), and study materials supports effective learning.

Location: The geographical setting of the school and its accessibility also affect students' learning experiences.

2. Social Environment

Teacher-Student Relationships: Positive relationships promote engagement, motivation, and academic success.

Peer Interactions: Peer groups can influence students' attitudes toward learning and academic behaviors.

School Culture: Shared values, norms, and traditions within the school create a sense of community.

3. Psychological Environment

Safety and Security: A safe school environment protects students from physical and emotional harm, enabling them to focus on learning.

Emotional Support: Support from teachers, counselors, and peers fosters students' emotional well-being.

Stress and Anxiety Management: Schools that address stressors effectively can improve students' concentration and academic performance.

4. Academic Environment

Quality of Teaching: Skilled and knowledgeable teachers significantly enhance student learning.

Curriculum and Instructional Methods: A well-structured curriculum and engaging teaching techniques promote knowledge acquisition and critical thinking.

Assessment and Feedback: Continuous evaluation and constructive feedback help track and improve academic progress.

5. Administrative Environment

Leadership: The effectiveness of school administration and leadership influences the overall school climate.

Policies and Regulations: Clear rules and policies ensure discipline and order within the school.

Support Services: Access to counseling, career guidance, and health services contributes to student well-being.

6. **Cultural Environment**

Inclusivity and Diversity: An inclusive environment that respects cultural and individual differences fosters a sense of belonging.

Language and Communication: The medium of instruction and communication styles within the school can impact learning efficiency.

Each of these components interrelates to create a holistic school environment. A balanced and well-managed environment enhances students' academic performance and overall development.

Overview of Academic Performance Metrics in Higher Institutions

At universities, academic performance metrics are crucial instruments for assessing both the overall efficacy of educational programs and student achievement. Scholars have discovered a number of important indicators that shed light on academic achievement and the caliber of institutions in Nigeria. The performance and efficacy of students, instructors, and educational institutions are assessed, measured, and compared using academic metrics, which are standardized measures or indicators. A methodical approach to evaluating learning outcomes, academic performance, institutional quality, and overall educational progress is offered by these metrics. Key performance indicators like grade point average (GPA), graduation and retention rates,

research output, standardized test scores, and employment rates after graduation are commonly included in academic metrics in the context of higher education. In academic settings, these metrics act as standards to guarantee accountability, guide decision-making, and encourage ongoing development. According to Abdulkadir et al. (2019) Academic metrics are described as "quantitative tools that measure the extent to which educational objectives are achieved, providing a basis for evaluating individual and institutional performance. Also, Odia and Omofonmwan (2007) posited that academic metrics are defined as data-driven indicators used to assess the effectiveness of teaching, learning, and research processes within educational institutions. Adeyemi (2011) also viewed academic metrics are measures that reflect the academic accomplishments and potential of students and serve as indicators of institutional success.

1. **Grade Point Average (GPA):** GPA is a widely used metric that quantifies a student's academic performance by averaging the grades obtained across courses. It serves as a primary indicator of individual student success and is often used for academic standing assessments, scholarship eligibility, and graduation honors. Abdulkadir et al. (2019) emphasized the significance of GPA in evaluating students' academic progress and its correlation with admission criteria.

2. **Graduation Rates:** Graduation rates measure the percentage of a student cohort that completes their degree programs within a specified time frame, typically four to six years for undergraduate studies. High graduation rates are indicative of effective academic support and student satisfaction. Conversely, low rates may signal underlying issues such as inadequate resources or student disengagement. The National Universities Commission (NUC) in Nigeria utilizes graduation rates as a benchmark for accrediting and ranking universities.

3. **Retention Rates:** Retention rates refer to the proportion of students who continue their studies at the same institution from one academic year to the next. High retention rates suggest that students are receiving adequate support and are satisfied with their educational experience. Odia and Omofonmwan (2007) discussed the challenges affecting student retention in Nigerian universities, highlighting factors such as academic environment and institutional policies.

4. **Research Productivity:** In addition to teaching, universities are centers for research and innovation. Research productivity is often assessed through the number of publications, citations, and the impact of scholarly work produced by faculty and students. Ogunleye and Osalusi (2014) examined the research output of Nigerian universities, noting its importance in global university rankings and academic reputation.

5. **Standardized Test Scores:** Standardized assessments are employed to evaluate the competencies of students across various disciplines. These tests provide a uniform measure to compare academic performance within and across institutions. Balogun (2024) discussed the role of high-stakes standardized testing in improving academic performance in Nigeria's educational system.

6. **Employment Rates of Graduates:** The employability of graduates reflects the relevance and quality of university programs.High employment rates indicate that graduates possess the skills and knowledge demanded by the labor market. Adebayo and Oyenuga (2016) analyzed the employment outcomes of Nigerian university graduates, emphasizing the need for curriculum alignment with industry requirements.

7. **Student-to-Faculty Ratio:** This metric represents the average number of students per faculty member and is an indicator of the level of personalized attention students may receive. Lower ratios are generally associated with better academic support and mentoring. Adeyemi (2011) explored the implications of student-to-faculty ratios on academic performance in Nigerian universities, suggesting optimal ratios for effective learning.

For evaluating the caliber and efficacy of university education in Nigeria, academic performance indicators like GPA, graduation and retention rates, research productivity, standardized test scores, graduate employment rates, and student-to-faculty ratios are essential.For stakeholders, educators, and policymakers looking to improve the academic performance of Nigerian universities, these indicators offer insightful information.

Influence of the Nature of the School Environment on the Academic Performance of Undergraduates

The nature of the school environment has a profound influence on the academic performance of undergraduates, as it shapes both the physical and psychosocial conditions in which students learn. The effects of different aspects of the school environment, including the physical infrastructure, social dynamics, teacher-student relationships, and institutional culture, on university students' academic performance have been the subject of numerous studies.

