

**IN THE DEPARTMENT OF EDUCATIONAL MANAGEMENT, SUBMITTED TO
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UNIVERSITY OF BENIN, BENIN CITY, EDO STATE, NIGERIA.**

**THE INFLUENCE OF SCHOOL ENVIRONMENT ON THE ACADEMIC
PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN ORHIONMWON
LOCAL GOVERNMENT AREA OF EDO STATE**

BY

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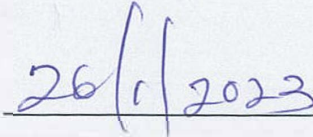
CERTIFICATION

We, the undersigned certify that this research project was carried out by Emmanuel .O. UWABOR in the Department of Educational Management, Faculty of Education, University of Benin, Benin City.

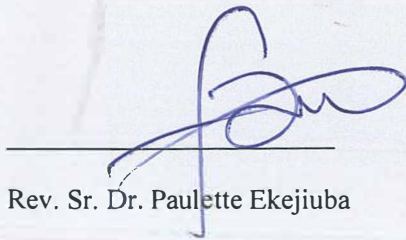


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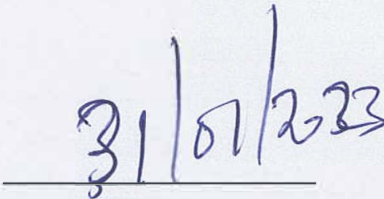


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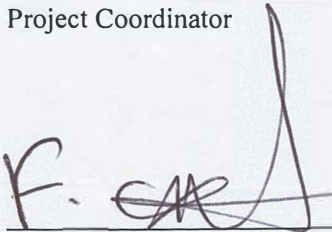


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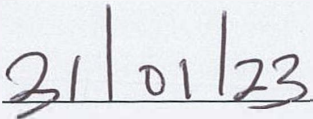


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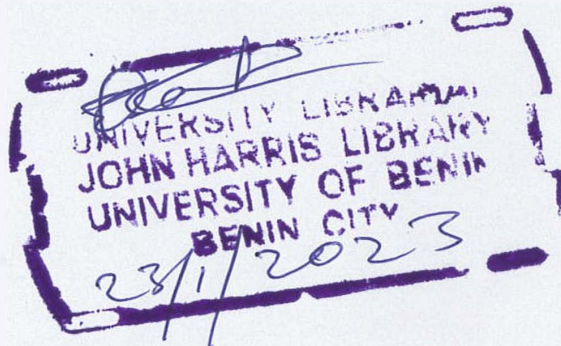


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DEDICATION

This project is dedicated to God for blessing me with the strength and grace to start and end this programme, for his kindness, mercy, protection and provision throughout my academic years and to all Uwabor's family for their support and understanding.

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To God Almighty, I Emmanuel Oludele UWABOR express my profound gratitude for the love, protection and assistance throughout the duration of my course of study.

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ABSTRACT

The study was carried out to investigate the influence of school environment on the academic performance of secondary schools in Edo state . The design of the study is descriptive while the population comprised principals, teachers students in the education zone. The sample size for the study was 100 respondents while a researchers' self developed questionnaire formed the instrument for data collection.

A 20-item questionnaire was used to get information from the respondents. Based on the data collected and analyzed, the following results were obtained. The school location, library, school laboratories, sick bay and classroom sizes and spaces for teaching students and staff common room represented the major areas that to a great extent affect the academic achievement of students in public schools, with regard to buildings. It was also revealed that desks, current books and presence of library assistants constituted the areas of influence to the academic performance of the students with regard to library services in the public secondary schools. Both the principals and teachers agreed that access to reading materials in the school, lack of facilities, and nearness to school and insufficient qualified teachers has very greatly effect on the academic performance of the students. Inadequate teaching materials were also noted as a major factor affecting the students' academic performance. The two groups also shared common views in terms of the great influence of school health services, fencing of school for security and provision of power supply as important variable affecting the academic achievement of the students of public secondary schools. Based on the above, the researcher recommends that schools should be provided with functional libraries, equipped with current reading materials to help enhance both the students' academic achievement and the teachers' effectiveness in academic activities in the school.

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CHAPTER ONE

INTRODUCTION

Background of the Study

Education has been considered to be the corner -stone for development. It forms the basis for literacy, skill acquisition, technological advancement and ability to harness human and material resources towards the achievement of societal goal, (FRN, 2004)

Secondary School is the stage of education following primary School. It is generally the final stage of compulsory education. Webster (2009) sees secondary school as a school intermediate between elementary school and college usually offering general technical, vocational or college- preparatory course, while Collins (2003) refers to it as a school for young people, usually between the ages of eleven and eighteen. As for the National policy on education (FRN, 2004) it is the form of education children receive after primary education and before the tertiary stage.

Environment can also be seen as aggregate of all the external condition and influence affecting the life and development of an organism. In this study, environment includes all the external condition and influences in the school that affect the academic achievement of the student such as laboratory equipment, library facilities, qualified teachers, furniture, school building, good administrative management, teacher pupil relationship and school location among others. (Ofomata 2004). Environment could also be seen as things, around the child that he might perceive or that might have some effect on him. It can be view as all system of air, land, water and life that surround man. In other words environment is the sum total of all the external conditions which may act upon an organism or community to influence its development or existence. For example the surrounding air, light, moisture, temperature, wind, soil and other organisms. As for

Monkhouse, in Ofomata (2004), it is the whole sum of the surrounding external conditions within which an organism, a community or an object exists.

