

**INFLUENCE OF LEARNING ENVIRONMENT ON SECONDARY  
SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN OVIA NORTH  
EAST LOCAL GOVERNMENT OF EDO STATE**

**BY**

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BENIN CITY**

**MARCH, 2023.**

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**A PROJECT WORK SUBMITTED TO THE DEPARTMENT OF  
CURRICUUM AND INSTRUCTIONAL TECHNOLOGY, UNIVERSITY  
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**MARCH, 2023.**

## CERTIFICATION

We undersigned, certify that this research work was carried out by Blessing Ngozi OKEKERE in the Department of Curriculum and Instructional Technology, Faculty of Education, University of Benin, Benin City in partial fulfillment of the requirement of the award of the Bachelor of Science degree in Social Studies Education.

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## **DEDICATION**

This work is dedicated to Almighty God for His love and mercy throughout my course of study in University of Benin.

## ACKNOWLEDGEMENT

I wish to express my profound gratitude to God Almighty who saw me through the trying times and difficult times I encountered during my stay in school and during the course of this project.

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## **ABSTRACT**

This study examined the influence of environmental factors on the academic performance of students in Ovia North East local government area of Edo State. Three research questions guided this study.

The population of the study consists of all secondary school students. Whereas the sample was 100 students. An instrument titled "The Influence of Learning Environment on students' Academic Performance of Secondary School Students Questionnaire" was utilized to elicit information from the respondents. Data was analyzed, percentages were used to find solutions to the research questions.

The major findings of the study were (1) Performance is affected by learning environment (2). Sitting arrangement affect academic performance 3Classroom size influence students' academic performance. Recommendations highlighted were: Government should carry-out regular checks in schools so as to ensure that all lightings qualify as good lighting, Government should focus on ensuring that the air quality in classrooms are best, by providing adequate ventilation appliances such as fans and air conditions, Also the repairs and maintenance of this appliances should be catered for, There is need for proper provision of electricity in the schools, This would enable the constant use of the lights and ventilation appliances, Government should consider building more schools. This would help curb the problem of overpopulated classrooms and bring about a conducive learning environment, Government should also ensure that all seats and desks in schools are in good conditions, Also teachers should ensure that sitting arrangements are properly done so that students are able to achieve their academic goals.

## **CHAPTER ONE**

## INTRODUCTION

### **Background to the study**

Environmental influence before now have not been considered as one of the factors that affect academic performance in secondary schools hence it has little or no attention in educational discourse and consideration. But over the past decade remarkable studies have indicated a correlation between the environment and academic performance of students. Environment plays major role in the life of every individual whether a student, teacher, employer or employee. Though some people are yet to believe that environment brings about better performance. Udoh (1980) in his article "The Environmental Health Problems in Nigeria Schools", Identified some unhealthy practices in our schools. These include sitting of schools, inadequate facilities, poor ventilation etc. Most of our schools have no light, insufficient facilities, sick buildings and no ventilation. Under these conditions the health of students and teachers according to Udoh (1980) may be adversely affected, which will in turn reflect on students' performance. Therefore, for the students to carry his learning effectively and efficiently, it is necessary that learning takes place in conducive environment. Hence it is pertinent to critically

look at the environmental factors that influences academic performance of students, measures that can help improve them and make some recommendation because at the very heart of our educational mission is the goal of improving academic performance. Studies have shown that environmental factors to a large extent affect both the physical and psychological potentials of an individuals. This has led to the contention that many students fail to develop their potentials due to inadequate environmental stimulation. However, there are some environmental factors which have contributed to this poor performance of students which are home background, inadequate school facilities, misuse of technology such as internet and school climate such as teacher-student relationship etc. Given this situation, the problem of the study therefore is to find out really if these are the main environmental factors that affect the academic performance of secondary schools students in Ovia North East

Learning environment encompasses all resources human and material, programmes and opportunities, for students to use these resources creatively and imaginatively to learn, express and develop their potentials. According to Oduwaye (2011), learning environment refers to the conditions in which learning

takes place. It is the surrounding circumstances which affects learning. An environment in which learning occurs can be as wide as particular society and it may be viewed as an educational institution. A learning environment is the condition and influence which a learner comes in contact with, resulting in a series of complex interactions and ensuring a permanent change in the area. This implies that an individual's acquisition of skills, knowledge and competencies would occur under certain conditions and influence (Nwadiani 2000). In the views of Obanya (2007), education does not occur in vacuum. It grows in a socio-political-economic environment and there can be no education without a society. Thus, a society provides a macro environment in which a school is located and from which it draws its resources. Within the school, there is also a micro environment which influences the operation and the extent to which educational objectives can be achieved.

Children need safe, healthy and stimulating environment for them to grow and learn. During the school year, children can spend 6 to 8 hours at the school where the environment plays a remarkable/critical role in child development. More of the time is spent in the school yard or moving to and from school. This condition

requires careful planning and designing to optimize experiences that support education, health and stewardship. Therefore, the learning environment is of supreme importance in shaping and reshaping intellectual ability. However, supportive and favorable learning environment enriched with enough learning facilities, and favorable climate makes students more comfortable, more concentrated on their academic activities that results in high academic performance. The forces of the environment begin to influence growth and development of the individual right from the womb of his mother.

The educational process of development occurs in physical, social, cultural and psychological environment. A proper, well enriched and adequate environment is very much necessary for a fruitful learning of the child. The favorable learning environment provides the necessary stimulus for learning experiences. The children spend most of their time in school, and this school environment is exerting influence on performance through curricular, teaching technique and relationship.

However, educational institutions are intimately linked with society as a whole. They are the temple of knowledge and agent of social change and transformation. The general condition of our schools, colleges and universities are a matter of great

concern to the nation. It plays an important role in the development of the personality of the students. As the students spend most of their life at school, the school environment is highly responsible for the instilling of high values into them.

### **Statement of the problem**

The poor academic performance of students in secondary schools in educational environment has recently become a cause for serious concern. It has been observed by the researcher that some senior school pupils cannot write or read a letter. Others attend as many as three schools within their secondary school career due to constant failures in a bid to avoid the shame of repeating a class. It has also been observed by the researcher that in Ovia North East and some other parts of Nigeria private school proprietors tend to boost the population of their schools by admitting students without a testimonial or statement of result and award fictitious results to ensure the promotion of such pupils to the next class. This research was bore out of the state of Army day secondary school where the researcher did her second teaching practice as a student of the prestigious University of Benin.