Physical Environment

Academic performance is significantly impacted by a university's physical environment, which includes amenities like classrooms, libraries, labs, and recreational areas. Students can learn effectively when they have the space and resources they need in a supportive physical environment. Students' academic

performance is greatly impacted by the physical environment's quality, according to Ajayi (2017). Inadequate learning resources, poorly maintained classrooms, and uncomfortable seating can all divert students' attention and impair their concentration, which will ultimately result in worse academic performance. On the other hand, it has been demonstrated that well-stocked libraries, contemporary technology, and comfortable study areas improve academic performance by creating an environment that encourages active learning (Ogunleye & Osalusi, 2014).

Social Environment

Students' academic experiences are greatly influenced by their social environment, which includes their interactions with teachers and peers. Academic performance is positively impacted by a supportive social environment because it fosters collaboration, increases motivation, and lessens feelings of isolation. Positive teacher-student relationships are essential for fostering an atmosphere in which students feel free to ask questions and participate in intellectual discourse, claim Oyewumi and Oyesiku (2014). Peer interactions are also crucial because group projects and discussions are common ways for students to learn from one another. According to a study by Ojo and Olaniyan (2008), students who grow up in supportive social settings typically do better academically because they feel more motivated and connected to the community.

Psychological Environment

Students' emotional and mental health in the classroom is included in the psychological environment. Academic results are greatly impacted by elements like stress levels, safety, security, and emotional support. Students are more likely to do

well academically at universities with high levels of student support, such as counseling services and mental health resources (Olaleye, 2011). On the other hand, stress and anxiety can impair students' focus and memory, which can result in subpar academic performance (Adeyemi, 2011). An atmosphere where students can flourish academically without having to deal with emotional distress is produced by schools that place a high priority on their psychological health.

Institutional Culture and Academic Environment

Students' academic experiences are also significantly shaped by the institutional policies and academic culture. Students are encouraged to invest in their education by a robust academic culture that prioritizes excellence, discipline, and lifelong learning. Higher-achieving students are typically produced by universities with an academic culture that encourages intellectual curiosity and critical thinking, claims Oyesola (2011). Additionally, students' academic success is directly impacted by institutional policies, such as those that offer mentorship programs, access to academic resources, and chances for student involvement (Ukoha & Ene, 2018). Students' academic performance is also influenced by the caliber of instruction, which includes the application of contemporary teaching techniques and the availability of knowledgeable faculty members. Students' academic performance usually improves in schools that use technology to enhance instruction and provide interactive learning opportunities (Ogunleye & Osalusi, 2014).

Influence of School Facilities on the Academic Performance of Undergraduates

School facilities have a direct impact on students' learning environments,

engagement, and overall academic outcomes. Research on their effects on undergraduates' academic performance is crucial. Physical elements like classrooms, libraries, labs, outdoor spaces, and technology infrastructure are all included in school facilities, as are the caliber and sufficiency of resources offered to instructors and students. It has been demonstrated that the availability, state, and functionality of these facilities have a major influence on the wellbeing, engagement, and performance of students.

The Importance of Lecture Halls and Learning Spaces

The main component of the university learning environment is the lecture hall, and how well they are designed and maintained can significantly impact the learning outcomes of students. Akpan (2014) asserts that a lecture hall's physical condition, including elements like lighting, ventilation, seating configurations, and space, has a big impact on how comfortable and focused students are. Academic performance may suffer as a result of discomfort and distraction caused by unfavorable lecture hall conditions, such as crammed classrooms, inadequate seating, and poor ventilation. On the other hand, academic achievement is typically increased in well-designed lecture halls that encourage collaborative learning and interactive learning between students and teachers (Ogunleye & Osalusi, 2014). This emphasizes how important it is for colleges to put money into infrastructure that promotes the best possible learning environments.

Libraries and Access to Learning Resources

Any educational institution must have libraries since they are the main locations for scholarly materials and student research projects. One important factor influencing academic achievement is the availability of well-stocked libraries that are furnished with current books, journals, and digital resources. Ukoha and Ene (2018) assert that students' capacity to perform research, obtain pertinent learning resources, and participate in self-directed learning are all directly correlated with the caliber of library services. Students' access to resources is restricted by inadequate or badly maintained libraries, which has a detrimental effect on their academic performance. Additionally, since it gives students round-the-clock access to a multitude of scholarly materials, the integration of digital libraries and online resources has grown in significance, particularly in the digital age. It has been demonstrated that libraries that provide these resources improve students' capacity for research and academic achievement (Ajayi, 2017).

Laboratories and Practical Learning

In universities, laboratories are crucial resources, especially for fields related to science, engineering, and health. Students can participate in practical, hands-on learning in well-equipped labs, which improves their comprehension of theoretical ideas. Oyesola (2011) asserts that having access to contemporary, operational labs enables students to carry out research, simulations, and experiments that are essential to their classes. Students' capacity to conduct experiments can be severely restricted by inadequate laboratory facilities or antiquated equipment, which lowers the caliber of their education and academic achievement. Graduates from institutions that make investments in cutting-edge labs typically have superior practical skills, which increases their marketability.

Technology and E-Learning Facilities

In the current digital era, technology has a greater and greater influence on how students perceive their academic experiences. Modern education depends on the university infrastructure's incorporation of computer labs, internet access, and e-learning platforms. Access to technology, including computers, the internet, and learning management systems (LMS), has been demonstrated to improve students' capacity to interact with academic material, interact with teachers, and work cooperatively with peers (Adebayo and Oyenuga, 2016). Additionally, colleges that provide digital learning tools and online resources give students flexible learning options, which can boost academic achievement. Without sufficient technology, schools run the risk of denying their students access to contemporary teaching methods and educational opportunities.

