



**INFLUENCE OF LEARNING ENVIRONMENT ON THE ACADEMIC  
PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN OVIA  
NORTH EAST LOCAL GOVERNMENT AREA OFEDO STATE**

**BY**

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## **CERTIFICATION**

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## **DEDICATION**

This project is dedicated to my Lovely Family especially my Mom, Mrs Queen Eteruhor, for all their relentless efforts and support to make sure that this project is a success.

## ACKNOWLEDGEMENT

First and most importantly, my profound appreciation goes to my Father God Almighty for treating me like his only child and for seeing me through the entirety of this project. Thank you my Father.

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## **ABSTRACT**

*This study was carried out to analyze the Impact of learning environment on the scholarly execution of secondary school students in Ovia North East Nearby Government Range of Edo state. The descriptive overview investigate plan was utilized to carry out this think about. The Populace of the think about comprises of understudies from twenty six (26) auxiliary schools in Ovia North East nearby government range and a test estimate of 300 understudies were arbitrarily chosen from five of these auxiliary schools to carry out this think about. This Rebellious for information collection was the Survey and the Straightforward rate, recurrence tally and cruel was utilized to analyze the information.*

*The study uncovered that the learning environment comprises of well prepared classrooms, libraries, research facilities, qualified instructors as well as extracurricular exercises to assist boost understudies execution in school. Too, Instructive foundations are moderately provided in schools to assist meets understudies scholastic needs and help learning. The study moreover uncovered that the learning environment features a major affect on the scholastic execution of auxiliary school understudies which The state of the learning environment predominant in a school setting to a more noteworthy degree decides the level of scholastic execution of understudies. This consider too appeared that instructors have a major part to play in guaranteeing an viable learning environment for understudies specific with regard to how he oversees the classroom and conducts professionally with understudies.*

*Based of the discoveries, the ponder prescribes among other things that the directions materials, equipments and apparatuses required for successful educating and learning hones ought to be given to empower understudies obtain commonsense involvement within the program, The budget allotment to the*

*educational segment ought to be expanded in arrange to make strides the arrangement of state of the craftsmanship Instructive offices and Instructors who are the primary contact of understudies ought to be routinely prepared and empowered to go to classes or workshops in agreement with best hones in guaranteeing compelling classroom administration.*

# CHAPTER ONE

## INTRODUCTION

### **Background to the Study**

Instruction is the building piece upon which each society's establishment is laid. There's no instruction without instructing and learning encounters which in a formal setting takes put in a classroom beneath the supervision of a prepared educator that guarantees that the learning environment is conducive. Usually in understanding with a Worldwide Checking Report on Instruction for All (2012), that learners in steady situations have tall levels of self-efficacy and selfmotivation and utilize learning as a essential transformative drive. In a cite from that Report —Welcoming the learner –child, youth or adult– in an environment where they can feel secure and sustained for is exceptionally vital for the advancement of each person and the society as a entire.

The quality of an instructive institution is measured by the scholastic execution or victory of understudies. Over the a long time, change in scholastic execution of understudies in auxiliary schools have gotten to be the common concern of guardians, lawmakers, instructors, guides and analyst.

Agreeing to Chime (2002), guardians commit a part of assets to their children's instruction since they accept that great scholarly execution will give a steady future for them. In expansion, Tenibiaje and Tenibiaje (2011) opined that numerous instructive specialists have sought to discover out reasons for the descending slant within the scholarly performance of auxiliary school understudies. Omolewa (2002) asserted that scholarly execution of a child may be followed to the school environment. Thus it is accepted that the learning environment empowers understudies to take part in extra-curricular exercises which children are more likely to reply and do well in school.

In his see, Orlu (2013), consented that environment plays major part within the life of each person whether a understudies, instructors, manager or representative. In spite of the fact that a few individuals are however to accept that environment brings approximately way better execution. In expansion to this, Udoh (1980) as sited by Orlu (2013) in his article "The Natural Wellbeing Issues in Nigeria Schools", to have recognized a few unfortunate hones in our schools. These incorporate sitting of schools, lacking facilities, and destitute ventilation and need of instructors preparing on classroom administration which prevents subjective scholarly execution in schools.

In a more expand stand point, Rohana et al (2009), opined that insights isn't the as it were determinant of scholastic execution of a understudy. Academic performance of a understudy is continuously related with numerous components of learning environment. Usually in understanding with the sees of Bosque and Dore (1998), as cited by Orlu (2013) that learning and educating environment got to actualize six capacities: illuminate, communicate, collaborate, deliver, framework, and oversee. They included that conceptually talking, the learning environment alludes to the full extend of components and exercises inside which learning happens. In citing the definition of Sandberg's (1998), Rohana et al (2009), highlighted that the capacities of a learning environment can be cited as —Teacher component's part in giving something between free direction and coordinate instruction. It can be a human specialist (display or removed), ancleverly specialist, and informational like a few content books given for viable instructing learning experience.

In another keen, Duruji, et al (2014), opinned that in Nigeria, the significance of learning environment to instructive improvement was so maintained by the specialists and administrative teach that school inspectors were parts and divide

of the school framework some time recently the coming of military administration within the nation. The disregard this angle has gotten due to destitute financing by the successive regimes of government within the nation too reflected in lack of thinks about that centers on this issue. As such learning environment remains an critical region that ought to be examined and well overseen to improve students' scholastic execution.

Similarly, The Worldwide Checking Report on Instruction for All (2012) whereas recognizing the part of government in guaranteeing an empowering learning environment assented that the issue is indeed more basic in nations with constrained monetary assets as well as nations with destitute culture of upkeep of existing offices in schools which has adversely influenced the learning environment. The report whereas assessing different stages of instruction among UN part states, extending from Essential Instruction, Auxiliary Instruction and Higher Instruction, put more noteworthy accentuation on the auxiliary instruction as Auxiliary education is respected as a bridge for youthful individuals from the world of school to the world of work. The report similarly supported the significance of expanding get to and moving forward the pertinence of auxiliary

tutoring to guarantee that all young people are prepared with the skills they require as they enter the work environment.

With such a responsibility that instruction shoulders, it is subsequently imperative to form an environment reasonable for both educating and learning involvement to cultivate which may be a door to accomplishing quality scholarly execution over board.

### **Statement of the Problem**

The impact of the place where students learn on how well they do in school has been a topic of disagreement among different people involved in education. This can be seen in the large number of students who fail their tests, both within the school and in external exams, according to researchers in recent studies (Frazier, 2002).

It is hard to tell how much environmental problems affect teaching and learning in secondary schools because there are many other factors that can influence teachers' teaching skills and students' learning abilities in the classroom. Lately, many secondary schools in Nigeria haven't been meeting the goals of providing good education that the system wants. There are many problems in secondary schools. These include not having enough things like buildings and materials,

having old and falling-apart buildings, and not having enough teachers who are qualified. Because of these problems, the school system is not working well.

This study aims to look at how the learning environment in secondary schools in Ovia affects the academic performance of students. The local government area in the northeast of Edo State.

### **Research Questions**

The following research questions were posed to guide the study:-

1. What are the components of learning environment in secondary schools of Ovia North East Local Government Area of Edo State?
2. What is the current state of learning environments in secondary schools of Ovia North East Local Government Area of Edo State?
3. What is the influence of learning environment on the academic performance of secondary school students in Ovia North East local government area of Edo state?
4. What is the role of teachers in ensuring an enabling learning environment for secondary school students in Ovia North East local government area of Edo state?