### **Research questions**

An ideal learning environment should have moderate light and painting, good quality of natural air, comfortable seats and sequential sitting arrangement as well as relative cold climate. So this study seeks to answer the following research questions

- 1) Does classroom size/population influence students academic performance in Ovia North East?
- 2) To what extent is comfortable seat and sitting arrangement capable of affecting students' academic achievement in Ovia North East?
- 3) Does classroom painting and lighting affect students' academic performance in Ovia North East?

### **Purpose of the study**

The broad purpose of this study is to investigate the influence of learning environment on students' academic achievement in senior secondary schools; in particular, the research is aimed at accomplishing the following:

- 1) To find out if the classroom size/population influence students' academic performance.

2) To ascertain if comfortable seats and sitting arrangement affect students' academic achievement.

3) To determine whether classroom painting and lighting affect students' academic performance.

### **Significance of the study**

The results of the study may add to the existing body of knowledge on the factors that contribute to poor performance of pupils in local and national examination or test. More specifically the study may assist the government with policy recommendations that may be applied to improve learning environment in many junior secondary schools. This may be through provision of resources and facilities which make the learning environment favorable hence make the schools child friendly. The result may also help in bringing to light the psychological or home factors that hinder or facilitate learning and make appropriate policy interventions.

The study may also bring about solutions to the psychological and home factors that obstruct learning hence seeking to improve the performance, attitude and the social concern of the stakeholders like parents and teachers. learning environment

increases students' attention and focus, promotes meaningful learning experiences, encourages higher levels of student performance, and motivates students to practice critical thinking skills.

### **Scope and delimitation of the study**

The study was designed to cover the following components of learning environment: classroom painting and lighting, climate and ventilation, seats and sitting arrangement, and number of students per class. This study investigated the influence of learning environment on student academic performance, a case study of Ovia North East and it is delimited to secondary school students in the area of study.

### **Definition of Terms**

**Learning-** A process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning.

**Environment-** A sum total of all the living and non-living elements and their effects that influence human life.

**Student-** One who attends a school, college or University

**Performance-** The execution of an action

**Academic Performance-** This can be defined as the score a child or individual obtain in test or examination based on his or her learning experiences.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter is designed to review related literature through consultation of articles, text books and all other sources that are directly or indirectly related to the area of investigation. This chapter is aimed to contain:

- Conceptual Framework
- The Learning Process
- The Learning Environment
- Environmental Factors That Influence Learning and Student Success
- Summary of Related Literature

### **Conceptual Framework**

Conducive learning environment has been identified as essential for effective teaching and learning to take place. Olutola (2008) postulated that school learning environment which includes instructional spaces, administrative spaces, circulations spaces, spaces for conveniences and accessories are essential in facilitating teaching-learning process.

Secondary school is a formal organization where teachers and learners activities are planned, organized and controlled both internally and externally, it is a formal

learning environment which is influenced internally and from outside physically. (Rohana 2009: 171-173). The school as a learning environment comprises physical, academic, social and cultural environment. The physical environment is made up of school location, physical features and structures within and outside the school. For example, a school may be located in urban or rural area, noisy or quiet areas. Buildings, equipment and infrastructures available within a school and its surroundings may also constitute its physical environment. Learning environment is reflected by curricular and co-curricular activities in which teachers and learners engage in classrooms, libraries, laboratories and other places in the school. Social environment is created through interaction among teachers and learners in the classroom and other places in the school. The cultural environment consists of rules, regulations, values and discipline. It also includes all school activities which are meant to initiate learner into societal culture and the dominant among these features is the physical environment as described by Ajayi (2007) that school physical features consists of the basic systems and structures which are viable and are needed by schools or institutions in order to function effectively and to fulfill the purpose for which it was established.

## **THE LEARNING PROCESS**

Learning has been defined in many ways with each definition reflecting the theories of learning upon which it is based. Learning has been called a process of growth. It has been defined as an adjustment to environment; It has been defined as a modification of experience, behaviour – excepting that which results from maturation (maturing or growing up) (Hurst, 1955). Another definition of learning is the acquisition of knowledge or skill. The acquisition of knowledge of a skill is essentially or primarily intellectual and emotional while the acquisition or development of ideas, attitude and appreciations. Certain basic or foundational principles can be noted regarding learning. However, none of them work independently, nor do they in themselves present the whole picture. Learning adds up to a complex process about which much is known but which much is yet to be discovered.

## **THE LEARNING ENVIRONMENT**

One thing is for certain, the young brain is HIGHLY influenced by environment. Learning environment of educational programmes can be defined as different physical locations, contexts and cultures in which students learn. Learning environment also encompasses how students relate with and treat one another in the pedagogical setting. Further, the learning environment which is conducive for effective learning includes the natural ecosystem, grouping of students, arrangement of desks and seating order in specific ways, audio, video and digital technologies. The qualities and characteristics of learning environment are also determined by a wide range of other factors such as policies of the institution, governance structures and financial stability. Literature on learning environment can be categorized into three broad aspects; academic environment, physical environment and psychological environment and all these affect the overall academic success of the students. Some experts in education distinguish learning environment as either positive or negative. Positive learning environment includes conducive physical and social settings that enables effective learning. Learning environment that is filled with sunlight, good seating arrangements, conducive light, podium and the white and black boards in addition to digital and electronic

equipment in the classroom such as multimedia and sound systems belong to positive learning environment while classroom environments with bare minimal facilities of accessibility with congested number of students can be termed as negative learning environment. The concept of learning environment as perceived by Balog (2018) consists of people, teaching materials, technical tools, learning resources, curriculum, training and instruction, and physical learning space.

The Kothari Commission (1964-1966) stated that “The destiny of Indian is now being shaped in her classroom”. This quotation indicated the significant role the learning environment plays in a student in particular and nation in general. Therefore, student being a backbone of every nation need a healthy learning environment that support them to perform well. The students achievement is more heavily influenced by teacher quality than by students’ race, class, prior academic record or school a student attend. This effect is particularly strong among students from low-income families and African-American students. The benefit of being taught by good teachers are cumulative. Research indicated that the achievement gap widens each year between students.

Malik & Rizvi (2018) segregate learning environment as physical and human. All the physical objects that aid to teaching and learning are termed as physical environment while students and teachers in the classroom are considered as human environment. Scholars in the field of education have draw special attention to the concept of traditional learning environment of the classroom concept be replaced with the wholistic “study labs and exploratory centers” (Stevenson,2007; Bunting ,2004).

In order to facilitate interaction in the classroom, the effect of learning environment is very important. Learning activities such as group work, test, assignment, presentations, and activity-based learning require conducive physical environment in the classroom. Space for student and teacher movement, flexibility of desks and chairs to form groups, facilities for individual presentations are some of the components of the learning environment. Further, availability of technology and other resources in the classroom would enhance the effect of teaching and learning in the classroom.