Recreational and Support Facilities

Although academic facilities are essential for learning, students' general well-being and academic achievement are also influenced by recreational and support facilities. Maintaining students' physical and mental well-being is crucial for long-term academic success, and access to recreational areas, counseling services, and medical facilities aids in this process. Universities that offer stress management tools and mental health support services typically have better student outcomes because their students are better able to cope with the demands of their studies (Oyewumi and Oyesiku, 2014). Additionally, recreational spaces like sports complexes and relaxation areas assist students in striking a balance between their personal and academic lives, which lowers burnout and enhances academic focus.

School Personnel Influence on the Academic Performance of Undergraduates

A crucial component of the university experience is the impact that faculty, staff, counselors, administrators, and other staff members have on undergraduate students' academic achievement. Through their instructional strategies, support services, administrative guidelines, and general interactions with students, school staff members directly influence the learning environment. It has been demonstrated that their roles, actions, and efficacy have a major impact on students' academic performance, motivation, and general well-being.

Faculty and Teaching Personnel

Faculty members, as the primary educators, have the most direct influence on students' academic performance. How well students perform academically is largely determined by the caliber of instruction, teaching strategies, and interactions between faculty and students. A solid and encouraging teacher-student relationship is essential for student success, claim Ogunleye and Osalusi (2014). An atmosphere that is favorable to learning is produced by instructors who use interactive teaching strategies, promote critical thinking, and encourage student involvement. On the other hand, ineffective or disengaged instruction can lead to low student motivation, disengagement, and ultimately subpar academic achievement. Student outcomes are also greatly influenced by the pedagogical strategies used by the faculty. According to Adebayo and Oyenuga (2016), instructors who use a variety of teaching strategies, such as case studies, problem-solving, and technology-based resources, assist students in comprehending difficult ideas and applying their theoretical knowledge in real-world situations. Student performance can be significantly impacted by faculty members' capacity to accommodate different learning styles, whether through individualized support or collaborative learning. Furthermore, since students frequently look to faculty members for guidance on both academic and career matters,

their availability for mentoring and consultation can have a substantial impact on their academic progress (Ogunleye & Osalusi, 2014).

Administrative Personnel and Support Services

Course advisors, registrars, and deans are among the administrative staff members who have a significant influence on how students experience their education. Access to vital resources and services that promote students' academic and personal development is guaranteed by efficient administration. Administrators who are attentive to students' needs whether by assisting with course registration, resolving academic complaints, or offering information about scholarships help students feel satisfied and like they belong, claim Oyewumi and Oyesiku (2014). Better academic achievement and greater motivation can result from this sense of support. By helping students with course selection, career planning, and personal growth, academic advisors in particular play a vital role in their academic success. Students can avoid taking too many classes, navigate the university system, and make well-informed decisions about their academic paths with the support of proper academic advising. Academic advising is essential for students who are having academic difficulties because advisors can provide individualized support to help them perform better, according to Adeyemi (2011). Students are more likely to stick with their studies and perform well when they believe that their academic concerns are promptly and thoughtfully addressed.

Counselors and Mental Health Support Personnel

Another significant element affecting academic achievement is the support that counselors and mental health specialists provide for students' overall wellbeing. Since stress, anxiety, and depression can seriously impair focus and cognitive

function, academic success and students' mental health are closely related (Olaleye, 2011). Counseling services that address emotional and psychological issues assist students in better time management, stress management, and academic performance (Oyesola, 2011). Students can lessen the impact of personal problems, academic stress, and interpersonal conflicts on their academic work by developing coping mechanisms with the assistance of mental health professionals.

Additionally, campus counselors are essential in raising awareness of mental health issues and offering intervention programs to students who may be at risk of failing academically as a result of mental health problems. Universities with well-established counseling programs report better academic outcomes and higher retention rates because students feel more supported in overcoming personal and academic obstacles, according to Ukoha and Ene (2018).

Non-Teaching Personnel and Administrative Support

Indirect contributions to students' academic achievement are also made by non-teaching staff members like lab technicians, librarians, and support staff. For example, librarians who help students use academic databases and research techniques are crucial in promoting academic success (Ajayi, 2017). An ideal learning environment is also facilitated by laboratory technicians and support personnel who keep resources up to date and help students during practical sessions. Poor equipment maintenance or unhelpful research guidance are examples of inadequate support from these staff members that can hinder student progress and have a detrimental effect on academic performance.

Social Relationship Influence on the Academic Performance of Undergraduates

Undergraduate students' academic performance is significantly influenced by their social relationships, which include their interactions with peers, faculty, and the larger academic community. Students' academic engagement, motivation, and emotional health are all influenced by their social relationships, and these factors all play a part in their overall academic success. This review of the literature looks at how peer, faculty, and support network relationships affect student outcomes and how social relationships affect undergraduate academic performance.

Peer Relationships and Academic Performance

Academic performance has been found to be greatly influenced by peer relationships, with both positive and negative social interactions having an impact on students' academic results. Collaboration, motivation, and academic engagement are all enhanced by healthy peer relationships. Students who participate in study groups and collaborative learning with their peers frequently see improved academic performance as a result of their mutual support and shared knowledge, Oyesiku (2014). Students can clarify ideas, work together to solve problems, and reinforce learning through these peer interactions. Furthermore, students' social and emotional well-being is improved by supportive peer relationships, which in turn foster academic success (Ogunleye & Osalusi, 2014). Peer support increases a student's likelihood of staying motivated and pursuing their academic goals, particularly during challenging times.

On the other hand, poor peer relationships, such as social isolation and peer pressure, can negatively impact academic achievement. Students who face social exclusion or peer-related stress typically perform poorly academically, according to a

study by Ukoha and Ene (2018). This is because negative peer influences can cause students to become disengaged from their studies, increase absenteeism, and decrease motivation. Academic underachievement can also be caused by peer pressure to participate in extracurricular activities like substance abuse or social distractions (Adeyemi, 2011).