School environment consist of both material and non-material resources in the school. It includes the teachers, peers, cohesiveness, the subjects, method of teaching. A healthy and attractive school environment makes for conducive learning and promotes students pride in their schools and their interest to stay in school (Mgbodile 2004). Belanger (1996) writing on the importance of learning environment stated that peoples educational life histories are influenced not only by provision of learning opportunities, but also by the quality of the environment where they live or learn. Graff (1987) in Nwizu (2003) warned that the environment in which the students acquires knowledge has a great influence on the cognitive achievement of the students. It has also been generally agreed that the quality of learning is markedly influenced by environmental and organizational factors.

According to Ukeje in Akpa, Udoh and Faghamiye (2005)

Public school is concerned with the acquisition of appropriate skills, abilities and competencies of both mental and physical nature as equipment for the individual to live in this society, and acquisition of a relevant and balanced knowledge of facts about local and world phenomena.(P. 12-13)In Nigeria today, schools are closely associated with the communities. Most communities depend on the neighbourhood school for the provision of good and appropriate environment for accommodation, furniture and all form of equipment for certain activities like club or village meetings, wedding reception and church services. There is need for a well planned and organized educational environmental enrichment because it fosters good interpersonal relationship. Moreover, Ajayi and Ashaolu (2005) opined that environmental enrichment regarding physical

facilities is a major factor in students' academic achievement. Supporting this Ayodele (2005) and Ajayi (2007), have shown that school resources aid students academic achievement. It is now certain that most of secondary school products cannot gain admission into federal universities or university of their choice due to poor performance in the placement examination into these schools. This poor performance may be attributed to poor learning environment especially in the following areas: schools building, library services, and school location and school facilities.

- **School building:** These are tangible structures which serve as shelter for educational activities. They include among others classroom, laboratories, workshops, and teacher's common rooms/offices, reading rooms, libraries, dormitories and dinning hall. Despite the evidence that the quality of a school building affect students' academic achievement, most public schools, in Orhionmwon are in poor physical condition. It is in line with this that Earthman (2004) opined that the building in which students spends a good deal of learning does influence how well they learn. (Mgbodile 2004) have pointed out that for effective teaching and learning situation, school building and educational goals, should be viewed as being interwoven. Apart from protecting the pupils from the sun, rain, heat and cold, school building represent learning environment which has great impact on the comfort, safety and performance of the children.
- **Library services:** The school library is a room or building in a school where books, magazines, journals, periodicals, cassettes, computers among others are kept for student's use. In other words, it is the central laboratory of the whole school, where all books in all subject areas, taught in the school and non-book materials are stocked. Dike (2001)

sees school library as a learning laboratory par excellence where learners find the world of knowledge, interact directly with resources, acquire information and develop research skill for life long learning. The objective of the school library is to serve the school's need and to make possible the purpose and methods of education which the school undertakes. The school library enables the students to look to new ways of learning, and with its resources can play a program of work that aims at new ambition's education result which would be impossible if learning were restricted to the use of direct teaching and textbook alone.

- School location: A school could be located in the urban or rural area. Rural schools are generally inferior to urban schools as schools in rural areas lacked human and material resources needed for success at school. The location of school whether urban or rural affects a child's ability to study and perform at the level expected of him. Mkpugbe (1998) noted that different aspects of school environment (rural and urban) influences students achievement. She further stated that the individual student's academic behaviour is influenced not only by the motivating forces of his home, scholastic ability, and academic values but also by the social pressure applied by the participants in the school setting. Also differences in location imply differences in the existence of demographic and socio-economic parameters of the school. As stated by Imoagene (1988) in Akubue and Ifelunni (2006) that because of urban involvement, students in urban schools perform better than those in rural schools in language learning. The reason he gave include the fact that rural students have limited access to reading materials, inadequate reading culture and insufficient graduate teachers in rural

schools. Therefore, the location of school has tremendous influence on children's academic achievement.

- **School facilities:** School facilities refer to inputs which ease the operation of academic activities. They include desks, chairs, blackboards, dustbins, teaching aids, typewriters, computers generators, calculators and so on. School facilities according to Ehiamentor (2001) are operational inputs of every instructional program. They are material resources that facilitate effective teaching and learning in schools. The quality and quantity of school facilities enhance the quality of teaching and learning as well as effective school management (Ojedele, 2003). Furthermore, educational facilities are needed to develop cognitive areas of knowledge, abilities and skills that are necessary for academic achievement. Moreover, the development of the affective and psychomotor domain is also facilitated by the presence of necessary and relevant school facilities. From the foregoing one can see that school environment plays a crucial role in academic achievement of a child. This problem of poor performance is more pronounced in ill-equipped schools hence it becomes necessary to find out the influence of school environment on the academic achievement of students of public secondary schools in Orihnmwon local government Edo state.

Statement of the Problem

School environment is an essential aspect of educational planning. Unless schools are well suited, buildings adequately constructed and equipment adequately utilized and maintained, much teaching and learning

may not take place. The high levels of students' academic performance may not be guaranteed where instructional space such as classrooms, libraries, technical workshops and laboratories are structurally defective. However, little is known on the impact of school environment on students' academic performance in Orhionmwon Local Government Area of Edo State.

Research Questions

1. Does school environment have any effect on student academic performance?
2. To what extent do school facilities affect student academic performance in secondary School?
3. Does Government play any role in improving school Environment?
4. Does school location have any impact on student choice of school?
5. Does class size have any effect on student academic performance?

Purpose of the Study

The purpose of the study is to determine the influence of school environment on academic performance of secondary school students in orhionmwon Local Government Area of Edo state.

The specific objectives are to:

1. To ascertain the effect of school environment on student's academic performance.
2. To evaluate the relationship between school location and students academic performance.

3. To ascertain the impact of class size on academic performance to evaluate the role of school environment in improving the quality of education in Edo state.

Significance of the Study

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

Scope and Delimitation of Study

This research work focuses on the influence of school environment on the academic performance of secondary school students. The study is delimited to some selected schools in Orhionmwon Local Government Area of Edo State.