Learning environment is so important that it helps students to have maximum effectiveness in the learning process. The importance of learning environment in

achieving success in learning has been highlighted by many scholars in education. Educationists such as Ashton (2001) and Umar (2017) have stressed the necessity to shield the learning environment with adequate resources in learning contexts. Kilei (2012) asserts that sufficient learning facilities and instructional materials in the learning environment are important factors which lead to gain an impact on teaching and learning.

## **ENVIRONMENTAL FACTORS THAT INFLUENCE LEARNING AND STUDENT SUCCESS**

### **Relationships**

First, learning about relationships. Relationships between the teacher and students, new content and old content and subject matter content and its application to the real world.

A teacher who builds positive relationships with students decreases the affective filter, or level of discomfort, in the classroom and students perform better. Teachers who make connections between old and new knowledge and tie both into the real world also have students who perform better.

## **Stress**

A little bit of stress can be good as the body releases adrenaline to address it which-in turn stimulates our brain to "fire on all cylinders," if you will.

However, students who are in chronically stressful environments tend to have lower levels of aptitude, immunity, concentration and comprehension skills. Why?

The young brain (3-20ish years old), as a result of the overly active amygdala, is especially susceptible to stress and has extreme responses to it.

Most students can only do two things when stressed, act out or zone out.

To prevent this negative behavior and combat stress in the learning environment, consider these ideas:

- Establish routines for certain activities and times of day so students know what to anticipate
- Use visuals, project based learning, discussion, and pre-during-post comprehension strategies so students are able to learn new skills and put them into practice, which develops competence and confidence
- Build positive relationships with students so they know you are for them, not against them

- Clearly define and provide examples of how students can be successful in class by providing rubrics, assignment samples and opportunities for on-going feedback
- Allow reflection and retakes for large tests and assignments so students can learn from their mistakes and have the opportunity to demonstrate how their proficiency levels increase, even when initially failed.

### **Sleep**

Students need 9-13 hours of sleep per night. Period. They average 6 hours.

Sleep helps the brain to learn and process new information. It also aids in cell renewal, sugar metabolization, neural connections, immunity, logical reasoning, comprehension and fine motor skills.

Teach kids healthy sleep habits, such as eliminating caffeine and sugar after 12:00pm, lowering lights and noise in the evenings and eliminating technology for a few hours before bedtime.

### **Exercise**

Experts recommend 2 hours of sweaty exercise per day for the young brain.

According to Dr. John Medina, author of Brain Rules, "The three requirements for human life are food, drink and oxygen. But their effects on survival have very different time lines. You can live for about 30 days without food, about 7 days without water. Your brain however, is so active that it cannot go without oxygen for more than 5 minutes without risking serious and permanent damage."

He goes on to say, "Exercise does not provide oxygen and food. It provides greater access to oxygen and food via stimulated blood vessels...that penetrate deeper into the tissues of the body. The more you exercise, the more tissues you can feed and the more toxic waste you can remove. That's why exercise improves the performance of all functions."

Teach kids the benefit of exercise; it actually makes us smarter. Also, incorporate energizing brain breaks into your lessons so students see and feel how oxygenated blood flow helps them to concentrate and learn more.

## **Nutrition**

Eating healthy foods allows our bodies to function at the highest level. Processed and sugary foods cause inflammation that leads to decreased blood flow and slowed body functions, decreasing concentration and memory.

Encourage students to eat lean proteins, fiber, fresh fruits and vegetables and drink plenty of water, at least half their body weight in ounces. The old adage, we are what we eat, is very true.

## **Laughter**

The brain does not discriminate between fake laughter and real laughter. Both times, the brain will release four "happy" chemicals: serotonin, oxytocin, dopamine and endorphins.

These chemicals help our bodies to increase blood flow, concentration, engagement, memory, T cell production and immunity. These chemicals also decrease stress, anxiety, blood pressure, toxins and muscle tension.

Share funny stories and jokes with your students throughout the day and remember to laugh, laugh, laugh your way to increased success!

The young brain is HIGHLY influenced by environment.

Everything we say and do in the learning environment has the potential to positively or negatively impact student competence, confidence and comprehension. Be strategic and cultivate the positive and healthy learning

environment our students need. Julie Adams, Adams Educational Consulting, [effectiveteachingpd.com](http://effectiveteachingpd.com)

Research has found that learning environments play a crucial role in student success. Several factors can affect learning ability, including seating, light, noise, and even colour. Students who study in a positive learning environment have been shown to be more motivated, engaged, and have a higher overall learning ability. On the other hand, students learning in poor environments – those that are uncomfortable, loud, or full of distractions – will find it far more difficult to absorb information and stay engaged. With this in mind, let's look at how your surroundings affect the way you study, and consider some of the best ways to create your ideal learning environment.

### **Comfort**

No matter where you choose to study, be it your bedroom, a local coffee shop, or your university library, it is vital that you're comfortable. According to lecture hall seating specialists at Race Furniture, 'When you are comfortable, you will stay focused and motivated for longer, which will help you to absorb more information.'

The right type of seating can also improve posture, encourage the use of movement, and reduce the risk of injury’.

Seating should therefore be a key consideration when creating a study space. Make sure you choose seating that is comfortable and provides the correct level of support, to maintain good posture throughout your study sessions. Keep in mind that, if you’re uncomfortable, you’re likely to become distracted more easily, and this will have a negative effect on your overall learning ability.

### **Lighting**

Lighting can also play an important role in how well you engage in your learning. Studies have found that students learning in naturally lit environments typically achieve grades that are 25% higher than those in dimly lit classrooms. Natural light has also been shown to effectively boost mood and reduce feelings of stress and anxiety. Try to take advantage of natural lighting as much as possible, by positioning desks near windows and choosing study rooms that benefit from sunlight throughout the day. You should try and avoid using fluorescent lamps, as these can cause glare and make you feel tired quicker.

## **Colour**

Colour can play a key role in how effectively you learn, so you should always consider this when choosing your ideal study space. Different colours can have a variety of effects on mood and emotion – for example. red is a strong colour that can stimulate learning and encourage creativity, but it has also been known to raise blood pressure, heartbeat, and stress levels. For that reason, shades of red are often avoided in learning environments. Whereas, yellow has been shown to create a positive feeling and can help students stay engaged throughout their study sessions. This makes yellow a great colour to use in learning environments. You can use colour to enhance learning and influence mood – try using different colours in your study space to see the effect they have on your learning ability.