Faculty-Student Relationships

Academic success is significantly shaped by the relationship that exists between students and their instructors. Academic guidance, mentorship, and role modeling are all provided by faculty members. Higher levels of academic engagement, better performance, and greater student motivation are all associated with positive faculty-student relationships. Ogunleye and Osalusi (2014) assert that instructors who cultivate a friendly and encouraging rapport with their students create a setting where students feel free to ask questions and seek clarification. It has been demonstrated that these supportive connections increase students' feelings of inclusion in the academic community, which raises their motivation and performance in the classroom (Ajayi, 2017). Additionally, academic trajectories can be greatly impacted by faculty members who interact with students outside of the classroom through research collaborations, academic advising, or mentoring. According to Oyesola (2011), instructors who give each student individualized attention and feedback help them advance academically because they can attend to their unique needs and offer advice based on their objectives. Conversely, unfavorable or disengaged faculty-student interactions can cause students to feel disengaged from their studies, which lowers motivation and produces subpar results.

Support Networks and Academic Success

Academic performance is significantly impacted by wider support networks, such as family, friends, and institutional support services, in addition to relationships with peers and teachers. One important component of students' academic success has been found to be family support in particular. Because they feel inspired and validated in their academic endeavors, students who receive emotional support and encouragement from their families typically perform better academically (Olaleye, 2011). Students can overcome the difficulties of college life and stay focused on their studies if their family members are actively involved in their academic journeys, whether by offering resources, giving guidance, or showing interest in their academic progress. Additionally, by offering emotional, social, and practical support, institutional support services like academic advising, career services, and counseling help students succeed academically. Adeyemi (2011) asserts that students who have access to mental health resources and counseling services are better able to handle the emotional strain and stress of college life, which improves academic performance. In a similar vein, academic advising and career services assist students in making well-informed choices regarding their academic and professional pathways, offering the direction required to maintain motivation and focus throughout their studies.

Social Integration and Academic Performance

The degree to which students feel like they belong in the university community is referred to as social integration. Through involvement in extracurricular activities, student organizations, and campus events, students who are socially integrated into their university environment typically achieve better academic results. According to a study by Ukoha and Ene (2018), students who participate actively in campus life have a higher chance of doing well academically because they form a sense of belonging and community that boosts their motivation and sense of purpose.

Additionally, social integration gives students the chance to hone their leadership, communication, and problem-solving abilities all of which are critical for success in the classroom.

However, because they lack the social and emotional support needed to deal with the demands of college life, students who suffer from social isolation may find it difficult to succeed academically. Because they are more likely to experience stress, anxiety, and disengagement from their studies, students who feel alone or cut off from their peers and the larger academic community are at risk of performing worse academically (Oyewumi and Oyesiku, 2014).

Summary of Literature Reviewed

The nature of the school environment is a critical determinant of the academic performance of undergraduates. Undergraduates' academic performance is significantly influenced by school facilities. Research has demonstrated that student engagement, satisfaction, and learning outcomes are influenced by the quality and sufficiency of classrooms, libraries, labs, technology infrastructure, and recreational facilities. Modern, well-maintained facilities are positively correlated with better academic performance, according to numerous studies. As a result, making investments in high-quality school facilities is crucial for both improving students' academic experiences and guaranteeing that colleges offer a setting that fosters both intellectual and personal development. Therefore, in order to guarantee the ongoing success of students and the institution overall, policymakers and educational administrators should give priority to the upkeep and development of these facilities.

Furthermore, faculty, administrators, counselors, and non-teaching staff are among the key members of the school community who have a significant impact on

undergraduates' academic achievement. An environment that promotes academic success is influenced by a number of factors, including the caliber of instruction, the degree of administrative support, the accessibility of mental health resources, and the help offered by non-teaching staff. Good school staff create a resource-rich, encouraging, and supportive environment that can boost students' academic motivation, lower stress levels, and improve academic results. Universities should therefore make training and support investments for their staff in order to make sure they are prepared to meet the needs of students and have a positive impact on their academic performance. Undergraduates' academic performance is greatly influenced by their social relationships, which can range from interactions with peers and faculty to larger support networks. Strong support networks, encouraging peer relationships, and constructive faculty-student interactions all lead to improved academic motivation, engagement, and performance. Academic success, on the other hand, can be hampered by unfavorable social interactions like peer pressure or disinterested faculty. Additionally, social integration is essential for creating a feeling of community, which has been connected to better academic results. In order to help students succeed academically, universities must create an atmosphere that fosters healthy social interactions and offers sufficient support networks.

CHAPTER THREE

METHODOLOGY

Research methodology encompasses various components, including the research design, sampling technique, data collection methods, data analysis techniques, and ethical considerations. The choice of research design, such as experimental, correlational, or qualitative, depends on the nature of the research question and the availability of resources (Kumar 2019). The purpose of this chapter

is to explain the data collection methodology adopted in the study and to justify its use. The following subheadings are examined in this chapter:

- Design of the Study
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Design of the Study

A research design is a systematic plan or blueprint that outlines the structure and approach of a research study. It provides a framework for collecting, analyzing, and interpreting data to answer specific research questions or test hypotheses (Kumar, 2019). The descriptive survey research design was selected for this study. It entails examining both large and small populations by choosing and analyzing samples from the population to ascertain the relative incidence or occurrence of particular traits or phenomena.

Population of the Study

The population for the study was 665, consisting of all the students in Health, Safety, and Environmental Education Students in the University of Benin 2022/2023 academic session.

Sample and Sampling Technique

The sample size for this study was 100 respondents. This was selected using the simple random sampling technique to select the respondents across the levels in the department.