Definition of Terms

School variables: These are school factors that exert either positive or negative influence on students.

Academic performance: Academic performance is the outcome of education — the extent to which students achieved their educational goals. It is commonly measured by examinations or continuous assessment.

School Location: A place where a school is situated, which could be urban area or rural area.

Class Size: This means the number of students in a class which varies considerably from school to school.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter present the review of related literatures under the following sub-headings:

- Concept of Environment
- Concept of School Environment
- Concept of Public Secondary School
- Historical development of public secondary school in Nigeria
- Changes in structure of the ownership of public secondary schools
- Physical Resources and Academic Performance
- Financial Resources and Performance
- School Buildings
- Library Services
- School Location
- School Facilities
- Summary of Literature Review

Concept of Environment

An environment is the natural surroundings of an organism and it can be land, air or water (Asogwa 2008). According to Onyehalu in Okeke (2001), environment is of three parts namely: physical, social and abstract. Physical environment is objects or materials found in the home, school or community. It also includes people like parents, peers and children. The social environment is the social life, societies, clubs among others. While abstract environment is the reactions, feedbacks responses received on interaction with others.

According to Okoro (2014) environment could be described as a system within which living organisms interact with the physical elements, while educational environment is a place where the learners learn to interact with learning facilities in order to be socialized and face the challenges in the society. According to Karemera, Reuben & Sillan (2013) the environmental difference and the difference in the quality of instruction from one school to another, can as well create differences in the level of knowledge acquisition of the children. This implied therefore, that the learning facilities in the school will expose the children to socio-economic influence which can affect their academic performance. Environment is the physical world inhabited by man, or the realm of nature untainted by man (human action), or the cultural milieu – the physical environment as modified by human action, (Ofomata 2004). It could also be seen as things, around the child that he might perceive or that might have some effect on him. It can be view as all system of air, land, water and life that surround man. In the same vein, Okwelle (2016) refers to environment as the facilities available for instruction and it possesses a strong influence in teaching-learning process. He added that there is need for adequate classroom buildings with good sitting arrangements for classroom instruction. He went further to state that availability of well-equipped school workshops and laboratories with modern machines, tools and materials for practices are necessary. Modern instructional materials (non-projected and audio-visual equipment) should be adequately provided.

Concept of School Environment

There for there is no doubt that the school environment contributes to children academic performance which is usually measured in terms of cognitive, psychomotor and affective achievement. (Akaninwor, 2016).

Tope (2012) asserted that school environment is an essential aspect of that unless schools are well suited, buildings adequately constructed and equipment adequately utilized and maintained much teaching and learning may not take place. The school environments, which include the classroom, libraries, technical workshops, laboratories, teachers' quality, school management, teaching methods, peer groups among others are factors that affect students' academic achievement (Von-Stumm, Hell, & Chamorro-Premuzic, 2011). Hence, the school environment remains an important area that should be studied and well managed to enhance students' academic performance. Zais (2011) considered the school environment can be seen to include material and human resources, a learning place which consists of the entire interactive setting like classroom, workshop, library, field and offices. Miller, Davis, Tomporowski, & Naglieri (2008) asserted that school environment is the sum of both human and materials resources that the learners interact with. These include students, teachers, instructors, workshop attendants, administrators and all facilities available in the school setting which may influence learning and academic performance. Okafor (1992), opined that learning is an intimate transaction between the learner and his environment. This transaction takes place in a specific context. The child learning in a conducive environment transcends the school parameter. It encompasses the entire community and nation. School environments – wall, ground, lights, and mechanical system can serve as active contributors to the students' learning process.

Concept of Public Secondary Schools

Public school is the heart of the nation's life in democracy. It remains the only hope, the only institution empowered by the government to make available to everyone in the country. They are the only industry that demonstrates commitment to equality by providing equal educational opportunity to the community.

Public education is intrinsically related to government schools, (Okafor 2006). In other words it can be seen as the education provided through the media of government.

Public schools are those schools which are owned, managed, controlled, financed and supervised by the state government through the state ministry of education and post primary school management Board. In public school government give permanent financial support as well as supervision and inspection (Okafor 2006).

Historical development of public secondary schools

The western type of education was introduced in Nigeria in 1842 by the missionaries who came to Nigeria. At the early stage, schools were under the control of the missionaries without any clear code or guidelines guiding educational practices in the country. It was more or less a competition to win converts among various religious denominations. As Ejiogu in Akpa, Udoh and Fagbamiye (2005) rightly put it that the competition among the Christian missions led to the establishment of mushroom and enviable schools and colleges. The activities of these missions led to the geographical disparity in the establishment of schools. While some areas were not adequately served, some had too many schools. Besides, the missions were not really interested in the value of education; they only saw it as an instrument for evangelization. The teaching-learning process was characterized by

indoctrination of the native in order to propagate European civilization. Ejiogu also states that the mission also promoted disunity among communities. Each mission regarded its own doctrine as superior to those of other denominations. Nwankwo (1981) also observed that there was no uniformity in educational policies of the missionaries. The only thing that was common to all of them was the recognition of the place of education in evangelism. This led to lack of clarity in the educational policy of the country at that time. Nwankwo further points to the incoherent content of education under missionary control. The subjects in the curriculum varied from one mission to the other. Most of the teachers were unqualified to teach. Also they were not enough to serve the existing schools. This prompted the missions to embark on teacher training which was also done haphazardly. They also declare public holiday at will. Moreover the uncooperative attitude of the missions partly led to the failure of the Universal Primary Education (UPE) scheme introduced in the then Eastern Region in 1957 (Nwankwo 1981). By 1882 the first education ordinance which provided the general rules and guidelines for the conduct of annual examination for the pupils as well as requirement and condition for the award of leading certificate to the teachers was promulgated. It laid the solid foundation for government involvement in the control of education. Government involvement in education at this time was restricted to supervision, inspection and assistance by way of grants in aid and over all control for quality and efficiency. Several education ordinances were passed with the purpose of reducing the growth and establishment of unassisted schools. This situation of school ownership and control remained for many years until middle of 1970's when the various government (state and Federal) in the country decided to take over the school. As Ikegbunam