## **Purpose of Study**

This study aims to investigate how the learning environment affects the academic performance of secondary school students in Ovia North East Local Government Area of Edo State.

This study is looking at something specific to find out its purpose.

1. To examine the components of learning environment in secondary schools in Ovia North East Local Government Area of Edo State.
2. To find out how students are learning in secondary schools in Ovia North East Local Government Area of Edo State.
3. To find out how the places where students learn affect their grades in secondary school in Ovia North East Local Government Area of Edo State.
4. To study how teachers make sure that secondary school students in Ovia North East Local have a good environment for learning.

## **Significance of the Study**

This work will be important for different parts of the government and the people in these specific areas.

1.This will show how the learning environment is in secondary schools in Ovia North East Local Government Area of Edo.

2. This study will show how the learning environment in secondary schools affects students' academic performance.

3. The government will have the knowledge of how important it is to have a good learning environment in high schools.

4 This will show the public how well the government is creating a good learning environment in high schools.

5. This will help teachers understand their job in creating a good learning environment for students.

6. It will help policy makers give useful advice to the government about how the learning environment in secondary schools affects students' academic performance.

7. This study can also be used as a helpful source for people who want to study more about how the learning environment and student's academic performance are related.

### **Scope and delimitation of the Study**

This study examines how the place where students learn affects how well they do in school. We are looking specifically at students in secondary school in Ovia North East area of Edo state.

**Learning environment** means the different places, situations, and cultures where students learn. In simpler terms, it is the situation and impact that someone learning something experiences, which leads to a series of complicated interactions and causes a change in their actions.

**Academic performance** refers to the results of the educational goals that are accomplished by either the students or the teacher. It refers to how well you did on a test and whether the results are good or not.

**Learning experience** means any event, activity, or process where you learn something new, like knowledge, skills, attitudes, or values.

**Paucity:** This refers to a state of being scarce, insufficient, or lacking in quantity or number.

**Role:** This refers to a position, function, or identity that individuals adopt within a social, theatrical, functional, or gendered context, and it entails certain responsibilities, expectations, and behaviors associated with that position.

## **CHAPTER TWO**

## **REVIEW OF RELATED LITERATURE**

In this chapter, an attempt is made to review the opinions of several experts, professionals and available literature on the influence of learning environment on the academic performance of secondary school students and the accompanying concepts. The literature review of this study was discussed under the following sub headings:

- Theoretical Framework
- Concept of Learning Environment
- Components of Learning Environment
- Concept of Academic Performance
- Relationship between Learning Environment and Academic Performance
- The Role of Teacher in ensuring effective Learning Environment
- Summary of Related Literature

### **Theoretical Framework**

## **Theories of Learning**

According to a report from the OECD in 2010, learning is the way we gain, improve, or change our knowledge, skills, values, attitudes, behavior, and how we see the world. It comes from our own experiences and the things around us. Learning theories create ideas that explain how this process happens. The study of how people learn began seriously in the early 1900s.

The report talks about different ideas and theories about how people learn. These include ideas like how our behavior affects our learning, how our mind works when we learn, and how we learn by doing things and being part of a group.

## **Behaviourism**

The OECD Report (2010) also said that the ideas about learning that focus on observing people's behavior started a long time ago and became very important in the early 1900s. Behaviourism is a theory that says learning is when a person's behaviour changes because of the things they experience in their environment. This change in behavior happens because of associations made between the things they experience and how they react to them. Behaviourists focus on

observing and measuring noticeable changes in how someone behaves.

Thorndike, a big name in behaviorist theory, suggested that:

i. A response to a stimulus is made stronger when something good or pleasurable happens afterwards.

ii. Doing something over and over again makes our reaction to it stronger.

This way of learning is similar to the repetitive practice programs. BF Skinner, a well-known behaviorist, developed a different form of behaviorism called "operant conditioning". In his opinion, if we reward the correct aspects of complicated behavior, it strengthens it and increases the likelihood of it happening again. So, rewards influence how often the desired behaviors happen. Learning is when we gradually get closer to doing something the way we want by getting rewarded for doing it right and punished for doing it wrong. The most well-known use of Skinner's theory is "programmed instruction," which involves breaking down the steps of what needs to be learned and specifying the correct order to learn them.

## **Constructivism**

According to the OECD Report, constructivism started in the 1970s and 1980s. It suggests that learners don't just receive information, but they create their own knowledge by interacting with the environment and reorganizing their thoughts. Learners are seen as people who make sense of things, not just memorizing information but understanding it. This way of thinking about learning caused a change in the way we see learning. Instead of just acquiring knowledge, we now believe that people build or construct knowledge. There is more and more evidence suggesting that learning is helpful and positive. This idea is supported by the work of important theorists like Jean Piaget and Jerome Bruner. There are different ways to think about constructivism, but they all have one thing in common: they focus on the learner. Instead of just giving knowledge to students, the teacher acts as a guide to help them learn.

## **Cognitive Psychology**

According to the OECD report, cognitive psychology started in the late 1950s and played a role in moving away from behaviorism. Behaviourists used to think that people were just reacting to things around them. But now we see people as

computers that take in and process information. Cognitive psychology focused on complicated thoughts and feelings that behaviorists didn't pay attention to. It was also influenced by computers, which were seen as similar to how our minds work. In cognitive psychology, learning means gaining knowledge. The person learning takes in information, thinks about it, and stores it in their memory. So, the best ways of teaching are talking to the students and having them read books. In some cases, the student doesn't do anything and just listens to the teacher.

### **Socio-Constructivism**

According to a report by the OECD in 2010, the way people learn changed in the late 20th century. The idea that people construct their own understanding of things was further influenced by the perspective of "situated cognition and learning". This new perspective emphasized the importance of the surroundings and social interaction when learning. People started to disagree more with the information-processing constructivist approach to thinking and learning when they learned about the work of Vygotsky, as well as research done by scholars like Rogoff and Lave. This alternative way of thinking started to gain more support. This criticism claimed that the information-processing constructivism believed that thinking and learning happen only in the mind without considering

the environment or interaction with it. In simpler terms, people used to think that knowledge could stand alone and didn't rely on its surroundings. In the new way of thinking, thinking and learning are seen as interactions between a person and their surroundings. Knowledge is seen as something that is shaped by the actions, surroundings, and culture of a person. This led to a new way of thinking about learning as being active and working together with others.

### **Experiential Learning**

Experiential learning theories focus on the role of experience in the learning process. They build on social and constructivist theories of learning. They want to understand how experiences, whether experienced personally or heard from someone else, motivate people to learn and help them learn better. So, learning is when you have experiences in your daily life that make you learn new things and behave differently. Carl Rogers is a person who believes in experiential learning. He thinks that people like to learn on their own and learn best when they are completely involved in the learning. The OECD Report from 2010

Rogers shared the following idea:

- i. We can only help someone learn, we can't make them learn directly.

ii. When learners feel threatened, they become less flexible and open to new ideas.

iii. People learn best when they feel safe and are not afraid.

iv. Learning is most likely to happen and be remembered when we choose to start it ourselves.

He believes in a process of change that is always happening and where new knowledge leads to and influences how we learn in different places. This process of change is often discussed in writings about how organizations learn. In 2010, a report was published by the OECD.