Research Instrument

The research instrument adopted and utilized in this study was the questionnaire, specifically designed to collect essential data for assessing the on the influence of school environment on the academic performance of undergraduate students in the faculty of education, University of Benin. This carefully designed questionnaire was aimed at gathering the required information for this study. The questionnaire was divided into two sections: Section A, which gathers personal information from the respondents, and section B, the core of the questionnaire. Section B comprises of twenty closed-ended questions, utilizing a four-point Likert scale instrument to capture the respondents' opinions.

Validity of Instrument

The questionnaire underwent content validation, a process where the researcher's supervisor and two lecturers from the Department of Health, Safety and Environmental Education in the Faculty of Education reviewed it. The aim of the validation was to verify that the questionnaire items were well phrased, in line with the respondents' comprehension level, and that the instrument comprehensively covered the research objectives. The reviewers' suggestions for improvements and contributions were duly acknowledged and added to the questionnaire's final draft.

Reliability of the Instrument

The test-retest method of reliability, which analyzes the consistency of scores over time, was used to evaluate the reliability of the data. 20 respondents were given

the instrument twice in this process, with a two-week interval between administrations. The reliability coefficient was then determined by utilizing the Pearson product-moment correlation coefficient (r) analysis of the respondents' scores in both cases. Strong correlations indicated a high level of test-retest reliability.

Method Data Collection

The questionnaire was given to the respondents by the researcher in person, who also clearly explained its purpose and contents to them. The purpose of this explanation was to make sure that the respondents give thoughtful, unbiased answers to the questionnaire. In order to maximize the return rate, the researcher collected the questionnaires from the respondents right away after they were administered.

Method of Data Analysis

The gathered data wasl be analyzed using descriptive statistics of frequency distribution tables and percentage.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter deals with data analysis and interpretation of results. The analysis of data collected were tabulated and shown in the table below.

Presentation of Results

Research Question One: What is the influence of the nature of the school environment on the academic performance of undergraduate students in the department of Health, Safety and Environmental Education?

Table 1: Influence of the nature of the school environment on the academic performance among the respondents

S/N	Item	SA	A	D	SD	Total
1.	The campus environment (e.g., walkways, recreational spaces, security) is safe and conducive for students.	18 (18%)	33 (33%)	35 (35%)	14 (14%)	100 (100%)
2.	The university provides sufficient extracurricular activities (e.g., clubs, sports) that help students develop holistically.	13 (13%)	26 (26%)	29 (29%)	32 (32%)	100 (100%)
3.	The physical environment (classroom conditions, library facilities, etc.) influences my ability to perform well academically	34 (34%)	31 (31%)	18 (18%)	17 (17%)	100 (100%)
4.	The social environment (peer relationships, extracurricular activities, and support networks) positively influences my academic performance.	18 (18%)	37 (37%)	11 (11%)	34 (34%)	100 (100%)
5.	The university environment has a positive impact on my academic performance.	11 (11%)	23 (23%)	30 (30%)	36 (36%)	100 (100%)

***Source**: Field survey, 2025*

Table 1 depicts the influence of the nature of the school environment on the academic performance among the respondents. From the table above, 51% of the respondents agreed that the campus environment (e.g., walkways, recreational spaces, security) is safe and conducive for students. In item 2, majority of the respondents disagreed to

the university providing sufficient extracurricular activities (e.g., clubs, sports) that help students develop holistically. However, in item 3, majority of the respondents 65% agreed that the physical environment (classroom conditions, library facilities, etc.) influences their ability to perform well academically. Majority of the respondents 55% in item 4 also agreed that the social environment (peer relationships, extracurricular activities, and support networks) positively influences their academic performance. And lastly, in item 5, majority of the respondents 66% disagreed to the university environment having a positive impact on their academic performance. Therefore, from the import of data from table 1 above, it can be inferred that the nature of the school environment has an impact on the academic performance of the respondents.

Research Question Two: What is the influence of school facilities on the academic performance of undergraduate students in the department of Health, Safety and Environmental Education?

Table 2: Influence of school facilities on the academic performance among the respondents

S/N	Item	SA	A	D	SD	Total
6.	The lecture halls (seating arrangement, lighting, ventilation) is conducive for learning.	11 (11%)	8 (8%)	47 (47%)	34 (34%)	100 (100%)
7.	Lecture halls are adequately equipped with necessary learning materials (e.g., whiteboards, projectors, etc.).	15 (15%)	12 (12%)	39 (39%)	34 (34%)	100 (100%)
8.	The university library is well-stocked with relevant academic resources (e.g., textbooks, journals, research papers).	17 (17%)	10 (10%)	29 (29%)	44 (44%)	100 (100%)
9.	The university provides sufficient online resources	16 (16%)	29 (29%)	36 (36%)	19 (19%)	100 (100%)

	and digital libraries to support academic work.					
10.	The university provides adequate space and equipment for practical-based courses in the Faculty of Education.	19 (19%)	33 (33%)	17 (17%)	31 (31%)	100 (100%)

***Source**: Field survey, 2025*

Table 2 depicts the influence of school facilities on the academic performance among the respondents. From the table in item 6, majority of the respondents 81% disagreed to the lecture halls (seating arrangement, lighting, ventilation) being conducive for learning. Furthermore, in item 7 majority of the respondents 73% also disagreed that the lecture halls are adequately equipped with necessary learning materials (e.g., whiteboards, projectors, etc.). In item 8, majority of the respondents 73% also disagreed that to the university library being well-stocked with relevant academic resources (e.g., textbooks, journals, research papers). Furthermore, in item 9, majority of the respondents 55% disagreed to the university providing sufficient online resources and digital libraries to support academic work. And in item 10, majority of the respondents 52% agreed that the university provides adequate space and equipment for practical-based courses in the Faculty of Education.