(1997) argued that no responsible government in modern times would allow the education of its people to be controlled by individuals and groups that might not be sufficiently committed to the philosophy and aspiration of the country. In 1970, the East central state which was carved out of the former Eastern region, promulgated a decree –the public Education Edict which provided for the transfer to the state all rights to school property and management of such schools. The effect of this action was to terminate the age-long missionary voluntary agency participation in education, (Olagboye, 2000). The decree was in the tradition of the educational reform acts of 1964 and 1967. The Federal military government already had served notice that “Nigeria cannot afford to leave education to the whims and caprices of individual choice.

Changes in the structure of ownership of public secondary schools

Since the then civilian administration took over the school from the private owners in 1979, the total enrolment in the school has increased tremendously more than what the government has budgeted for. These rapid expansion and increased enrolment into schools at all levels of education were accompanied by massive procurement of teaching equipment and learning aids increased teachers’ employment and increased demand for classroom. It therefore, becomes obvious that government alone cannot provide all the necessary facilities and resources needed in the public schools. Where they are provided, they are either inadequate or sub-standard. Akpa, Udoh and Fagbamiye (2005), observed that in most rural and some urban centres, some of the building are dilapidated, desks and benches are inadequate. There are no standard libraries and science laboratories. Nnoli (2003) identified the

following as problems of public schools: Inadequate scientific material, inadequate and outdated library books, inadequate resources for recurrent expenditure, inadequate capital resources which led to suspension and or non-completion of capital project leading to overcrowded and rundown facilities, inadequate staffing and training, poor motivation and low staff morale.

The report of secondary Education in Nigeria of 2002/2003 (SEIN) highlighted the following areas as a challenge to quality education which calls for private participation: Unqualified teachers, inadequate funding, gross over enrolment, poor school environment. The SEIN report (2003) has it that in Lagos state most of the public schools are short of seats for students, the school building/classrooms are highly dilapidated and learners study under stuff and rowdy atmosphere. This situation is not only peculiar to Lagos alone, but to many other states. Sobowale (2000) in his submission at the return of schools to their former owners gave the following as the benefit of the return. It will reduce the number of schools that government will have to cater for, healthy competition will be returned to educational system, philanthropists and public spirited individuals could be better encouraged to endow education in the state. The Anglican Communion (2000) in their submission in the memorandum for the return of schools to the private owners observed that moral education has disappeared in the public schools. The attendant results are lack of discipline among students, lack of commitment and dedicated to duties. The mission also added that the standard of education and positive competition in academic and moral were destroyed as a result of the government control of education. The impressive desire of government to be in total control of education could not be sustained for a very long time due to inadequate resources as noted by Emenyonu (1994) and due to many years of neglect as observed by Ibiam

(2004). Oduleye (2000) opined that the government too were aware of the poor standard of performance of students in external examination and therefore founded “model schools”. In these schools fees were paid, facilities were in sufficient quantity and quality and parents levied themselves to provide a more conducive learning environment for their children. Macgregor (2000), Agugbuem (2002), Sobowale (2000), all agreed to the decline of the quality of public education.

Education is a capital intensive enterprise in which the expected return or results remains exclusive, if ever growing needs and demands of citizen are not matched with the appropriate resources in fracture and environment (FME, 2004). Because of this reason, education has to be deregulated in order to meet up the expected returns or results. The world Declaration on Education for All (EFA) brings about the need to deregulate education. The supply of human, financial and organizational requirement that is needed for the realization of Education for all is very enormous that government alone cannot handle. This is in line with Nnoli (2003) who states that “new and realized partnership at all levels will be necessary Samuel (2003) also supported this when he stated that “gradual deregulation will enable the government to bring in additional resources which at present go to individual hand”.

Due to the complex nature of education the government has to involve all stake holders to put heads together in order to meet the educational needs of the people. Education is the responsibility of all. Government cannot carry the burden alone. As Ohakwe (1999) opined that it will be misleading to assert that government has all that it takes to fund education in Nigeria. He believes that the provision of education require the participation of all and sundry. Increasing population resulting in increasing

demands for education has combined to make it difficult for government alone to continue to carry the burden of education. This led to the policy statement in the National Policy on Education (FRN, 2004) which states that:

Government's ultimate goal is to make education free at all levels. The financing of education is a joint responsibility of the federal, state and local governments and the private sector. In this connection, government welcomes and encourages the participation of local communities, individuals and other organizations.(P.61)

The document had the effect of stimulating an all round private participation in education. This is by allowing those who are willing, able and ready to supplement government effort in providing education for the people based on the required minimum standard. Thus private participation has contributed and continues to contribute greatly to the development of education in this country.

Physical Resources and Academic Performance

Various studies done on effect of school environment on academic performance attest to the fact that school environment that is not conducive for learning may lead to under performance (Chimombe, 2011). Provision of adequate learning facilities at all levels including equipment and human resources enhances the quality and relevance of imparted skills of learners

(Lumuli, 2009). Learning involves interaction of students with the environment. Teaching and learning resources include classrooms, laboratories, libraries, playing fields, textbooks among others. Indeed physical resources go a long way in creating conducive environment that promote effective teaching and learning. Performance in examinations to state of teaching and learning resources in schools. He notes that students from poor backgrounds perform poorly in the examinations because the poor are often in areas where schools are seriously deprived of vital facilities, an attitude of helplessness may be inculcated early into children making them feel that being in school is a waste of time. Physical materials in terms of adequacy and quality have been noted to have a great impact on performance of students in the examination (Husen, Saha, & Noonan, 1978). A school that has adequate instructional materials is likely to post better quality grades than a school which has poor quality physical resources. A school with inadequate classrooms will be forced to accommodate more students than recommended.