### **Multiple Intelligences**

Howard Gardner thought differently from many learning theories. He believed that learning is not the same for everyone and that people have different ways of being intelligent. He called this idea "multiple intelligences." He introduced this theory in 1983. According to the OECD Report, his theory questions the idea that intelligence is mostly controlled by one main ability. Gardner believes that each person's intelligence is made up of different types of "intelligences".

These capabilities include:

- logical-mathematical means using reasoning and numbers to solve problems or understand concepts.
- Language
- Bodily-kinesthetic refers to using your body and physical movements to learn and solve problems.
- Interpersonal means communication between people. It is about how we interact with others and build relationships. It involves things like talking, listening, and understanding each other.
- Individual's thoughts and feelings.

Even though his work involves guessing or making assumptions, teachers like his theory because it helps them think differently about what and how they teach, going beyond the usual focus on specific skills, curriculum, and testing. Gardner believes that recognizing multiple intelligences is a way to achieve educational goals, rather than just a goal on its own.

### **Situated learning theory and community of practice**

The theory of situated learning and the concept of a community of practice incorporate many of the ideas from the learning theories we discussed before. In simpler terms, Jean Lave and her team created them.

Etienne Wenger is a person's name. Situated learning theory says that all learning happens in a specific place or situation. It believes that knowledge and learning depend on relationships and agreements, and that learning is most effective when people actively participate in the learning process. According to the theory, learning happens best in communities. The OECD Report from 2010.

### **Concept of Learning Environment**

Learning according to Kingsley and Garry (2004), is a "process by which behaviour is originated or change through practice or training". Learning is a relatively permanent change in a person's knowledge or behaviour due to experience. It is the modification of behaviour as a result of experience. The child brings changes in his behaviour after gaining experiences from the environment. What is learned can be quantified either by those things that we observe in the behaviour of an individual or those that can be deduced. Learning is a continuous activity. It can be acquired through training, conditioning, insight, trial and error and imitation. Fundamentally, learning environment comprises the entire surroundings and conditions under which instruction and learning takes place. This includes the school premises, classrooms, teachers, pupils, learning resources, teaching methods, etc. A learning environment is a place where

teachers teach different subjects to students. They help students to learn important things and guide them in their career choices.

A learning environment is the things around a child that help them learn. According to Sandberg, J, A. Rewrite this text using easier words: In 1994, learning environment means everything that is involved in learning, like the things we use and do. Basically, a Learning Environment uses computer systems like a Learning management system, which includes different educational technologies and communication tools. Sandberg found these things to be parts of the Computer-Supported Systems:

The teacher component has a role in giving some help and instruction that is in between being very strict and giving no guidance at all. It could be a person, a smart computer program, instructions from a book, and so on. This part gives details from the plan to the specific tasks.

Monitor component is responsible for checking if something has been learned. A job done by either the human teacher, the person learning (being in charge of themselves), or a computer program.

A component that helps learners improve how they learn. Some studies are trying to introduce artificial components for this purpose.

Learning material, also known as courseware, is a collection of information that covers a wide range of knowledge and skills that need to be learned. It can be done in many different ways using computers, like exploratory hypertext, lessons and tasks in hypertext, simulation software, and problem-solving environments. External information sources are any sources of information that are not already in the learning material itself. For example, this could be information from books, articles, or websites. More stuff like books and papers, guides, instructions, etc. equipment, technology, or resources)

- Learning material: the information and materials that are used for learning, such as textbooks or online resources.
- Learning process: the steps and methods that are taken to acquire knowledge and skills. Basically, tools are anything that can be useful for learning, aside from the actual things we learn from. Learning material refers to the resources we use to gain knowledge. The learning process is the way we go about learning and improving our understanding. This includes tools like calculators and software for communicating with others.

According to Sandberg (1994), learners who are in supportive environments feel confident in themselves and are motivated to learn. They see learning as a

powerful way to change themselves. It is important to create a welcoming and safe environment for learners of all ages, including children, young people, and adults. This helps with their personal development and benefits society as a whole. It is very important to address the problem of learning environment in a thorough and organized manner, especially in countries that do not have a lot of money. These limited resources should be used wisely by clearly defining what makes a good learning environment and by setting clear goals for achieving that environment. Even though there are many different ways of learning and many complicated steps to make decisions, it is very important to remember the need to create good environments for learning and include these things in policies at national and local levels. This happens because learning happens in different places and the learning environment can be organized or not organized. Learning in different places can help each other.

Formal and non-formal education mainly happens in organized places like schools, community centers, and learning centers. Informal education happens in different settings, both organized and not organized. Sandberg wants to know if all learners have a good environment to learn in, both physically and emotionally. This is important for improving education and learning.

The Glossary of Educational Reform (2014) described a learning environment as the different places, situations, and communities where students learn. Students can learn in different places, like outside of school and outdoors. Some people use the term "learning environment" instead of classroom because it includes more options and is not just limited to a room with desks and a chalkboard. The term also includes the way a school or class behaves and thinks—their beliefs and qualities. This includes how people treat each other and interact. It also describes how teachers plan and arrange activities.

An educational environment that helps students learn. By having classes in natural environments that are related to the subject, arranging desks in certain patterns, putting up educational materials on the walls, or using audio, visual, and digital technologies. School policies, rules, and how things are organized can also be part of the learning environment because there are many things that influence how we learn.

This definition acknowledges that students have various ways of learning in different situations. We aim to create an environment that helps students learn the best. Students are the ones who have to do the learning, so we want to make sure they have everything they need to learn effectively. There is no one perfect

learning environment. There are many different ways to learn, and that's why teaching is so fascinating.

The report also said that teachers may say that where students learn affects how well they learn, including how interested they are in the lessons, how motivated they are to learn, and how comfortable and safe they feel. For instance, classrooms that have lots of natural light and interesting educational things would probably be seen as better for learning compared to dull rooms with no windows or decorations. In addition, schools with less misbehavior, chaos, bullying, and illegal things happening would also be considered more supportive for learning. How adults talk and interact with students and how students talk and interact with each other can be thought of as parts of a learning environment. People often use phrases like "positive learning environment" or "negative learning environment" to talk about the social and emotional aspects of a school or class.

Schneider (1995) believed that teaching and learning come together in the teaching and learning environment. Creating a positive learning environment involves considering the viewpoint of both psychologists and instructors.

Advanced research in the area of artificial intelligence and education can provide helpful information on creating effective learning and teaching environments. An

Advanced Learning Environment is a type of computer program that puts the learner in a problem-solving situation. One well-known example of a learning environment is a flight simulator. Instead of simply answering questions about how to fly an airplane, the learner learns how to act like a real pilot by immersing themselves in a realistic flying situation. In high-tech learning settings, these agents are created using artificial intelligence methods. In simpler terms, an "intelligent learning environment" refers to a smart space or system where people learn. A situation where we have to find a solution for a problem. A reflective architecture is a system that helps students understand what they are doing and organize their thinking. One or more helpers who assist the learner with their tasks and monitor their progress in learning.

He also said that a learning environment should be made as strong as other serious workplaces. It should contain a lot of valuable information and be difficult to understand, showing the important aspects of what needs to be learned. The surroundings need to be organized.

## **Components of Learning Environment**

Different scholars have given different definitions of the word "environment".

The word 'environment' means all the things around us that can affect how we live and work. Environment means the area where people live and work, and everything in that area that can affect them.

An environment is the place where living things live, like the land, air, or water.