Therefore, from the data from table 2, it can be deducted that the influence of school facilities on the academic performance among the respondents is bad.

Research Question Three: To what extent do school personnel influence the academic performance of undergraduate students in the department of Health, Safety and Environmental Education?

Table 3: Respondent's view on the extent school personnel influence their academic performance

S/N	Item	SA	A	D	SD	Total
11.	There is effective communication between students and school personnel (lecturers, administrative staff, support staff).	15 (15%)	12 (12%)	36 (36%)	37 (37%)	100 (100%)
12.	The faculty personnel are approachable and listen to student concerns, creating a positive learning environment.	21 (21%)	9 (9%)	35 (35%)	35 (35%)	100 (100%)
13.	Lecturers and administrative staff create a supportive academic environment that encourages student engagement and performance.	19 (19%)	22 (22%)	16 (16%)	43 (43%)	100 (100%)
14.	The timely availability of academic resources, facilitated by school personnel, enhances my academic performance.	16 (16%)	10 (10%)	41 (41%)	33 (33%)	100 (100%)
15.	School personnel create an academic culture that motivates me to strive for excellence	12 (12%)	6 (6%)	38 (38%)	44 (44%)	100 (100%)

***Source**: Field survey, 2025*

Table 3 depicts the respondent's view on the extent school personnel influence their academic performance. From the table in item 11, majority of the respondents 73% disagreed to there being an effective communication between students and school personnel (lecturers, administrative staff, support staff). In item 12, majority of the respondents 70% also disagreed to the faculty personnel being approachable and listening to student concerns and creating a positive learning environment. In item 13,

majority of the respondents 59% also disagreed to the lecturers and administrative staff creating a supportive academic environment that encourages student engagement and performance. Furthermore in item 14, majority of the respondents 74% also disagreed to the timely availability of academic resources, facilitated by school personnel, that enhances their academic performance. And in item 15, majority of the respondents 82% also disagreed to school personnel creating an academic culture that motivates them to strive for excellence.

Therefore, from the import of data from table 3 above, it can be deducted that school personnel have a very low influence on the academic performance of the respondents.

Research Question Four: What ways do the social relationship influence academic performance of undergraduate students in the department of Health, Safety and Environmental Education?

Table 4: Respondent's view on ways social relationship influence academic performance among the respondents

S/N	Item	SA	A	D	SD	Total
16.	Peer support, such as sharing notes and ideas, positively affects my academic performance	23 (23%)	41 (41%)	27 (27%)	9 (9%)	100 (100%)
17.	I collaborate with my classmates regularly for academic purposes (e.g., group assignments, exam preparation).	29 (29%)	40 (40%)	18 (18%)	13 (13%)	100 (100%)
18.	Participation in extracurricular activities (e.g., clubs, sports) helps me balance academic stress and improves my performance.	26 (26%)	34 (34%)	16 (16%)	24 (24%)	100 (100%)
19.	My involvement in social activities on campus has a positive effect on my	31 (31%)	27 (27%)	23 (23%)	19 (19%)	100 (100%)

	academic performance.					
20.	Socializing with classmates and friends outside of class helps me relax and improves my ability to concentrate on my studies.	34 (34%)	36 (36%)	18 (18%)	12 (12%)	100 (100%)

***Source**: Field survey, 2025*

Table 4 depicts the respondent's view on ways social relationship influence academic performance among the respondents. From the table above, in item 16, majority of the respondents 64% agreed that peer support, such as sharing notes and ideas, positively affects my academic performance. In item 17, majority of the respondents 69% agreed to collaborating with their classmates regularly for academic purposes (e.g., group assignments, exam preparation. In item 18, majority of the respondents 60% agreed that participation in extracurricular activities (e.g., clubs, sports) helps them balance academic stress and improves their performance. Furthermore, in item 19 majority of the respondents 58% also agreed that their involvement in social activities on campus has a positive effect on their academic performance. Lastly, in item 20, majority of the respondents 70% also agreed that socializing with classmates and friends outside of class helps them relax and improves their ability to concentrate on their studies.

Therefore from table 4 above, it can be deducted that the ways social relationship influence academic performance among the respondents includes; peer support, such as sharing notes and ideas, which positively affects their academic performance, collaborating with their classmates regularly for academic purposes (e.g., group assignments, exam preparation, participation in extracurricular activities (e.g., clubs, sports) which helps them balance academic stress and improves their performance, involvement in social activities on campus which has a positive effect on their

academic performance and socializing with classmates and friends outside of class helping them relax and improve their ability to concentrate on their studies.

Discussion of Findings

Findings from this study revealed that the nature of the school environment has an impact on the academic performance of the respondents. According to Ajayi (2017) students' academic performance is greatly impacted by the physical environment's quality. Inadequate learning resources, poorly maintained classrooms, and uncomfortable seating can all divert students' attention and impair their concentration, which will ultimately result in worse academic performance. Also Ogunleye & Osalusi (2014) in their studies demonstrated that well-stocked libraries, contemporary technology, and comfortable study areas improve academic performance by creating an environment that encourages active learning.

Furthermore, findings from this study further revealed that the influence of school facilities on the academic performance among the respondents is bad. This is corroborated with findings from studies by Ukoha and Ene (2018) whose findings revealed that students' capacity to perform research, obtain pertinent learning resources, and participate in self-directed learning are all directly correlated with the caliber of library services. Students' access to resources is restricted by inadequate or badly maintained libraries, which has a detrimental effect on their academic performance. Also, Ogunleye & Osalusi (2014) in their studies revealed that academic achievement is typically increased in well-designed lecture halls that encourage collaborative learning and interactive learning between students and teachers.