The lack of basic facilities like laboratories has compromised the teaching of science subjects. Topics that are meant to be taught practically are taught theoretically as part of adaptive mechanism by teachers due to inadequate resources to enable effective teaching of the same. This ends up affecting negatively students' performance reducing their competitiveness for opportunities whose placement is pegged on performance in such subjects (Mayama 2012; Lumuli, 2009).

Financial Resources and Academic Performance

Financial resource is a key element among educational resources. Financial resources are used for acquisition of other resource such as

physical facilities, textbooks and human resources (Lumuli, 2009). Availability or adequacy of financial resources will enable a school acquire other facilities. Despite the importance of financial in promoting acquisition of other resources Draft Report on Cost and Financing of education (RoK, 1995) notes that schools have a narrow revenue base which consist of mainly school fees. School fees make up over 90% of total revenue collected by the schools (Selina, 2012). Even if government has been making contribution in form of subsidized secondary Education (SSE), the contribution may be inadequate unless well managed. Collection of fees still varies from school to school. Where collections are inadequate, the state of infrastructure will be poorly developed compromising content delivery.

School Building

The quality of school building plays a vital role in students academic achievement. Lewis (2000) tried to identify the independent effects of school building quality in a study of text scores and found out that good facilities had a major impact on learning. Edward, (1992) observed that disciplinary incidents increased in schools with better buildings. This may be caused by the strict discipline standards in these schools among other factors. Earthman (1995) supported this when he pointed out that schools with lesser quality of building had fewer disciplinary incidents than schools that are rated higher on the structural components. School buildings that can adequately provide a good learning environment are essential for student success. Old building does not have such features as control of thermal environment, adequate lighting, good roof and adequate space that are necessary for a good learning (NCES, 2000). This may be because they are not functioning due to poor maintenance. Older building do not have the main attribute of modern building that are associated with a positive physical environment conducive

to student learning, (Earthman & Lemaster, 1996). Students' achievement lags in a shabby or inadequate school building – those with no science labs, inadequate ventilation and faulty heating systems, (Stricherz 2000). Clark (2002) quoting Sommer (1969) on his discussion on a school building designed for learning states that: If the recitation and reproduction of lessons is considered the chief aim of teaching, the traditional equipment of the classroom is perhaps sufficient but if teaching is guiding children to do their own thinking, purposing, planning, executing, and appraising, as recent educational philosophy maintains, then the classroom becomes a workshop, a library, a museum, in short, a learning laboratory. (p. 102) The structure of the building has also been viewed as an important factor in school environment which can influence the health, happiness and academic achievement of students.

Library Services

The library is at the heart of the education enterprise. Library as a platform for sharing knowledge is aimed at rejuvenating Nigerian schools through the provision of current books and journals, (FRN, 2004). It is a store house of resources and as such provides many more opportunities to the learner to acquire the knowledge, which facilitates to achieve greater academic performance. It contributes to the total development of the students and enlarges their knowledge. Edoka (2000) sees library as a resource centre where a collection of books, periodicals, book materials are housed for use by teachers and researchers for learning, study, research, recreational activities and personal interest. It has been observed that there is a strong relationship between school libraries and academic performance. Keith (2000) reports that schools with well equipped library performs higher than schools where libraries are less developed. Libraries provide instructional materials to

enrich the curriculum and give unlimited opportunities for students' learning, (Aguolu 2002). An effective school library gives foundation for self education necessary for facing challenges of higher education. The role of the library is also reflected in the National policy on Education (FRN, 2004) which states that libraries constitute one of the most important educational services, proprietors of schools shall provide functional libraries in accordance with the established standard. They shall also provide for training of librarians and library assistants for this service. The quality of school library services makes difference in academic achievement, (Library Research Service, 2000). It promotes the growth of knowledge. A well equipped library is a store house of knowledge. If properly organized and utilized, it encourages students' interest in reading and learning, hence it is said that library is the centre for balanced diet for a learner. Libraries exist only because of books and people's desire to read them. It is in line with this that the National Centre for Education Statistics, (2000) reports that the more students read, the higher they will score on almost any measure in any discipline.

School Location

The influence of school location on the achievement of students of public secondary schools has been the concern of many educationists. Bello in Ezeh (2008) opined that school locations are known to influence the students learning through quality of teaching staff, class size and availability of infrastructure. The choice and location of school site have been an indispensable aspect of any effective school planning. This is so because it is the site that can influence the type of the school to be built and the quality and quantity of the buildings. A child's environment that is rural or urban exerts considerable influence on his intellectual development, Okonkwo

(1997) pointed out that schools in rural areas is likely to face the problem of poor academic achievement due to the inequality in provision of human and material resources required for positive educational achievement. This in turn will perpetuate inequality of access to education provision of adequate number and quality of teachers, contents and methods of teaching. An urban child has an edge over the rural ones in terms of “life chances” such as better education and the socialization pattern Ajeh (1990). There are three social classes that exist-higher, middle and lower social classes. The urban, higher and middle classes through improved “life chances are exposed to better environment with access to libraries, adequate space, continuation classes and mass media. The rural children are hardly exposed to those facilities because they are mainly from lower social class. As a result, children from this background have low academic achievement. Uche in Okeke (2003) contends that in terms of facilities and structures, urban schools are worse because of very high enrollment figures. In urban schools, the facilities are grossly inadequate making it necessary to run a sort of shift system especially in primary schools. This has been strongly condemned as it does not make for effective teaching and learning. Stressing the urban/rural inequality, Okon and Anderson in Ajeh (1991) noted that because of lack of social amenities in remote rural area, teacher sent there do not like to stay even if they agree to work, they prefer to live in towns and shuttle to such areas. Ezema (1996) quoting Mood,(1985) said that the teacher is one of the most important factor in the child’s environment that influences his academic 32 performance. Some experts in the field have agreed that rural secondary schools are poorly staffed, with few professionally qualified teaching personnel. This poor staffing of rural secondary schools must have accounted for better performance of urban secondary schools. Broomhall and Johnson

(1994) concludes that rural students performs less than that of urban student on standardized test of educational achievement. This may be due to educational expenditure which are smaller in rural areas.