According to Onyehalu in Okeke's study in 2001, the environment can be divided into three parts: Physical, Social, and Abstract.

The physical environment refers to the things or stuff we see and touch in places like our house, school, or neighborhood. This also includes people such as moms and dads, friends, and kids. The social environment refers to the various aspects of social life, such as societies, clubs, and other social groups. The Abstract environment is what happens when we interact with other people and get their reactions, feedback, and responses.

The Components of a Learning Environment refers to the fundamental elements or parts that together create an environment in which learning can take place effectively. These components include physical, human, and instructional

aspects, all working together to support and facilitate the learning process for students or learners.

Understanding the components of a learning environment is crucial for educators, administrators, and policymakers to design and implement effective educational settings that foster meaningful learning experiences and promote the overall development of learners. By considering and optimizing these components, educational institutions can create a conducive environment for students to thrive and achieve their learning goals.

A learning environment typically consists of several key components, including:

### **Physical Space**

The physical space component of a learning environment refers to the physical surroundings and infrastructure where education takes place. It plays a crucial role in shaping the learning experience and can significantly impact students' engagement, productivity, and overall learning outcomes. This is the physical setting where learning takes place, such as classrooms, labs, libraries, or online platforms, etc; some of which are explained below:

•Classroom Layout: The arrangement of desks, chairs, and learning materials in a classroom affects the flow of interactions between students and teachers. It can promote collaboration, communication, and active participation when designed to facilitate group work and discussions. Flexible seating arrangements can also cater to different learning styles and activities.

- Classroom Resources: Access to various resources like textbooks, writing materials, technology, and learning aids is essential for a well-equipped learning space. Adequate availability of these resources ensures students have the necessary tools to explore, practice, and deepen their understanding of the subject matter.
- Technology Integration: Modern learning environments often incorporate technology to enhance the learning process. This may include interactive whiteboards, projectors, computers, and other digital tools. Proper integration of technology can make lessons more engaging, interactive, and relevant to students' lives.
- Safety and Comfort: A safe and comfortable environment is vital for effective learning. Proper lighting, temperature control, and ventilation are

factors that influence students' comfort and concentration. Additionally, ensuring safety measures, like emergency exits and safety protocols, is essential for the well-being of students and staff.

- **Classroom Aesthetics:** The visual appeal of the classroom can impact students' mood and motivation. Thoughtful decoration, displays of student work, and vibrant colors can create a positive and stimulating atmosphere conducive to learning.
- **Learning Spaces Beyond the Classroom:** Learning doesn't always occur within the confines of a traditional classroom. Schools may have libraries, outdoor spaces, or specialized labs that offer unique learning opportunities. These spaces cater to different subjects and activities and provide students with diverse learning experiences.
- **Accessibility and Inclusivity:** It's crucial to ensure that the physical space is accessible to all students, including those with disabilities. Ramps, elevators, and other accommodations should be in place to enable all students to participate fully in the learning process.

- **Community and Collaborative Spaces:** Shared spaces outside of the classroom, like common areas or student lounges, foster a sense of community and encourage collaboration among students. These areas can promote social interactions and informal learning opportunities.
- **Noise Management:** Effective noise management is crucial to maintaining a focused and productive learning environment.

Implementing strategies to minimize distractions and create a quiet space for concentration is vital for academic success.

The physical space of a learning environment encompasses various elements that contribute to the overall learning experience. When thoughtfully designed and organized, the physical space can support engagement, creativity, and academic growth among students, making it a fundamental aspect of any educational setting.

### **Teaching Staff**

The teaching staff component of a learning environment refers to the group of educators, teachers, instructors, and facilitators who play a vital role in shaping the learning experience of students. They are responsible for designing and

delivering educational content, supporting students' academic and personal growth, and creating a positive and effective learning atmosphere. Some of their major roles are:

1. **Instruction and Curriculum Design:** Teaching staff design and develop the curriculum, lesson plans, and learning materials to ensure that the educational content aligns with learning objectives and standards.
2. **Classroom Management:** They maintain a well-organized and disciplined classroom environment, ensuring that students can focus on learning and participate actively in class.
3. **Facilitation and Delivery:** Teachers engage in effective teaching methods, lectures, discussions, and interactive activities to impart knowledge, promote critical thinking, and encourage student engagement.
4. **Individualized Support:** They provide individual attention to students, offering help and guidance when needed, addressing academic challenges, and tailoring their approach to accommodate diverse learning styles.
5. **Assessment and Evaluation:** Teachers assess students' progress and learning outcomes through tests, assignments, quizzes, and other

evaluation methods, identifying areas of improvement and recognizing achievements.

6. **Mentorship and Guidance:** Teaching staff serve as mentors and advisors, offering support, counseling, and career guidance to students to help them navigate their educational journey and future aspirations.
7. **Classroom Climate and Culture:** They foster a positive and inclusive classroom climate, promoting respect, empathy, and collaboration among students, creating a safe space for learning and personal development.
8. **Professional Development:** Teachers engage in continuous professional development to stay updated with the latest teaching methodologies, technologies, and educational trends to enhance their teaching skills.
9. **Collaboration and Communication:** Teaching staff often collaborate with other educators, parents, and school administrators to ensure effective communication, exchange ideas, and work towards improving the overall learning environment.

10. **Role Models:** They serve as role models for students, exhibiting qualities of integrity, responsibility, and passion for learning, inspiring students to strive for excellence and positive behavior.

The teaching staff plays a crucial role in creating a conducive and enriching learning environment where students can acquire knowledge, develop critical skills, and foster a lifelong love for learning.

### **Learning Resources**

The learning resources component of a learning environment refers to the materials, tools, and content that support the educational process and facilitate the acquisition of knowledge and skills by learners. These resources play a crucial role in shaping the learning experience and can vary depending on the type of learning environment, such as traditional classrooms, online courses, or blended learning settings.

Some of these learning resources are; Printed materials, digital content, online platforms, multimedia resources, open educational resources (OER), Educational apps, assessment tools, library resources etc.

In a well-designed learning environment, the selection and integration of these learning resources are crucial to catering to learners' diverse needs, supporting different learning styles, and promoting effective knowledge acquisition and retention. The combination of traditional and digital resources allows for a more adaptive and personalized learning experience, fostering self-directed and lifelong learners.

## **Curriculum**

The Curriculum component of a learning environment refers to the structured plan and set of activities designed to facilitate the learning process. It encompasses the educational goals, objectives, content, instructional materials, and assessment methods used to guide students' learning experiences.

The Curriculum plays a crucial role in shaping the learning experiences of students, providing a structured framework that guides both teachers and learners towards achieving educational objectives.

## **Technology**

The Technology component of a learning environment refers to the integration and utilization of technological tools, devices, and resources to enhance the educational experience. It encompasses various digital tools, software applications, hardware, and online platforms that are employed to support and facilitate teaching, learning, and communication among students, teachers, and administrators.

The Technology component includes: Digital devices, Educational software and applications, Online learning platforms, internet connectivity, multimedia content, Virtual Reality (VR) and Augmented Reality (AR), communication and collaboration tools, digital analytics and assessment tools, etc.

The integration of technology into the learning environment empowers educators to deliver more dynamic and engaging lessons, supports personalized learning experiences, and equips students with essential digital skills for the modern world. However, it also requires thoughtful planning, professional development for teachers, and consideration of potential challenges like the digital divide and cybersecurity.