## **Noise**

Some people prefer some background noise while they're studying, while others work most effectively in complete silence. According to [InformedED](#), a blog by Open Colleges, 'There are times to use background noise and music to your advantage and times to seek out silence for your study sessions'. Research has found that some low-level background noise can encourage creativity and help you

relax while studying. However, too much noise can act as a distraction and make it harder to focus on your learning. Whether you choose to study with some background noise or in complete silence is completely down to your personal preference. However, if you find that noise is having a negative effect on your learning, then be sure to find a calm and quiet study space where you can learn most effectively. You should also remove distractions, like mobile phones and other devices, that could potentially have a negative effect.

### **Clutter**

Many studies have found that mess and clutter can have a negative effect on learning ability. Research suggests you will be more motivated and focused on your learning if your study space is clear and tidy. Whereas, disorganised and messy spaces can create feelings of stress and anxiety, which will have an obvious negative effect on your learning. It is therefore always worth giving your study space a quick tidy before you start studying.

According to Yusuf (2008) when contending that the performance should not only be based in terms of test and examination results and student ability to apply what is learnt and the rate at which students move on to higher institution of learning,

but should include other areas such as whether the students have acquired the survival skills. In spite of that, the use of students' achievement in academic work to assess the teacher's effectiveness has gained ground. The measure of academic performance as a symbol of school success can be traced way back from the Victorian period (Bell, 2013). Since then, academic performance has been used to grade schools and most importantly to determine ones career paths. The 'good schools' are acclaimed to be those that are able groom the students well enough to achieve the set standards. This is measured by use of students' academic performance both at school level and nationally. The importance of students' high performance has attracted the attention of the public, policy-makers, educators, learners and ministry of education alike. DFE quoted in Gray & Wilcox (1995, p.5) state that "better information about schools is also important for raising the standards. For example, publishing tables which compare the performance of schools has encouraged many schools to take a hard look at examination results their students achieve and how the school can help the pupils to do better." The level of students' performance has an impact on the roles played by education stakeholders. Students' achievement is influenced by a number of factors. For the

purpose of this study factors such as school leadership, teacher's quality, parental support and students will be discussed in detail. Research has indicated that school leadership, teacher's quality, parental support and students are detrimental to students' high or low academic performance (MacNeil & Maclin, 2005). Collaboration between school leaders, teachers, students and parents can assist in promoting students learning. Of recent, Botswana has established Parents, Children and Teachers Associations (P.T.S.A) as a sign of the stakeholders' commitment towards students achieving the school purpose.

### **School Leadership**

The success of any school undoubtedly depends on the type of leadership that the school has. The current school leaders perform multiple functions as compared the past leaders. They perform managerial, instructional, curriculum, counsellor, arbitrator and in some cases advisory roles in the community. Researches have argued tirelessly on the link between quality leadership and school performance for many years. The conclusions reached made some authors to believe that no schools can be greater than their leaders and that a school is as good as its leadership (Yusuf, 2012; DfEE, 1999d). Emerson & Goddard (1993) asserted that there is a

strong link between the quality of a school and the quality of its leadership. While other authors contend that there is insufficient evidence to support the relationship between school leadership and students' academic performance (Witziers, Bosker & Kruger, 2003). However, the majority of studies carried out about school leadership has revealed that school leadership quality directly impact the school success, teachers effectiveness and students' academic performance. The School Head is an overseer of all activities taking place in a school and answerable to activities within the school compound. His/her core business is the success of the school by making teaching and learning enjoyable and more effective. It is a wish for every School Head to be trusted, respected and praised by the community he serves. One of the factors that make school leaders to be belittled is when the school performs badly; and as such it is an area which the School Head will try to avoid at all cost. In order to sustain academic performance the leadership will have to create an academic achievement ethos, organize instruction throughout the school spectrum and aims to attain the target set by the supervisory department, thus becoming instructional leaders. There are several ways in which school leaders have an impact on the students' academic performance. One of the ways is

the school leader being an instructional leader. Instructional leadership involves setting goals, managing curriculum, monitoring lesson plans, allocating resources and evaluating teachers regularly to promote student learning and growth (Concordia University, 2013). An effective instructional leadership is able to build the culture of learning, provide resources needed for quality teaching, and structure the classroom environment to stimulate teachers and learners motivation. Effective instructional leadership behaviour of the school leader has been shown to be the most crucial role to improve teachers' performance and students' academic achievement (Strauss, 2013). Using his supervisory role the head should have time to check what happens in the classroom. He should spare some of his time to observe teachers teaching. After lesson observation his duty should be that of advisory than castigation. He should give feedback on the teachers' strong and weak points. Always giving praise for the good work makes teachers valued and motivated to work an extra mile. Where proper advice is given, makes teachers happy and they will then work on their weakness to enhance their performance. In fact, teacher appraisal is part of the School Head duties. Another way is school leaders being excellent communicators. They should constantly remind teachers,

parents and students of the schools vision, mission, values; and the core purpose of the school as to provide teaching and learning. They should assure teachers and students that nothing is impossible even in times of hardships. They should listen to everyone in the school, be it students, ancillary staff or teachers. The school leaders should practice the shared leadership, where decision – making involve other education stakeholders. The ideas and opinions from the school community can help to improve students’ academic performance. Their communicative skills can inspire trust, motivation and confidence among teachers and students. This can instill a sense of effectiveness in teachers and ultimately have a positive impact on students’ academic performance. In their capacity as collaborative leaders the school leaders should encourage collaboration from teachers. Teachers should meet together as colleagues’ to share knowledge, experiences and as well as sharing the risks they face with regard to the teaching and learning process. This eliminates teachers’ isolation so that discussions about students’ performance become a collective effort. Coupling with his collaborative leadership the school leader should be accessible, visible and approachable by members of school community. He should be seen to be always positive, be their role model and try to

double individuals' effort to reinvent the process of teaching and learning and providing staff training and development. A successful instructional leader should possess excellent planning and observation skills as well as proficiency in research and evaluation of both teachers and students performance (Concordia,2013).