School Facilities

School facilities are the corner stones of education system. They are essential ingredients in the effort to realize effective teaching and learning outcome. Hinum (1999) asserts that the quality of facilities has impact not only on educational outcomes but on the well being of students and teachers. Adeboyeje (1994) and Ayodele (2004) have pointed out that the availability of adequate chairs, desks and other facilities are necessary for the accomplishment of any educational goals and objectives. They revealed that effective management of school facilities brings about development of educational programmes and facilitates educational process.) that school buildings, classroom accommodation for teaching and learning, promote the academic achievement of students in the school.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter gives the description of the study. The procedure to be used are structured under the following sub_ heading:

- Research Design
- Population of the Study
- Sample And Sampling Techniques
- Research Instrument

- Validity Of Research Instrument
- Reliability of the instrument
- Method of data analysis

Research Design

The research design adopted for this study is survey research design; this is because of the nature of the data to be used for the study. Check and schutt (2022) defines survey research as the collection of information from a sample of individual through their responses to questions. This type of research allows for a variety of methods to recruit participants, collect data, and utilize various methods of instrumentation.

Research Design Population of the Study

The population of this study will consist of seven (7) public secondary schools in Orhionmwon local Government Area of Edo state.

Sample and Sampling Technique

The study adopts a sample of 50 students and 10 teachers from five public schools using simple random sampling techniques. The sample is made of ten 10 students each from the five schools selected.

Research Instrument

The instrument of data collection for the study will be the use of questionnaire, which is very relevant primary source of data gathering. The questionnaire will be of two sections, Section A and B section. Section A, deals with the demographic information of respondents, and Section B will also deal with background issues on “the influence of school environment on academic performance of students in orhionmwon local government area”. The questionnaire will be modify on a four linker's scale of measurement. Agreed (), Strongly Agreed (), Disagree (), Strongly Disagreed ().

Validation of the Research Instrument

In order to establish the validity of the instrument, the researcher will present the instrument (questionnaire) to the project supervisor for screening before administering the instrument on the respondents.

Reliability of the Instrument

To produce reliable results, credible qualitative research methods like interviews, Focus Group Discussions and the questionnaire would be used in obtaining data in this study which is the like-type scale to enable the researcher obtain maximum and reliable information which would be in consonance with the objectives of the study. The questions were designed to drive home the question raised in the research questions, provide data used in testing the research questions formulated as well as achieve the objective of the study.

Methods of Data collection

The researcher will personally administer the questionnaire to the selected schools. The researcher will first explain to the respondents in each school the purpose of the study and how to respond to the items on the questionnaire. The questionnaire will ensure the return of the entire questionnaire administered.

Method of data analysis

The data information were arranged carefully and examined in a simple percentage.

The formula for percentage is shown as.

$$\% = f/N \times 100/1$$

Where,

f = frequency of respondents response

N = Total Number of response of the sample

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

CHAPTER FOUR

PRESENTATION OF RESULT AND DISCUSSION OF FINDINGS

This chapter present the result of data analysis and discussion of findings of this study. Tables were used to represent and show the variables in the data collected. Hundred (100) questionnaire distributed with responses from the concern respondent. Analysis of data was done using analyzed simple percentage and mean scores.

Table 1: Gender Distribution

Gender	Respondents	Percentage (%)
Male	43	43
Female	57	57
Total	100	100%

Source: Field Survey, 2022

Table 1 shows that 43 respondents which represent 43% were male while 57 respondents which represents 57% of the respondents were female. **Table 2:**

Academic Qualification

Academic qualification	Respondents	Percentage (%)
SSCE	31	31
B.Ed/B.Sc	49	49
M.Ed/M.Sc	20	20
Ph.D	-	-
Total	100	100%

Source: Field Survey, 2022

The above tables shown that 30 respondents which represent 31% of the respondents are SSCE holders, 49 respondents which represents 49% are B.Ed/B.Sc holder, while 20 respondents which represent 20% are M.Ed holder. This indicates that B.S.Ed holder were more represented than others.

Analysis of Questionnaires and Hypotheses

The questionnaires is made up of four variables strongly agreed (SA) = 4; agreed (A) – 3; disagreed (D) – 2 and strongly disagreed (SD) – 1

Hypothesis 1: There is no significant relationship between school environment and students academic performance in secondary schools in Orihinmwon Local Government.

Research Question 1: Does School Environment have any effect on students academic performance?

Table 3: School Environment on Student Academic Performance.

S/N	ITEMS	N	SCORE	MEAN	SD	DECISION
1	A healthy and attractive schools environment makes learning conductive and promotes students interest to stay in school.	100	267	2.81	0.75	High
2	School environment improve student academic performance	95	265	2.78	0.74	High
3	School environment play an important role in improving the quality of education in Edo State.	98	279	2.93	0.77	High
4		95	276	2.90	0.76	High
		98	-	2.86	0.76	Accepted

N = 100 criteria mean = 2.95 aggregate mean = 2.99 (accept) and standard deviation = 0.88.