## **Students**

The student component of a learning environment refers to the crucial role that learners play in the educational setting. It encompasses various aspects related to the individual student's characteristics, needs, and interactions within the learning context. The student component are the learners themselves and their role within the educational setting. It focuses on understanding and catering to the needs, characteristics, and interactions of individual students to create an effective and enriching learning experience.

The student component includes various aspects such as:

1. **Individuality:** Recognizing that each student is unique, with different learning styles, abilities, and interests. A student-centered learning environment takes into account these individual differences and tailors instruction to meet their specific needs.
2. **Motivation and Engagement:** Understanding what motivates students to learn and actively engaging them in the learning process. Motivated and engaged students are more likely to participate, retain information, and apply knowledge effectively.

3. **Learning Goals and Aspirations:** Acknowledging the importance of setting clear learning goals aligned with students' aspirations. This helps students understand the purpose of their education and stay focused on achieving their objectives.
4. **Diverse Backgrounds:** Recognizing and appreciating the diverse backgrounds, cultures, and experiences of students. An inclusive learning environment values diversity and encourages the integration of varied perspectives.
5. **Assessment and Feedback:** Employing fair and appropriate assessment methods to evaluate students' progress and provide constructive feedback. This enables students to track their growth and identify areas for improvement.
6. **Support Services:** Offering support services to address students' academic, emotional, and social needs. These services may include counseling, tutoring, or accommodations for students with disabilities.

7. **Active Participation:** Encouraging active participation and collaboration among students. Engaging in discussions, group projects, and interactive activities fosters a deeper understanding of the subject matter.

The student component of a learning environment places learners at the core of the educational process. By considering their individuality, needs, and aspirations, educators can create a nurturing and effective learning environment that fosters academic growth and personal development.

Other components of learning environment are:

- **Assessment and Feedback:** Methods used to evaluate students' progress and provide constructive feedback for improvement.
- **Social Interaction:** Collaborative activities and opportunities for peerto-peer learning.
- **Inclusive Practices:** Strategies to cater to diverse learners, ensuring equal access and opportunities for all.
- **Support Services:** Additional resources, counseling, or special assistance available to students who need it.

- **Culture and Environment:** The overall atmosphere, values, and norms that influence the learning experience.
- **Flexibility:** The ability to adapt and accommodate various learning styles and preferences.

These components collectively contribute to creating an effective and enriching learning environment.

### **Concept of Academic Performance**

Duruji and his team (2014) said that academic performance means how well a student does in their schoolwork and studying. Grades are the main way we measure how well students are doing in school. They show their scores for each subject and how they have done overall. Most schools and colleges judge how successful someone is by how well they do in their classes and on tests. In this situation, success for a student is determined by how well they meet the standards set by their school or an outside organization. This organization could be run by the government or be separate from it.

In the past, teachers' observations were the main way of evaluating students before a set standard was established. In the late Victorian period, a grading

system was created. However, it was not very fair because different teachers placed different levels of importance on various aspects of learning. But, the function of standardization carried out by outside establishments helped to control this a lot.

Stephenson (2001) said that academic performance means how well a student does in their tasks and studies. This is the result of a student's determination and hard work in their studies.

The end result of a learning process is of utmost concern to all stakeholders in the education sector. Therefore, it is of importance to place a premium on the academic performance of students , which determines their success or otherwise after teaching and learning activities have taken place.

Over the years, concerns have been raised by parents, school administrators and government over the incessant drop in the students academic performance in senior secondary schools. Academic performance is not solely dependent on the students level of intelligence alone, but also on several factors that may be responsible for the poor performance of students. One of such factors is the Learning environment.

## **Quality Academic Performance**

Rohana and other researchers in 2009 believed that intelligence is not the only thing that affects how well a student does in school. How well a student does in school is always connected to many things in their learning environment.

Ken (2004) found that there are three main areas in which people learn:

- Cognitive means learning about knowledge, from basic remembering and recognizing things to more complicated tasks like solving problems and making judgments.
- Psychomotor learning means learning about actions and physical skills, like doing basic movements or complicated dance routines.
- Affective: Learning about how people feel and their emotions.

He believes that to accurately measure academic performance, we need to consider three areas, not just the cognitive aspect, which is usually the focus in many cases.

## **Relationship between Learning Environment and Academic Performance**

MOE et al (2004), stated that " the learning environment is a determining factor for student's academic performance and survival at any given level of education".

More factors related to institutions and learning environment are: Existence of policies that protect the right of individuals and support system. As to MOE (2004), the rules and regulations that protect the safety and security of students are:

- The rules and regulations that govern teachers code of conduct.
- Establishment of offices of support of student's education within secondary school level.
- Level of awareness and sensitivity of staff about student's performance issues that affect student's education.
- Availability of support systems of guidance and Counselling.

Odaga and Heneveld (2005), argue that the school environment, teacher's attitude and pedagogy, and bias in learning materials affect the performance and attainment of students.

Toby (2005) said it's really hard to say for sure how learning environments affect academic performance because they are so complex and the research evidence is scattered and diverse. In his view, the studies done on how the environment affects teaching and learning often only look at certain things, like noise, and don't combine all the findings together. For example, research on noise and temperature have different conclusions. Cultural and geographical differences show that it is important to be aware of and understand the specific situations and environments around us.

It's hard to determine which areas are important for focus because of these reasons.

There is obvious proof that extreme environmental factors, like bad air circulation or loud noises, have bad effects on students and teachers. But if these factors are improved, it can have big benefits. However, when schools meet the minimum requirements, it is not clear how much of an impact it has. Our assessment indicates that how change is managed is more important in improving schools than the specific thing chosen to change.

There seems to be a clear connection between effectively involving teachers, students, and other people who use school buildings, and successfully bringing

about positive changes in behavior, well-being, or academic achievement due to environmental changes. When people feel in control of coming up with new ideas, as opposed to being told what to do, it seems to directly tap into what motivates them. This is important because it helps make changes more effective. If we want to change the surroundings, it's beneficial to do it as part of a planned process.

Referring to Toby, it is understood that there are various things that affect how well students learn and do in school. These factors can be divided into the social environment of the school and the physical environment of the school.

### **School Social Environment**

Many writers believe that how a school is managed and its overall ideas are very important. Toby found that when referring to Rutter's study in 1979, it appeared that having a general philosophy centered around academics helped improve academic performance. On a practical level, Buckley and his colleagues In 2004, a study found that how well schools follow health and safety rules, like fire safety and maintenance, affected how well students did on tests. The general way of doing things in a school and its beliefs are thought to be very important.

Tanner (2000) noticed in Toby's (2005) study that the overall impression of a school was one of only four factors that had a strong connection to academic achievement.

Some writers say that what teachers believe and think is very important. They also say that the school environment can affect teachers' morale, which then affects other things. Cooper talked to elementary school teachers about their school buildings and said that if teachers believe the physical environments can hinder education, it might actually happen. Because it could make them feel less motivated and less committed to teaching.

According to Horne-Martin (2002), staff morale is very important in teaching and learning.

Rewrite this text using simpler words: impact.

### **Physical Factors**

Research has found that the things around us have a big impact on how our bodies and minds work. Many people believe that students don't reach their full potential because they don't have enough things around them that help them learn and grow. According to Clark (2000), the physical environment plays a role in improving teaching and research, which affects students' academic performance.