## **Teachers**

Teachers for years have been regarded as the essential catalysts for school improvement and school improvement. They are the driving force and main resource in the development and academic growth of students as they are sources of knowledge and agents of change (Wallace, 2011). Teacher effectiveness has been the interest of policy makers, educators and parents. The effectiveness is measured by students' academic performance in both internal and external examination. It is a general feeling that students who fail the examinations are taught by ineffective teachers; on the other hand those who excel are taught by the very effective teachers. Research so far has shown that a teacher's effectiveness has an influence on the students' academic attainment (Afe, 2001). Logically it is so because teachers are the facilitators in the teaching and learning process. They interpret the subject matter and put theory into practice during their interaction

with the students. The teacher is “increasingly becoming the focus of interest because of the key role that he or she plays in the delivery of quality education to the learner” (Taal, 1996, p.16). This seems to suggest that teachers are agents of change and as such are critical in the students’ academic performance. Teachers are praised and rewarded for good performance. The government of Botswana introduced the rewarding system where teachers and students who excel in their external examination are given presents ranging certificates of appreciation to sponsored trips abroad. This year a School Head from Makhubu Junior Secondary School was sponsored to visit Britain for a month after the school having scored 98 per cent in the 2012 Junior Certificate Examination (J.C.E). It is the responsibility of teachers to impart knowledge, skill and encourage students’ social development. This is enshrined in the employment contract and explicitly defined in their job descriptions. In addition to cultivating knowledge, skills and attitudes teachers are expected to help the students to identify and develop their potential. In the early stages of education teachers are charged with the responsibility to develop students’ primary skills necessary for advancement. Teachers play a pivotal role in helping the students to direct their potential to achieve their destiny. Learners need

to be prepared for these challenges that lie ahead of them. This is anchored in the idea that our world needs a generation of teachers who aim to “develop learners instead of teaching them, who help their pupils to become independent (learning to learn), who provide students with motivation and interest for life-long learning and urge them to become autonomous learners”(Bubblews, 2013, p.3). Teachers use several techniques to assist students improve their academic achievement. They evaluate, assess and provide for students with special needs. Teacher's are evaluators at classroom level for quality standard. They attend to students work during lessons, provide tutorials, mark students' homework and give feedback. If a disability is identified in a student, a teacher will work around the clock to assist the child to build confidence and recommend a remedy. This builds students competence and their academic performance improves. In addition teachers evaluate the curriculum, materials, education programs or initiatives that are in place for their suitability to students learning.

## **Parents**

Literature reviewed revealed that parental involvement in the activities of the school has a positive impact on students' academic achievement and the success of the school (Halsey, 2004; Christie, 2005).

Parental involvement boosts the morale teachers because of the partnership that will have been established between the school and the community. The most crucial practice would be school leadership creating a climate that will attract parents to participate in their children's learning. Parents should not only be consulted when there is a fund raising activity, but also for activities which might not be taken as important. There are a number of things that parents can assist in their children's learning. Recently, Botswana has established Parents, Teachers and Students Associations (P.T.S.A) as a sign of the stakeholders' commitment towards students achieving the school purpose. The objectives of the association include promote positive behaviour amongst students, monitors students work and encourages cost-sharing of students tuition. Parents are capable of helping students do homework, tutoring, supervision of afternoon study periods, coaching sports and motivational talks. As long as they know that their contribution is recognized

and is vital for the achievement of their children, parents will be more than willing to value their children's education. Parents raised children with the hope of making them better citizens. One of the parents' aspirations is to see the children having succeeded in their schooling. In developing countries where unemployment is rife parents care about their children academic performance because the status quo is, good results means better opportunities for more career choices and white collar jobs. In a collaborative climate where there is a mutual relationship between parents and teachers, parents are accountable for their children's homework, provision of additional funds for students educational trips and school attendance. In Botswana government has endorsed parental involvement in the education and mandated schools to form Parent Teachers Associations (P.T.As). In this relationship parents have agreed to assist government in paying a small amount of money as P.T.A. levy and share the cost of students' tuition. The funds are used for school development and enhance students learning.

Recently, a new system of association has emerged in schools called Parent, Children and Teachers Association (P. C. T.A).The main objectives of the association are to promote positive behaviour amongst students and monitors

students work. When parents see that their contribution is recognized their sense of belonging is enhanced. Once they own the school they share the blame for a decline in students' academic performance. In order to avoid such disappointment parent show interest in students' achievement by conducting daily spot checks on their work. This ultimately motivates students to be serious with their school work, hence improve their academic performance. Parents therefore have a major role in their children's education.

### **Students**

The core business of schools is teaching and learning in order give students' quality education. As an affirmation on the above, it is stated that; "one of the indicators of quality education being provided is cognitive achievement of learners" (Kimani et al., 2013, p.2). It has been said previously that school leaders, teachers and parents have a critical role in providing quality education for students. But it can be argued that for quality education to prevail all education stakeholders should take part in the translation, interpretation and implementation of policies regarding achievement of high standards of education, including students. Much is said about how to help students achieve their academic performance and little is

mentioned about how the students themselves have impact on their own achievements. It should be noted that whatever effort that teachers exert to enhance students learning, the honours lay with the students. ; Hence the proverb ‘you can lead a horse to the river but you cannot force it to drink.’ However, there is evidence from research which shows that students can play a critical role in improving academic performance (Nicholas & Sutton, 2013; Tella, 2007). There are several ways in which students can have an impact on their academic achievement. Among others is students study habits. Study habits can be positive and negative. The negative aspect of students study habits will be dealt with later in the article. The positive study habit is when students attend to their school work, read book to search relevant information, schedule time for doing homework, attend tutorials and ask teachers questions where they do not understand the concepts taught. After tests have been marked students who work on teachers’ feedback have high changes of improving their performance. Another is when the students work in groups when they are given an assignment or topics for discussion. The intelligent students will help the low achievers to upgrade their grades and enhance their confidence. In a mixed ability class it has been proven that if

students are not streamed according to the students capability have a higher overall attainment and equitable outcomes (Boaler, 2008). The students involved in mixed-ability approach tend to have respect for each other. Students who value education as a means of obtaining survival skills normally take learning serious. They do extra work with the assistance of their teachers. This ultimately proves their academic performance. Negative study habit is when students have a negative attitude towards schooling, students' reluctance to learn and not preparing work before classes begin.