Findings from this study further revealed that that school personnel have a very low influence on the academic performance of the respondents. This is in

agreement with studies by Adebayo and Oyenuga (2016) whose studies revealed that student outcomes are also greatly influenced by the pedagogical strategies used by the faculty. Instructors who use a variety of teaching strategies, such as case studies, problem-solving, and technology-based resources, assist students in comprehending difficult ideas and applying their theoretical knowledge in real-world situations. Also studies by Ajayi (2017) revealed that indirect contributions to students' academic achievement are also made by non-teaching staff members like lab technicians, librarians, and support staff. For example, librarians who help students use academic databases and research techniques are crucial in promoting academic success.

Further findings from this study revealed that the ways social relationship influence academic performance among the respondents includes; peer support, such as sharing notes and ideas, which positively affects their academic performance, collaborating with their classmates regularly for academic purposes (e.g., group assignments, exam preparation, participation in extracurricular activities (e.g., clubs, sports) which helps them balance academic stress and improves their performance, involvement in social activities on campus which has a positive effect on their academic performance and socializing with classmates and friends outside of class helping them relax and improve their ability to concentrate on their studies. This is in line with studies by Oyesiku (2014) whose study revealed that students who participate in study groups and collaborative learning with their peers frequently see improved academic performance as a result of their mutual support and shared knowledge. Also studies by Ogunleye and Osalusi (2014) showed that instructors who cultivate a friendly and encouraging rapport with their students create a setting where students feel free to ask questions and seek clarification. The findings of this study was further corroborated from studies by Ukoha and Ene (2018), whose findings

revealed that students who participate actively in campus life have a higher chance of doing well academically because they form a sense of belonging and community that boosts their motivation and sense of purpose.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter summarizes the study's conclusions and suggestions, as well as an interpretation of its key findings. It also highlights areas that require additional research at its conclusion.

Summary

This study examined the influence of school environment on the academic performance of undergraduate students in the faculty of education, university of Benin. Four research questions were raised and answered to guide the study. Pertinent literature were reviewed. The descriptive survey research design was adopted for the study and the study population was 665, consisting of all the students in Health, Safety, and Environmental Education Students in the University of Benin 2022/2023 academic session. A sample size of 100 respondents was selected using the simple random sampling technique to select the respondents across the levels in the department. The instrument for data collection was a well-designed structured questionnaire which was validated by the project Supervisor and two other lecturers from the Department of Health, Safety and Environmental education. The test-retest method was used to determine the reliability of the instrument. Collated data was analyzed using descriptive statistical tools such as frequency and percentage tables.

The findings revealed that the nature of the school environment has an impact on the academic performance of the respondents. Furthermore, findings from this study further revealed that the influence of school facilities on the academic performance among the respondents is bad. It was also revealed that school personnel have a very low influence on the academic performance of the respondents. Lastly,

findings from this study revealed that the ways social relationship influence academic performance among the respondents includes; peer support, such as sharing notes and ideas, which positively affects their academic performance, collaborating with their classmates regularly for academic purposes (e.g., group assignments, exam preparation, participation in extracurricular activities (e.g., clubs, sports) which helps them balance academic stress and improves their performance, involvement in social activities on campus which has a positive effect on their academic performance and socializing with classmates and friends outside of class helping them relax and improve their ability to concentrate on their studies.

Conclusion

Based on the study's findings, the researcher came to the following conclusion;

1. The nature of the school environment has an impact on the academic performance of the respondents.
2. The influence of school facilities on the academic performance among the respondents is bad.
3. School personnel have a very low influence on the academic performance of the respondents.
4. Social relationship influence academic performance among the respondents includes; peer support, such as sharing notes and ideas, which positively affects their academic performance, collaborating with their classmates regularly for academic purposes (e.g., group assignments, exam preparation, participation in extracurricular activities (e.g., clubs, sports) which helps them balance academic stress and improves their performance, involvement in social activities on campus which has a positive effect on their academic

performance and socializing with classmates and friends outside of class helping them relax and improve their ability to concentrate on their studies.

Recommendations

Based on the findings of the study and the conclusion made, the following recommendations were suggested;

1. Institutions should create a more conducive learning environment by addressing factors such as classroom size, ventilation, lighting, and seating arrangements to enhance students' comfort and concentration. A well-structured and engaging academic setting can positively impact students' performance.
2. Given the negative influence of inadequate school facilities on academic performance, university management should prioritize upgrading infrastructure such as lecture halls, libraries, laboratories, and ICT centers. Providing modern learning resources and ensuring proper maintenance of existing facilities can enhance students' academic experiences.
3. Since school personnel have minimal influence on students' academic performance, there is a need for more engagement between faculty members, administrative staff, and students. Universities should encourage mentorship programs, career counseling, and student support initiatives to strengthen the connection between students and academic staff.
4. The study highlights the role of social relationships in academic success. Institutions should foster peer learning through collaborative projects, study groups, and academic workshops. Furthermore, extracurricular activities should be promoted to help students balance academic stress while improving their social and cognitive skills.

5. Universities should establish and strengthen academic support services such as tutoring programs, counseling services, and student advisory units to help students navigate academic challenges.

Suggestions for Further Studies

1. Influence of Socioeconomic Background on Learning Experiences

2. Gender Differences in Learning Environment Perception

3. Role of Faculty-Student Interaction in Academic Success

REFERENCES

Adebayo, F. A., & Ogunrin, S. O. (2019). *The impact of learning environment on students' academic performance in Nigerian universities.* African Journal of Educational Studies, 7(2), 45-58

Adekeye, O. A. (2017). *Resource availability and academic performance in Nigerian higher institutions.* Journal of Educational Research, 15(1), 78-92.

Adeyemo, S. A. (2012). The relationship between effective classroom management and students' academic achievement. *European Journal of Educational Studies, 4*(3), 367-381.