Home background refers to the history and environment in which a person or family grew up in their own house.

The school doesn't have enough resources or equipment.

Using technology like the internet in a bad way and the way teachers and students get along at school.

This agrees with Hygge (2003), who said that when the school's physical environment gets better, the students feel more positive in general. These improvements happen because the surroundings change and this helps everyone in their learning environment.

To explain more about what was said before, Toby (2014) asked the following important questions:

- What rules or guidelines do we have to follow when choosing locations and designing and building our learning places?
- How much does the community, staff, learners, and villagers get asked for their opinions in the planning and design process. How can we see that these rules and needs are followed?

- How can we make sure that our buildings match the rules and plans we have for education. Are there enough labs for science classes, as well as spaces with computers and technology.
- What have we done to make sure the paths to the learning places are safe for everyone, specifically girls?
- What are the physical factors in schools that can affect the health of students. Can you easily get clean water to drink, use a bathroom with good cleanliness, have enough light, fresh air and warmth, and avoid water and moisture problems?
- Do we have different bathrooms for girls and boys?
- How can we make sure that learners with disabilities have their needs met?
- How can we make sure that every part of the country has the same access to learning spaces. Do rural areas have the same access to buildings and services as urban areas. Is there proof that resources are distributed equally based on government plans?
- How well are physical spaces used and taken care of. How closely are they watched. What is being done to fix any problems with managing and maintaining buildings and facilities?

- What have we done to deal with discrimination and make sure that everyone is treated fairly regardless of their differences?
- What actions are being taken to keep our students safe and protected from violence, including physical and humiliating forms of harm?
- Ways to punish children can include hurting them physically or being mean to them?
- What impact do gangs and conflict have. How much does our curriculum teach us about stopping violence.
- Can you tell if our learners experience violence. How do we collect and track data on violence?
- What are the systems in place to ensure safety and supervision in the learning environment at different levels (national, regional, local)?
- Do we have a plan for health and nutrition in schools. If we do, what parts are included in it. (for example, meals, exercises, etc. ) Which diseases and programs does it include. How well does it work. What are the specific health and nutrition issues that need more attention and plans?

- How well do our educational policies support helpful and sustainable programs for guidance and counseling. What types of services and topics are included in these programs?
- Is it part of our policy to have guidance and counseling in our program?

These questions are important for creating a good learning experience and doing well in school.

### **The Role of Teacher in Ensuring Effective Learning Environment**

The Glossary of Educational Reform (2014) explained the different parts of a good learning environment in more detail. Creating a complete learning space for students in a specific course or program is likely the most imaginative aspect of teaching. Learning environments include more than just classrooms, lecture halls, and labs. They also involve online tools we use to learn. They will also have:

The learners have certain qualities or traits.

The objectives for teaching and learning

- The things that will help us learn the most.
- The best ways to evaluate and encourage learning are through assessment strategies.

The culture that is present in the learning environment

### ***Teacher and Classroom Experience***

Mary (2014) said that one of the most important things a teacher can do is make learning fun and enjoyable. Creating a good environment for learning

Nature is complex, but not hard to understand.

She found some important things that a teacher needs to worry about to make sure the students learn well.

### **What Is a Learning Environment in Classrooms?**

Most of us have spent a lot of time in the classroom, starting from kindergarten and continuing for many years, without realizing what the teacher did to make learning more enjoyable. Did the student have colorful posters, easy to understand and follow rules, and fun and interesting ways of learning. If they did, they are considered lucky. You were fortunate to have a teacher who cared about the learning environment, including how the classroom looked, how everyone felt, and how things were taught. According to her, this is one basic area that a teacher must focus on, to make sure a good place for learning.

### **Why Are Learning Environments Important?**

Mary (2014) stated that the way students learn in class is really important for their success and affects them in a lot of different ways. A bad learning environment

can hurt students in many ways. They might not do well in school, behave badly, feel stressed or sad. A teacher should put in a lot of effort to create a good and friendly atmosphere for learning. In her study published in 2014, Mary supported the idea that the following factors are important for creating a positive and effective learning environment:

- Using classroom tools correctly creates a positive and lively classroom atmosphere.
- Using things like colorful posters, neat spaces, and group work arrangements on purpose rather than by happening by chance.
- Paying close attention to the surroundings in a classroom. The way we use space in a classroom is how we arrange furniture and keep things organized. It's also about how we store and take care of materials, how clean the classroom is, and how bright and colorful it is.
- The teacher who speaks well is liked more by students. Teachers who shout at students, are inconsistent in applying consequences, and have a generally negative attitude are not helpful for students' learning. The psychological environment in the classroom refers to how students feel about their learning.

- The teacher has clear and visible rules posted in the classroom. She explains these rules to her students and tells them what will happen if they are broken.

A teacher's positive attitude and motivation are very important for making a good learning environment. A teacher needs to be calm, patient, and focused on helping students learn. They should also set a good example with their kind words and actions in the classroom. This person understands that students get upset when things seem unfair, confusing, or when they are scared of getting punished. The students feel confident and comfortable in the classroom because their teacher is clear and consistent, gives praise and gratitude, and sets a good example. This helps them handle any difficult situations that might come up.

### **Summary of Related Literature**

The literature review is divided into three main sections: Theory, Ideas about how learning environment affects academic performance, and Looking at actual research studies. It is clear that the environment plays a very important role in making educational programs work well and efficiently. A good place to learn helps a lot in doing well in school. No matter where a school is, a rich school environment is safe and comfortable, and it makes students feel good and cared

for. Therefore, creating a good place for students to learn is very important for them to do well in school.

This text also talks about the different parts of the learning environment and how it relates to how well students do in school. It asks important questions about the physical spaces in schools.

The research also showed that teachers are important in making a good learning environment and helping secondary school students do better in their schoolwork.

## **CHAPTER THREE**

## **METHODOLOGY**

This chapter is discussed under the following subheadings: Research design, Population of the study, Sample and sampling techniques, Research instrument, Validity of the instrument, Reliability of the instrument, Method of data collection and Methods of data analysis.

### **Research Design**

The descriptive survey research design was adopted for this study. This design was adopted due to the fact that the events have been in occurrence and the researcher has no control over the independent variable which integrates the effect of learning environment on the academic performance of secondary school students in Ovia North East Local Government Area of Edo State.

### **Population of the Study**

The population of the study comprises of Two thousand, nine hundred and Seventy three (2,973) students from twenty six (26) senior secondary schools in Ovia North East Local Government Area of Edo State.

## **Sample and Sampling Techniques**

The sample of the study comprises of three hundred (300) students selected from Five (5) secondary schools out of the Twenty six (26) secondary schools in Ovia North East Local Government Area of Edo State. This figure represents 10% of the total population used for this study. The Simple random sampling technique was used in selecting the sample.

## **Research Instrument**

The major instrument for the collection of data was a questionnaire titled —ASSESSMENT OF LEARNING ENVIRONMENT ON THE ACADEMIC PERFORMANCE OF STUDENTS QUESTIONNAIRE (ALEAPSQ)¶. The questionnaire consists of two sections, section A and section B. Section A sought information on the demographic data of the respondents while Section B solicited information on the Influence of Learning Environment on the Academic Performance of Secondary School Students.