There are several factors which can contribute to students' poor academic performance. One of such is language barrier, which greatly affects students' academic performance in schools. Many students enter the classroom not fluent in the languages of instruction. These languages are used for testing students' mastery of subject content and used in the examinations. The student might understand the concepts in their mother but fails to express it in the language of examinations. At the end the student is rated a low achiever because of the language problem. According to Pinnock in Elsworth (2013) children take years to master their native language. Botswana is multi-national society with over twenty-five spoken

languages. Before they have fully mastered their vernacular languages they are introduced to two languages which are Setswana and English. Setswana is regarded as a national language and English taken as an official language. Students are expected to learn Setswana until they finish secondary school while, English is a medium of instruction from primary up to university level. These languages are used for testing students' mastery of subject content and used in the examinations. The student might understand the concepts in their mother but fails to express it in the language of examinations. At the end the student is rated a low achiever because of the language problem. Another factor is parenting styles. Parental involvement in the child's school improves his/her performance. But some of the ways in which parents groom their children can have a negative impact on students' academic performance. In real life there are parents who are authoritative in terms of school work is concerned. Parenting styles have been shown by researchers that they can have a negative impact on their children's performance. Permissive and uninvolved styles cannot assist in making children value their education. The permissive style is when the strictness over the children has been lifted. The children have the freedom of choice in their study. Children living

under this style often neglect their studies in favour of immediate and entertaining achievements (Verial, 2013). All in fairness, it should be remembered that if you spare the rod you spoil the child. The uninvolved style has been revealed as the worst parenting style which contributes to low students' performance. Similarly the parents give their children control over their school work. They do not help children in their homework or even giving them emotional support when children have personal problems. This results in students' demotivation and lack of interest in schooling. Poor study habits could be another contributing factor in poor students performance. Students' lack of study skills and commitment to achievement has a negative impact on academic performance.

Negative attitudes towards schooling, students' reluctance to learn and preparation of work before classes begin make students not ready for tests and examinations. Other related factors such students' intelligence, socio-economic status and lack of resources are determinant of students' academic achievements. The deficiency in the above means low students academic performance.

Gottman cited in Verial (2013) believes in the authoritative style as it does less harm to the child's self-esteem and ability to think autonomously as opposed to

uninvolved style where parents give their children control over their school work. They do not help children in their homework or even giving them emotional support when children have personal problems. This results in students' demotivation and lack of interest in schooling. Home background and socio-economic status of the students have also been attributed to students' academic performance. Yinusa & Basil (2008) suggest that the students' home background influence academic and educational success, while socio-economic status reinforces the activities and functioning of the teachers and students.

Lack of academic motivation has also been attributed to students' low achievement. Ramsdal, Gioerum & Wynn (2013) attest that lack of academic motivation seems to be a prominent problem for numerous high school students. Further researches have indicated that an individual student's intelligence has the most significant impact on their ability to perform well academically (O'cala, 2010; Radzka, 2010; Boaler, 2008). Without mental capacity to understand and retain the imparted knowledge and skills they will not enjoy the teaching and learning. It has also been observed that intelligent students normally help the low achievers to upgrade their grades and enhance their confidence (Boaler, 2008). Other related

factors include resources, behavioural problems, friend's factors, drugs or alcohol abuse, diet and physical activities (O'cala, 2010; Radzka, 2010; Boaler, 2008). The above factors are determinant of the students' academic achievement.

The ministry of education as the accounting agent for the policy makers was chastised by the opposition parties and parents to explain for yearly drop in students' academic performance. This trickled down to schools to provide answers, unfortunately information given to the public was not convincing. The rift between the ministry and the teachers unions widen as each party pointed at each for the poor results. The ministry blamed teachers for their efficiency and incompetence; while the teachers unions blamed the ministry for teachers' low morale due to unbalanced teacher-student ration, lack of consultations, hasty introduction of new junior certificate syllabi, inadequate resources and unfavourable level of operation for teachers (Hlabano, 2013). There were calls for the minister of education to resign for her poor performance as the top accounting officer in the ministry. Having observed serious deteriorating students' achievement made the researcher to be interested in finding out the cause of these poor quality students.

Your study space plays a vital role in how effectively you learn and absorb new information. Comfort, noise, lighting, and colour can all affect your learning ability. You should, therefore, keep these important factors in mind to help you create your ideal study space

### **Summary of Related Literature**

It can be derived from this factor of literature review that a good home and school environment must be adequately equipped with learning materials, and a child must initially learn that these relevant materials in his/her immediate environment are very meaningful. The environment consists of physical, psychological, as well as cultural and social environment all can be sub divided into the school and home environment. Each affects the individual and each contributes its part to his/her learning and development.

Environment versus hereditary or 'nature versus nurture' is a subject that has caused much discussion. "Which affects learning the most?" and "How much does each affects learning?" are questions often asked. Many tests have been made and volumes written in the efforts to answer these questions and determine the relative effect of the two.

Although their relative effect cannot be stated with any degree of finality, yet it is very apparent that heredity provides the tendency and environment provides the opportunity for the tendency to develop and become an actuality. It is abundantly evident that environment tends to modify the tendency.

Environment is important to the teacher because he or she is actually a part of it as far as the pupil is concerned. Also he/she has the opportunity to control the pupils environment and stimulate, guide and direct his/her tendencies. Every teacher will do well to study the environment he/she creates for his pupils and strive to make it the best.

The three dimensions of environment relevant to human existence are organic, inorganic and cultural. The organic aspect of environment significant to mankind includes all of the surrounding forms of life, from biologically simple, disease-carrying micro organisms to the wild and domesticated varieties of plants and animals on which humans depend for food and for raw materials. The range of potentially germane non-organic aspects of the environment is equally extensive. This ranges from the mineral content of the sub-soils to the complex atmospheric forces that determine climate. The relevant cultural dimension of a people s

settings is composed of their own culture and the ways of life of others both neighboring whom contact may be intermittent or direct (Hammund, 1978).

Obviously the intellectual environment of children of educated and professional parents is quite different from that of unskilled workers children.

Binkley (2008) found that many children have been taught to read at home parents offer guidance to teach the child to develop reading habits before he or she goes to school and a child who begins to read at home do at least well, and in many instances better in the first grade. Fredricks and Rasinski (2008) also stated that a child learns naturally when his parents read to him, and also let him handle books at home and by doing this the child gains direct information. Eduwen (2009) however, concluded that the degree to which a child is motivated determines the energy he or she will put into the learning process and this as a matter of fact with interest, facilitates learning.

In summary, when a child is surrounded by educated and caring parents who will provide the security he/she needs for desirable learning, the child will develop positive association with reading and writing hence, active parental involvement in the school is essential to a child educational achievement.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter deals with the method and procedures used to carry out the study. It was carried out under the following sub headings.

- Design of the Study
- Population of study
- Sample and sampling techniques
- Research instrumentation
- Validity of the instrument
- Reliability of the Study
- Method of Data Collection
- Method of data analysis

#### **DESIGN OF THE STUDY**

The research design adopted for this study is the descriptive survey method which is aimed at determining the influence of learning environment on student academic performance in Ovia North East local government area in Edo State.

## **POPULATION OF STUDY**

The population of this study consists of all secondary school students in Ovia North East Local Government Area of Edo State

## **SAMPLE AND SAMPLING TECHNIQUES**

The study involves secondary school students in Ovia North East Local Government Area of Edo State. The simple random sampling technique was used to select 100 students from 5 different secondary schools located in Ovia North East Local Government Area of Edo State.