Table above shows a calculated mean value of 2.99 and standard deviation of 0.88 with a test value of 2.5 from this analysis, the mean value is higher than the tested value and the standard deviation is above the bench mark 0.50. This means that school environment influence students academic performance in secondary schools in Orhionmwon Local Government. The result of the analysis shows that there is a significant relationship between school environment and students academic performance in secondary school in Orihonmwon Local government Area.

Hypothesis 2: There is no significant relationship between school environment and students academic performance secondary schools in Orihonmwon Local Government.

Research question 2: To what extent do school facilities affect student academic performance in Secondary school?

Table 4: School facilities on student Academic Performance

S/N	ITEMS	N	SCORE	MEAN	SD	Remark
5	School facilities are essential ingredients in the effort to realize effective teaching and learning outcome	95	267	2.81	0.75	High
6	Adequate infrastructure are quite essential for conducive and producing learning	95	265	2.78	0.74	High
7	School facilities have impact on the student academic performance	95	279	2.93	0.67	High
8	School facilities have effect on student academic performance	95	276	2.90	0.76	High
		95	-	2.85	0.73	

N = 95, criteria mean = 2.50 aggregate mean = 2.85 (accept), standard deviation = 0.73 (accept). The table shows a calculated mean value of 2.85 and a standard deviation of 0.73, with a test value of 2.50. From this analysis, the mean value is higher than the tested value as well as the standard deviation is higher than the benchmark value of 0.50. therefore, the result shows that there is a significant relationship school facilities and student academic performance in secondary school in Orhionwmon local Government.

Hypothesis 3: There is no significant relationship between government role and school environment in Orhionwmon Local Government

Research question 3: Does Government play any role in improving school environment?

Table 5: Government Role on School Environment

S/N	ITEMS	N	SCORE	MEAN	SD	DECISION
9	Adequate classroom building are provided by government to help promote effective teaching for student and to improve academic achievement	95	277	2.92	0.76	High
10	Government ensure that students have access to the school nearest to their area of residence	95	208	2.19	0.66	High
11	Government provide schools with enough securities through fencing of school to ensure peaceful academic performance	95	268	2.82	0.75	High
12	Government provide classroom accommodation as well as reading space in schools to help promote effective teaching for student to improve academic achievement	95	257	2.70	0.73	High
		95	-	2.66	0.73	

N = 95 criteria mean = 2.50 aggregate mean = 2.66 (accepted), standard deviation = 0.73 bench mark = 0.50.

Table above shows a calculated mean value 92.66 and a standard deviation of 0.73, with a test value of 2.50 from this analysis; the mean value is higher than the test value as well as the standard deviation. Therefore, there is significant relationship between government role and school environment on students academic performance in Orhionwmon Local Government.

Hypothesis 4: There is no significant relationship between school location and students choice of school on students academic performance in Orhionwmon Local Government

Research question 4: Does school location have any impact on student choice of school?

Table 6: School Location on Students Choice of School.

S/N	ITEMS	N	SCORE	MEAN	SD	DECISION
13	School location play an important role in improving the quality of education		217	2.29	0.68	High
14	There is a relationship between school location and school environment		203	2.14	0.65	High
15	School location influence students achievement through quality teaching staff, class size and availability of infrastructure		215	2.26	0.67	High
16	The choice and location of school site have been an indispensable aspect of any effective school planning		196	2.06	0.64	High
		95	-	2.188	0.66	

N = 95, criteria mean = 2.50 aggregate mean = 2.21 (Accept). Table above shows a calculated mean value of 2.21 with a test value of 2.50 but with a standard deviation of 0.66 above the bench mark of 0.50. From this analysis, the standard deviation value is higher than the bench mark value. Therefore, the result indicates that there is significant relationship between school location and students choice of school on students academic performance in Orhionwmon Local Government.

Hypothesis 5: There is no significant relationship between class size and students academic performance in Orhionwmon Local Government

Research question 4: Does school location have any impact on student choice of school?

Table 7: Class Size on Academic Performance

S/N	ITEMS	N	SCORE	MEAN	SD	DECISION
17	Class size play an important role in improving student academic performance	95	277	2.92	0.76	High
18	Adequate classroom size promote academic achievement	95	208	2.19	0.66	High
19	Student in smaller classes have better leaning outcome than students in larger classes	95	268	2.82	0.75	High
20	Large class size will have a negative effect on student	95	257	2.70	0.73	High
		95	-	2.66	0.73	

N = 95 criteria mean = 2.50 aggregate mean = 2.66 (accepted), standard deviation = 0.73 bench mark = 0.50.

Table above shows a calculated mean value 92.66 and a standard deviation of 0.73, with a test value of 2.50 from this analysis; the mean value is higher than the test value as well as the standard deviation. Therefore, there is significant relationship between class size and students academic performance in public secondary schools in Orhionwmon Local Government.

Discussion of Findings

The result shows mean of 2.86 and standard deviation of 0.76 with a test value of 2.5 from this analysis, the mean value is higher than the tested value and the

standard deviation is above the bench mark 0.50. This means that school environment influence student academic performance in Orhionwmon Local Government. The result shows that there is a significant relationship between school environment and student academic performance. This finding corroborates with the study by (Akaninwor, 2016) asset that school environment contribute to children academic performance which is usually measured in terms of cognitive, psychomotor and affective achievement.

The result shows calculate the mean value of 2.85 and a standard deviation of 0.73, with a test value of 2.50. From this analysis the mean value is higher than the test value as well as the standard deviation is high than the bench mark value of 0.50. Therefore, the result shows that there is significant relationship between the school facilities and student academic performance in public secondary schools in Orhionwmon Local Government. This finding reflect Hinum (1999) asserts that the quality of facilities has impact not only on educational outcomes but on the wellbeing of the students and teachers.