Ajayi, I. A. (2012). *Resource factors as correlates of secondary school effectiveness in Ekiti State, Nigeria.* Journal of Educational and Social Research, 2(3), 23-34.

American College Health Association. (2019). *National College Health Assessment II: Reference Group Executive Summary Spring 2019*. Silver Spring, MD: American College Health Association.

Astin, A. W. (1993). *What matters in college? Four critical years revisited.* Jossey-Bass.

Bailey, M. J., & Dynarski, S. M. (2011). *Gains and gaps: Changing inequality in US college entry and completion.* NBER.

Bourne, L. E., Jr., & Yaroush, R. A. (2003). *Stress and cognition: A cognitive psychological perspective*. Unpublished manuscript, NASA Grant NAG2-1561.

Fairbrother, K., & Warn, J. (2003). Workplace dimensions, stress and job satisfaction. *Journal of Managerial Psychology, 18*(1), 8-21. https://doi.org/10.1108/02683940310459565

Harzing, A. W. (2019). *Publish or perish: Metrics for academic performance evaluation.* Routledge.

Kuh, G. D. (2009). *Assessing what really matters to student learning: Inside the National Survey of Student Engagement.* Change: The Magazine of Higher Learning, 31(3), 10-17.

Ogbogu, C. O. (2013). *Infrastructure and quality of education in Nigerian universities: A study of students' satisfaction.* Journal of Higher Education in Africa, 11(1-2), 113-129.

Olaniyan, D. A., & Okemakinde, T. (2008). *Human capital theory: Implications for educational development.* European Journal of Scientific Research, 24(2), 157-162.

Owoeye, J. S., & Yara, P. O. (2011). School facilities and academic achievement of secondary school agricultural science in Ekiti State, Nigeria. *Asian Social Science, 7*(7), 64-74.

Tinto, V. (2017). *Leaving college: Rethinking the causes and cures of student attrition.* University of Chicago Press.

Wentzel, K. R. (1998). Social relationships and motivation in middle school: The role of parents, teachers, and peers. *Journal of Educational Psychology, 90*(2), 202-209.

York, T. T., Gibson, C., & Rankin, S. (2015). *Defining and measuring academic success.* Practical Assessment, Research, and Evaluation, 20(1), 1-20.

APPENDIX

DEPARTMENT OF HEALTH, SAFETY AND ENVIRONMENTAL EDUCATION

FACULTY OF EDUCATION

UNIVERSITY OF BENIN

QUESTIONNAIRE ON

THE INFLUENCE OF SCHOOL ENVIRONMENT ON THE ACADEMIC PERFORMANCE OF UNDERGRADUATE STUDENTS IN THE FACULTY OF EDUCATION, UNIVERSITY OF BENIN.

Dear respondents,

I am an undergraduate in the Department of Health Safety and Environmental Education of the above named university. This questionnaire is designed to assess the on the influence of school environment on the academic performance of undergraduate students in the faculty of education, university of Benin. This research work is purely for academic purpose and individual responses gotten will be treated as confidential. You are therefore required to kindly and truthfully respond by providing answers to the questions below.

Thank you.

Section A

Instruction: please tick (√) as appropriate.

Demographic background.

Gender: Male ( ) Female ( )

Religion: Christianity ( ) Islam ( ) Others ( )

Age: less than 25 years ( ) 25 – 30 years ( ) Above 30 years ( )

Level: 100 ( ) 200 ( ) 300 ( ) 400 ( ) 500 ( ) 600 ( )

Section B

S/N	ITEM	SA	A	D	SD
What is the influence of the nature of the school environment on the academic performance of undergraduate students in the faculty of education, university of Benin					
1	The campus environment (e.g., walkways, recreational spaces, security) is safe and conducive for students.				
2	The university provides sufficient extracurricular activities (e.g., clubs, sports) that help students develop holistically.				
3	The physical environment (classroom conditions, library facilities, etc.) influences my ability to perform well academically				
4	The social environment (peer relationships, extracurricular activities, and support networks) positively influences my academic performance.				
5	The university environment has a positive impact on my academic performance.				

S/N	ITEM	SA	A	D	SD
What is the influence of school facilities on the academic performance of undergraduate students in the faculty of education, university of Benin					
6	The lecture halls (seating arrangement, lighting, ventilation) is conducive for learning.				
7	Lecture halls are adequately equipped with necessary learning materials (e.g., whiteboards, projectors, etc.).				
8	The university library is well-stocked with relevant academic resources (e.g., textbooks, journals, research papers).				

9	The university provides sufficient online resources and digital libraries to support academic work.				
10	The university provides adequate space and equipment for practical-based courses in the Faculty of Education.				

S/N	ITEM	SA	A	D	SD
To what extent do school personnel influence the academic performance of undergraduate students in the faculty of education, university of Benin?					
11	There is effective communication between students and school personnel (lecturers, administrative staff, support staff).				
12	The faculty personnel are approachable and listen to student concerns, creating a positive learning environment.				
13	Lecturers and administrative staff create a supportive academic environment that encourages student engagement and performance.				
14	The timely availability of academic resources, facilitated by school personnel, enhances my academic performance.				
15	School personnel create an academic culture that motivates me to strive for excellence				

S/N	ITEM	SA	A	D	SD
What ways do the social relationship influence academic performance of undergraduate students in the faculty of education, university of Benin					
16	Peer support, such as sharing notes and ideas, positively affects my academic performance				
17	I collaborate with my classmates regularly for academic purposes (e.g., group assignments, exam preparation).				
18	Participation in extracurricular activities (e.g., clubs, sports) helps me balance academic stress and improves my performance.				

19	My involvement in social activities on campus has a positive effect on my academic performance.				
20	Socializing with classmates and friends outside of class helps me relax and improves my ability to concentrate on my studies.				