## **RESEARCH INSTRUMENTATION**

Structured questionnaire was the instrument used for the collection of data. The questionnaire was divided into two sections. Section A centered on the respondent's demographic details. Section B entails the list of questions the respondents are supposed to provide answers to as regard the research questions.

## **VALIDITY OF THE INSTRUMENT**

The questionnaire used as instrument was designed by the researcher and submitted to the research supervisor and two lecturers in the Department of Curriculum and Instructional Technology (CIT) to ensure it has face and content validity to measure what it's supposed to measure. The final copy of the instrument will therefore be used after their positive criticism

## **RELIABILITY OF THE INSTRUMENT**

The reliability of the instrument will be tested using the test retest reliability method. The instrument will be administered to the respondents, after two weeks the same instrument will be re-administered to the same group of students. The data collected after both administration will be analysed using Pearson's product correlation Coefficient.

## **METHOD OF DATA COLLECTION**

The questionnaire will be administered by the researcher after due permission was sorted. The questionnaire will be distributed to the respondents. The respondents will be assured of confidentiality and given instructions on how to fill the

questionnaire. The questionnaire will be collected after completion immediately from the respondents in the sampled area of the study.

### **METHOD OF DATA ANALYSIS**

The data gathered through the questionnaire will be collected and analyzed using simple percentage mean and standard deviation.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION OF RESULT AND DISCUSSION

#### INTRODUCTION

This chapter of the research work is centered on the analysis of data gathered through questionnaire. These data shall be analyzed in order to answer the research questions raised in chapter one.

Demographic data

#### Table 4.1

Distribution of respondent based on age.

#### SECTION A

<b>AGE</b>	<b>FREQUENCY</b>	<b>PERCENTAGES(%)</b>
<b>11-15</b>	36	36
<b>16-20</b>	64	64
<b>Total</b>	<b>100</b>	<b>100</b>

**Table 4.2** Distribution of respondent based on gender

<b>SEX</b>	<b>FREQUENCY</b>	<b>PERCENTAGES(%)</b>
<b>Male</b>	37	37
<b>Female</b>	63	63
<b>Total</b>	<b>100</b>	<b>100</b>

**Table 4.1** indicates that 100 respondents participated in the study 36 were within the age of 11-15, 64 were within the age of 16-20 years making a total of 100 participants.

**Table 4.2** Indicates that 100 respondents participated in the study of which 37 were male, while 63 were female making a total of 100

**Research question 1:** Does classroom size/population influence students'academic performance in Ovia North East?

**Table 4.3** Response to classroom size/population influence students academic performance in Ovia North East.

Statement	Respondent	Positive	%	negative	%
Large classes are those with a specific number of students that teachers cannot handle	100	70	70	30	30
Large class size/population do pose insurmountable problems for both teachers and students in the learning process.	100	65	65	35	35
Large class size does not provide students with opportunities for participating and receiving individual attention.	100	51	51	49	49
Resources are not enough to provide adequate learning environment for the teaching and learning process for a large class	100	56	56	44	44
The large size of the classroom enable students contribute more in class.	100	24	24	76	76

The table above shows the summary of the response gotten from the questionnaires administered to 100 respondents in 8 Secondary schools located in Ovia North East local Government, Edo State. The above table shows that 70% of the respondents affirms that Large classes are those with a specific number of students that teachers cannot handle. The table further shows that 65% of the students affirms that large

class size pose insurmountable problems for both teachers and students in the learning process. Furthermore it can be observed from the table that large class size does not provide students with opportunities for receiving individual attention. This was affirmed 51% of the respondents. 56% of the respondents agree that resources are not enough to provide adequate learning environment for the teaching and learning process for a large class. Lastly, majority of the students expressed their discomfort as not being able to contribute more in large class as 80% affirms that large class size of the classroom enable students contribute more in class. Overall we can conclude that students academic performance is affected negatively by the population of the classrooms.

**Research question 2: To what extent is comfortable seat and sitting arrangement capable of affecting students' academic achievement in Ovia North East?**

**Table 4.4** Response to what extent is comfortable seat and sitting arrangement capable of affecting students'academic achievement in Ovia North East.

<b>Statement</b>	<b>Respondent</b>	<b>positive</b>	<b>%</b>	<b>negative</b>	<b>%</b>
Good sitting arrangement makes learning interesting for the students	100	72	72	28	28
Bad seating arrangements causes noise making in the classroom	100	65	65	35	35
Seating partners affects students academic performance	100	89	89	11	11
Students with no seats make good grades	100	90	90	10	10
Lack of seats in classrooms causes distraction	100	75	75	25	25

The above table shows that 72% of the respondents affirms that good sitting arrangement makes learning interesting. The table further shows that 65% of the respondents affirms that bad sitting arrangement causes noise making in the class which leads to distraction of both students and teachers. Furthermore it can be observed from the table that seating partners plays a great role in the academic life

of students as 89% of the respondents affirms this claim. It is worthy of note, that most often, bad seating partners is as a result of poor sitting arrangements and lack of seats. it was affirmed that students who lack seats due to inadequate seats experience difficulties in learning as 90% of the respondents agreed to it. Lastly 75% of the respondents affirms that lack of seats in classrooms causes distraction. Hence overall, we can conclude that lack of comfortable seats and poor sitting arrangements possess a threat to students academic achievements.

**Research question 3: Does classroom painting and lighting affect students' academic performance in Ovia North East?**

**Table 4.5.** Response to does classroom painting and lighting affect student's academic performance in Ovia North East.

Statement	Respondent	positive	%	negative	%
Students respond excellently in classes with no lighting	100	89	89	11	11
Bright lighting in classrooms enable students assimilate better	100	75	75	25	25

Dully painted classrooms affects students performance negatively	100	51	51	49	49
The color of painting a class is painted with can be a pull or push factor in students assimilating skill	100	41	41	59	59
Painting and lighting of the classroom goes hand in hand to promote students positive performance in the classroom	100	50	50	50	50

The above table shows that 89% of the respondents affirms that students respond excellently in classes with no lighting. The table further shows that 75% of the respondents also agree that bright lighting in classrooms enable students assimilate better which means lighting can affect the way the students comprehend. 51% affirms that students in dully painted classrooms make better grade which shows that the color of the classroom plays little or no role in the students learning environment. The color of painting a class is painted with can be a pull or push factor in students academic performance was affirmed by 41% of the respondents. Lastly a tie was gotten as 50% affirms and 50% disagree with the statement

painting and lighting of the classroom goes hand in hand to promote students positive performance in the classroom.