The scale used to obtain responses from the respondents was:

SA - Strongly Agree

A - Agree

D - Disagree

SD - Strongly Disagree

### **Validity of the Instrument**

The instrument constructed will be validated by the researcher's supervisor and two other lecturers from the faculty to ensure that it measures what it is designed to measure. The suggestions and corrections of the supervisor and lecturers will be effected in the final draft of the Instrument.

### **Reliability of the Instrument**

The test-retest method was used to find out how reliable the Instrument is. We used this method to do a trial test with 20 students who were not part of our sample. The same people took the test again a few weeks later. The two sets of scores were calculated using a statistical method called Pearson's product moment correlation coefficient. The tool was tested and found to be very reliable with a score of 0.85 This score was considered good enough for the study.

### **Method of data collection**

The copies of the questionnaire were administered by the researcher using direct administration and a trained research assistant to the respondents. A total of 300 copies of questionnaire were distributed to all sampled respondents in all sampled secondary schools in Ovia North East Local Government Area of Edo state. Direct administration of the instrument ensures high rate of return and it equally helps to put clarity to respondents on points they would need more clarifications.

### **Method of data Analysis**

The responses on the instrument were collected and analyzed. The Simple percentage and frequency count was used to answer the research questions.

## **CHAPTER FOUR**

## PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter deals with the presentation of results and the discussion of findings.

**Research Question 1: What are the components of learning environment in secondary schools of Ovia North East Local Government Area of Edo State?**

**Table 2: Components of learning environment in secondary schools**

S/N	ITEMS	N	SCORE	MEAN	REMARK
1	The school makes provision for well equipped classrooms, libraries and laboratories.	300	790	2.6	Accepted
2	The school makes provision for sickbay to provide health services to students and teachers.	300	705	2.4	Rejected
3	The school has qualified teachers who serves as good role models and ensure a good teacher-student relationship.	300	815	2.7	Accepted
4	The school ensures that students do not experience any form of violence within the school premises.	300	860	2.9	Accepted
5	The school engages in extra curricular activities like cultural day, prize giving day, career day, etc. to boost students performance.	300	910	3.0	Accepted
	<b>Grand Total</b>	<b>300</b>	<b>816</b>	<b>2.7</b>	<b>Accepted</b>

From the Table 2 analysis above, the calculated mean of Item 1 is 2.6 which is above the theoretical mean of 2.5. This indicates that the school makes provision for well equipped classrooms, libraries and laboratories. In Item 2, the calculated mean is 2.4 indicating that the school does not make provision for sickbay to provide health services to students and teachers. In Item 3, the calculated mean is 2.7 which shows that the school has qualified teachers who serves as good role models and ensure a good teacher-student relationship. In Item 4, the calculated mean is 2.9 showing that the school ensures that students do not experience any form of violence within the school premises. In Item 5, the calculated mean is 3.0 which indicates that the school engages in extra curricular activities like cultural day, prize giving day, career day, etc to boost students performance.

**Research Question 2: What is the current state of learning environments in secondary schools of Ovia North East Local Government Area of Edo State?**

**Table 3: Current state of learning environment in secondary schools**

<b>S/N</b>	<b>ITEMS</b>	<b>N</b>	<b>SCORE</b>	<b>MEAN</b>	<b>REMARK</b>
<b>6</b>	The availability of Educational infrastructures in schools is high.	<b>300</b>	<b>650</b>	<b>2.2</b>	<b>Rejected</b>
<b>7</b>	The Learning facilities provided and made available for students meets the acceptable world standards.	<b>300</b>	<b>695</b>	<b>2.3</b>	<b>Rejected</b>
<b>8</b>	The learning facilities available in schools are easily accessible by students and meets their academic needs.	<b>300</b>	<b>860</b>	<b>2.9</b>	<b>Accepted</b>
<b>9</b>	The library services in schools has a wide range of up-to-date materials that aids students learning.	<b>300</b>	<b>906</b>	<b>3.0</b>	<b>Accepted</b>
<b>10</b>	The disciplinary measures enforced by the school is adequate enough to ensure that students are well behaved and obedient.	<b>300</b>	<b>855</b>	<b>2.9</b>	<b>Accepted</b>
	<b>Grand Total</b>	<b>300</b>	<b>793</b>	<b>2.6</b>	<b>Accepted</b>

From Table 3 analysis above, the calculated mean of Item 6 is 2.2 which is below the theoretical mean of 2.5, this shows that the availability of Educational infrastructures in schools is low. In Item 7, the calculated mean is 2.3, indicating

that the learning facilities provided and made available for students does not meet the acceptable world standards. In Item 8, the calculated mean is 2.9 indicating that the learning facilities available in schools are easily accessible by students and meets their academic needs. In Item 9, the calculated mean is 3.0 which indicates that the library services in schools has a wide range of up-to-date materials that aids students learning. In Item 10, the calculated mean is 2.9 which shows that the disciplinary measures enforced by the school is adequate enough to ensure that students are well behaved and obedient.

**Research Question 3: What is the influence of learning environment on the academic performance of secondary school students in Ovia North East local government area of Edo state?**

**Table 4: Influence of learning environment on academic performance**

<b>S/N</b>	<b>ITEMS</b>	<b>N</b>	<b>SCORE</b>	<b>MEAN</b>	<b>REMARK</b>
<b>11</b>	The learning environment of a school affects students academic performance.	<b>300</b>	<b>981</b>	<b>3.2</b>	<b>Accepted</b>
<b>12</b>	The availability of adequate learning facilities will improve students academic performance.	<b>300</b>	<b>796</b>	<b>2.7</b>	<b>Accepted</b>
<b>13</b>	A good teacher-student relationship will lead to improved academic performance of students.	<b>300</b>	<b>764</b>	<b>2.6</b>	<b>Accepted</b>
<b>14</b>	The level of school buildings, libraries and laboratories has no effect on student's academic performance.	<b>300</b>	<b>831</b>	<b>2.8</b>	<b>Accepted</b>
<b>15</b>	The availability of suitable physical facilities does not guarantee improvement in students ' academic performance.	<b>300</b>	<b>792</b>	<b>2.6</b>	<b>Accepted</b>
	<b>Grand Total</b>	<b>300</b>	<b>833</b>	<b>2.8</b>	<b>Accepted</b>

From Table 4 analysis above, the calculated mean of Item 11 is 3.2 which is above the theoretical mean of 2.5, this indicates that the learning environment of a school affects students academic performance. In Item 12, the calculated mean is 2.7, this indicates that the availability of adequate learning facilities will

improve students academic performance. In Item 13, the calculated mean is 2.6 indicating that a good teacher-student relationship will lead to improved academic performance of students. In Item 14, the calculated mean is 2.8 which indicates that the level of school buildings, libraries and laboratories has no effect on student's academic performance. In Item 15, the calculated mean is 2.6 indicating that the availability of suitable physical facilities does not guarantee improvement in students academic performance.