## **DISCUSSION OF FINDINGS**

**Table 4.3** above attempted to analyze how class size/population influence students academic performance. It was discovered that large class population, affects the learning process of the students. This was confirmed by 65% of the respondents.

**Table 4.4** above attempted to analyze the extent to which comfortable seat and sitting arrangement is capable of affecting student's academic achievement. Three consequences of uncomfortable seats and poor sitting arrangements were presented in the questionnaire to the respondents which include: Distraction, Noise making and Bad seat partners. Thus, it was discovered that all of these consequences are capable of influencing students academic performance as 89% of the sample population affirms this claim.

**Table 4.5** above attempted to analyze the extent to which the classroom painting and lighting are capable of affecting student's performance. It was further discovered that Bright light in class rooms enable students assimilate better

(affirmed by 75% of the sample population) The above indicates that good lighting in classrooms have positive effect on students academic performance while on the contrary, poor lighting in classrooms affects students academic performance negatively. Although, 51% of the respondents agrees that dully painted classrooms affects students performance negatively, a large amount of the sampling population appear to disagree with this claim. This indicates that the nature of paintings in classrooms have little to no effect on the students academic performance.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

#### **SUMMARY**

Environment influences largely the academic performance of students generally more especially students in primary schools. Hence in order to achieve a better academic performance of students, a conducive environment must be created for learning both at home and at school.

The extent to which students' learning could be enhanced depends on their location within the school compound, the structure of their classroom, availability of instructional facilities and accessories. It is believed that a school with adequate learning environment contributes to stir unexpected outcomes of learning that will facilitate good academic performance, by encouraging effective teaching and learning.

Learning environment is composed of some components that influence the student's learning curve. These components according to Balog (2018) include; people; teaching materials, technical tools, and learning resources; curriculum,

training, and instruction, and physical environment/learning space. The people are the individuals that affect the student directly or indirectly through connection or relationship which can contribute to students' growth and success in their career aspect. The teaching materials, technical tools, and learning resources are the teaching materials, highly advanced tools or others instructional resources that are aligned with the curriculum as a part of student learning support. The curriculum, training, and instruction are the core foundations of the learning process; they influence one another and play vital roles to facilitate the flow of knowledge and delivery of instructional content/curriculum. The physical environment/learning space refers to the physical setting of the learner's environment which should evoke positive responses and hold the interests of those who inhabit it (Balog,2018).

Mondal (2012) identified some important factors that may affect learning process to include Intellectual factor which refers to the individual mental level. Learning factors are factors owing to faulty methods of work or study, and narrowness of experimental background which may affect the learning process. Physical factors include health, physical development, nutrition, visual and physical defects, and

glandular abnormality. Mental factors are attitudes like interest, cheerfulness, and open mindedness etc that are important in the development of personality. Personal factors, such as instincts and emotions, and social factors, such as cooperation and rivalry, are directly related to a complex psychology of motivation. The teacher as an individual personality is an important factor in the learning environment. The way in which his personality interacts with the personalities of the pupils helps to determine the kind of behavior which emerges from the learning situation

## **CONCLUSION**

After a careful and logical administration of the research instrument (questionnaire) about the view of Secondary school teachers in Ovia North east Local Government, Edo State Nigeria, on the effect of learning environment on students academic performance. It was deduced that learning environments which consist of climate condition, air quality, lighting, comfortable seats, sitting arrangements and population. e.t.c, all have significant effect on students academic performance.

## **RECOMMENDATION**

Based on the conclusion drawn, the following are hereby suggested by the researcher as possible ways of improving the learning environment as to positively influence students academic performance.

1. Government should carry-out regular checks in schools so as to ensure that all lightings qualify as good lighting.
2. Government should focus on ensuring that the air quality in classrooms are best, by providing adequate ventilation appliances such as fans and air conditions. Also the repairs and maintenance of this appliances should be catered for.
3. There is need for proper provision of electricity in the schools. This would enable the constant use of the lights and ventilation appliances.
4. Government should consider building more schools. This would help curb the problem of overpopulated classrooms and bring about a conducive learning environment.

5. Government should also ensure that all seats and desks in schools are in good conditions. Also teachers should ensure that sitting arrangements are properly done so that students are able to achieve their academic goals.

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## **APPENDIX**

**UNIVERSITY OF BENIN, BENIN CITY  
FACULTY OF EDUCATION  
DEPARTMENT OF CURRICULUM AND INSTRUCTIONAL  
TECHNOLOGY**

**QUESTIONNAIRE ON THE INFLUENCE OF LEARNING  
ENVIRONMENT ON SECONDARY SCHOOL STUDENT ACADEMIC  
PERFORMANCE IN OVIA NORTH EAST LOCAL GOVERNMENT AREA**

Dear respondents,

The researcher is carrying out a study on The Influence of Learning Environment On Secondary School Student Academic Performance in Ovia North East Local Government Area of Edo State.

The information provided shall be treated with confidentiality and it will be used strictly for academic purposes.

Thanks for your anticipated cooperation.

**Section A: DEMOGRAPHICAL DATA**

1. Age: 11-15 ( ) 16-20 ( )

2. Gender: Male ( ) Female ( )

## SECTION B

Indicate by using the following keys: Strongly Agree (SA) Agree (A), Disagree (D) and Strongly Disagree (SD).

Does classroom size/population influence students academic performance in Ovia North East

S/N	ITEMS	SA	A	D	SD
1	Large classes are those with a specific number of students that teachers cannot handle				
2	Large class size/population do pose insurmountable problems for both teachers and students in the learning process				
3	Large class size does not provide students with opportunities for participating and receiving individual attention				
4	Resources are not enough to provide adequate learning environment for the teaching and learning process for a large class				
5	The large size of the classroom enable students contribute more than in class				

To what extent is comfortable seat and sitting arrangement capable of affecting students' academic achievement in Ovia North East

6	Good sitting arrangement makes learning interesting for the students				
7	Bad sitting arrangement causes noise making in the class				
8	Seating partners affect students academic performance				
9	Students without seats in the classroom make better grade				
10	Lack of seats in classrooms causes distraction				

Does classroom painting and lighting affect students academic performance in Ovia North East

11	Students respond excellently in classes with no lighting				
12	Bright lighting in classrooms enable students assimilate better				
13	Dully painted classrooms affects students performance negatively				
14	The color of painting class is painted with can be a pull or push factor in students assimilating skill				
15	Painting and lighting of the classroom goes hand in hand to promote students positive performance in the classroom				