**Research Question 4: What is the role of teachers in ensuring an enabling learning environment for secondary school students in Ovia North East local government area of Edo state?**

**Table 5: Role of teachers in ensuring an enabling learning environment**

<b>S/N</b>	<b>ITEMS</b>	<b>N</b>	<b>SCORE</b>	<b>MEAN</b>	<b>REMARK</b>
<b>16</b>	Teachers have a major role in ensuring an effective learning environment.	<b>300</b>	<b>936</b>	<b>3.1</b>	<b>Accepted</b>
<b>17</b>	Unapproved study leave with pay and sexual relations among teachers and students are a treat to students'academic performance.	<b>300</b>	<b>683</b>	<b>2.3</b>	<b>Rejected</b>
<b>18</b>	The teacher's level of qualification and mastery of students capabilities affects their motivation to learn.	<b>300</b>	<b>689</b>	<b>2.3</b>	<b>Rejected</b>
<b>19</b>	The teacher's classroom management skills and teaching methods affects students' academic performance.	<b>300</b>	<b>738</b>	<b>2.4</b>	<b>Rejected</b>
<b>20</b>	Lack of punctuality, abscondment from classes and indiscipline among teachers results to students' retarding academic performance.	<b>300</b>	<b>794</b>	<b>2.6</b>	<b>Accepted</b>
	<b>Grand Total</b>	<b>300</b>	<b>768</b>	<b>2.6</b>	<b>Accepted</b>

In Table 5 analysis above, the calculated mean of Item 16 is above the theoretical mean of 2.5, this shows teachers have a major role in ensuring an effective learning environment. In Item 17, the calculated mean is 2.3 showing that unapproved study leave with pay and sexual relations among teachers and students are not a treat to students academic performance. In Item 18, the calculated mean is 2.3 indicating that the teacher's level of qualification and

mastery of students capabilities does not affect their motivation to learn. In Item 19, the calculated mean is 2.4 which indicates that the teacher's classroom management skills and teaching methods does not affect students academic performance. In Item 20, the calculated mean is 2.6 which indicates that lack of punctuality, abscondment from classes and indiscipline among teachers results to students' retarding academic performance.

### **DISCUSSION OF FINDINGS**

During the course of this study, it has been revealed that the learning environment comprises of well equipped classrooms, libraries, laboratories, qualified teachers, as well as extracurricular activities that helps boost students performance. The calculated mean of 2.7 which is above the theoretical mean of 2.5 indicates that the items in Table 2 constitutes the components of a learning environment in secondary schools in Ovia North East Local government area of Edo State. This is in line with the study of Asogwa (2008) and Okafor (2006) who classified the learning environment to consist of physical (objects, materials) elements and social and Abstract concepts.

The Findings of this research also revealed that the current state of learning environments in secondary schools is good as educational infrastructures are moderately provided in schools to meet the academic needs of students. The calculated mean of 2.6 is above the theoretical mean of 2.5 indicating that although the provision of Educational infrastructures in the learning environment is low and does not meet the acceptable world standards, the learning facilities available in schools are easily accessible by students and meets their academic needs. It also shows that the library service in schools has a wide range of up-to-date materials that aids students learning and the disciplinary measures enforced by the school is adequate enough to ensure that students are well behaved and obedient.

On the Influence of learning environment on academic performance of students, the results revealed a calculated mean of 2.8 which is above the theoretical mean of 2.5 indicating that the learning environment plays a major role in determining the academic performance of secondary school students. The availability of adequate learning facilities, the existence of good teacher-student relationship as well as well equipped libraries, laboratories and sickbay will go a long way to positively impact student's academic performance.

The way students learn in school affects how well they do academically. These findings agree with Toby's views in 2005. Toby said that there is clear evidence that extreme environmental factors like bad ventilation or loud noise have bad effects on students and teachers. He also said that fixing these factors can have big benefits.

Moreover, the results of this research show that teachers play a crucial role in creating a successful learning space, especially through their classroom management and professional interactions with students. Mary (2014) said that the way students learn in the classroom is very important and affects them in many different ways. A bad learning environment can make students feel bad and have problems with their schoolwork, behavior, and mental health.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This chapter focused on Summary, conclusion and recommendations.

## **Summary**

This study was aimed at ascertaining the Influence of learning environment on the academic performance of secondary school students in Ovia North East Local Government Area of Edo State.

The Following research questions were raised to guide the study:

1. What are the components of learning environments in secondary schools in Ovia North East local government area of Edo State?
2. What is the current state of learning environments in secondary schools of Ovia North East local government area of Edo State?
3. What is the influence of learning environment on the academic performance of secondary school students in Ovia North East local government area of Edo State?
4. What is the role of teachers in ensuring an enabling learning environment for secondary school students in Ovia North East local government area of Edo state?

For an in-depth understanding of the study, literature was extensively reviewed.

The descriptive survey research design was adopted for this study. The Population of the study comprises of twenty nine (29) secondary schools in Ovia North East local government area of Edo state. The sample was made up of three hundred (300) respondents from five senior secondary schools which was selected using the simple random sampling technique. A questionnaire titled "ASSESSMENT OF LEARNING ENVIRONMENT ON THE ACADEMIC PERFORMANCE OF STUDENTS QUESTIONNAIRE (ALEAPSQ)" was used to gather data for the study. The reliability of the instrument was tested using the test-retest method. Simple percentage and frequency count was used to analyze the data collected.

This study revealed that the learning environment comprises of well equipped classrooms, library, laboratories, sickbay as well as qualified teachers to create a conducive learning environment. The study also revealed that the provision of Educational infrastructures in secondary schools is good and hence able to adequately meet the needs of students. The learning environment was revealed to have a major role in determining the academic performance of students. This study also showed that teachers have a major role to play in ensuring a conducive learning environment for students.

## **Conclusion**

Based on the findings of this study, it was concluded that the learning environment has a major influence on the academic performance of secondary school students in Ovia North East local government area of Edo State.

Teaching and learning experiences are being shaped by the prevailing environment in a school setting. When lessons are delivered in a conducive learning environment with state of the art facilities, it impacts positively on students' academic performance and the ultimate goal of teaching which is to change behaviour positively is assured.

The study also shows that student achievement diminishes in desolate school buildings, schools without necessary learning facilities like libraries and laboratories, lack of sickbay to tend to the health needs of students and teachers, etc. However the data gathered suggests that learning is facilitated and accelerated in schools that have access to current technology, modern laboratories and libraries. The development of learning is also aided by schools that have qualified and professional teachers, a conducive environment for learning and a

positive teacher-student relationship. The presence of these outstanding factors in a school consequently leads to greater academic performance.

To create an enabling or effective learning environment is a collective responsibility of all stakeholders in the business of Education, particularly to the government and teachers, who it behooves to ensure that all physical and social facilities necessary for an effective learning environment is provided.

This is important as achieving a quality academic performance by students is knotted with an effective and conducive learning environment.

### **Recommendations**

The following recommendations are made during the course of the study:

1. The instructional materials, equipments and tools needed for effective teaching and learning practices should be provided to enable students acquire practical experience in the program.
2. The budget allocation to the educational sector should be increased in order to improve the provision of state of the art Educational facilities such as well equipped classrooms, libraries, laboratories, etc.

3. The Government should establish a body that checks how the funds allocated to the educational sector are spent to ensure that the areas that requires attention and improvement in schools are properly taken care of.
4. Teachers who are the first contact of students should be regularly trained and encouraged to attend seminars or workshops in accordance with best practices in ensuring effective classroom management.
5. The government should strive to make teaching a professional practice by ensuring that those recruited for teaching in public schools are trained graduates from Colleges of Education and faculties of Education.
6. That the monitoring and evaluation unit of the Ministry of Education should be strengthened to regularly supervise teachers in their general conduct of classroom management.

### **Suggestions for Further Studies**

This study can serve as a foundation for further research studies. This study was carried out on some selected schools in Ovia North East Local government area,

so further research can be carried out to include schools from other local Government Areas within and outside the state.

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