The result shows a calculated mean value of 2.66 and a standard deviation of 0.73 with a test value 2.50. From the analysis, the mean value is higher than the tested value and the standard deviation is above the bench mark 0.50. This means that there is a significant relationship between Government role and school environment in Orhionwmon Local Government.

The result shows mean value of 2.288 and standard deviation of 0.69 with test value of 2.50. from this analysis the mean is higher than the bench mark value of 0.50. therefore, the result shows that there is significant relationship between school location and students choice of school in Orhionwmon Local Government Bello Ezech

(2008) opined that school locations are known to influence the students learning through quality of teaching staff, class size and availability of infrastructure.

The result shows mean value of 2.66 and standard deviation of 0.73 with test value of 2.50. from this analysis the mean is higher than the bench mark value of 0.50. therefore, the result shows that there is significant relationship between class size and academic performance of student in Orhionwmon Local Government.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter deals with the summary, conclusion as well as recommendation made in light of this research.

Summary

The essence of this research was to critically examine the influence of school environment on academic performance of students of Orhionwmon Local Government Area.

The study reveals that school location , library and school sick bay and offices for the teachers, enough reading rooms for students, more classroom accommodations as well as staff common room are the major areas that affect students' academic achievements in the school with regard to buildings. The identified areas above ranked high in the opinion of the researcher. The above views are in agreement with the view of Okafor (2003), Lew (2000), and Akpa et al (2005) that school buildings, classroom accommodation for teaching and learning, promote the academic achievement of students in the school. The result also indicated that adequate

examination hall in the school affects the students' academic performance. The finding above underscores the importance of the provision of staff offices, adequate classroom accommodation as well as reading spaces in the school, so as to enhance students' academic achievement. This will also promote effective teaching and learning as teachers performance will also be enhanced.

The study was carried out to investigate the influence of school environment on academic performance of students in Edo State public secondary schools. While the population comprised principals and teachers in the education zone.

Four research questions and two null hypotheses guided the study; while student t-test statistics was used to test the hypotheses 0.05 level of significant. A review of empirical studies was carried out to guide the researcher into previous studies in the area and also to provide the researcher with the theoretical base.

A 20-item questionnaire was used to get information from the respondents. Based on the data collected and analyzed, the following results were obtained.

That staff office, classroom spaces for teaching students and staff common room represented the major areas that to a great extent affect the academic achievement of students in public schools, with regard to buildings.

It was also revealed that desks, current books and presence of library assistants constituted the areas of influence to the academic achievement of the students with regard to library services in the public

secondary schools.

Both the principals and teachers agreed that access to reading materials in the school, lack of facilities, and nearness to school and insufficient qualified teachers very greatly affect the academic achievement of the students. Inadequate teaching materials were also noted as a major factor affecting the students' academic achievement.

The two groups also shared common views in terms of the great influence of school health services, fencing of school for security and provision of power supply as important variable affecting the academic achievement of the students of public secondary schools.

Based on the above, the researcher recommends that schools should be provided with functional libraries, equipped with current reading materials to help enhance both the students' academic achievement and the teachers' effectiveness in academic activities in the school.

Also recommended is that schools are to be fenced and power supply provided in the schools by the stakeholders to promote effectiveness and efficiency among the staff and the students in the system.

Conclusion

It is pertinent to state that the objective of the study was to investigate the effect of school environmental variables on the academic performance of students in Edo state; we are convinced that inadequate offices for staff, classroom accommodation for teaching students as well as common room for teachers to a great extent affect the academic achievement of students with regard to building in the schools. The findings also identified seats/desks, current reading material, current books for lending and the

presence of library assistants in the schools as critical areas that to a great extent affect the academic achievement of students of public schools with regard to library services. The result indicated that limited access to both the students and teachers to reading material has great the affect academic achievement of students performance.

Recommendations

Based on the findings, the researcher made some recommendations as follows;

1. Adequate classroom buildings should be provided in public schools to help promote effective teaching for students and to improve academic achievement
2. Government and communities should ensure that students have access to the schools nearest to their areas of residences
3. Effort should be made by stakeholders to provide schools with functional libraries, well equipped with current reading reference materials
4. Qualified library assistance to be posted to schools to aid the students on the proper use of library service.
5. Enough security to be provided through fencing of schools to ensure peaceful academic environment.

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QUESTIONNAIRE

Department of Educational
Management, Faculty of Education
University of Benin
Benin City.

Dear Sir/Ma

REQUEST FOR YOUR CO-OPERATION IN COMPLETING THIS QUESTIONNAIRE

I am undergraduate student of Economics Statistics Education at the University of Benin, Benin city, Edo State. I am carrying out

a research study in partial fulfillment of the requirements for the award of "B.sc(Ed) Economics Statistics". The research being carried out title: THE INFLUENCE OF SCHOOL ENVIRONMENT ON THE ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS. A CASE STUDY OF ORIHONNWNON LOCAL GOVERNMENT AREA OF EDO STATE. This questionnaire is essentially an opinion survey meant to elicit your assistance in providing sufficient and accurate data to supplement the information on the subject of study. Please be assured that subject of study. Please be assured that all information will be held in strict confidence and for academic purpose only.

Thanks, in anticipation for your cooperation.

Yours sincerely

Uwabor Emmanuel Oludele.

Researcher

Instruction: Please tick [] in the appropriate box applicable to responses.

1. Sex: Male [] Female []
2. Age: 10-20 [] 21-30 [] 31-40 [] 41-50 [] 51 and above []
3. Educational Level: SSCE [], HND [], BSC [], MSC [, PHD []
4. How long have you been in school: 0-2 years [, 3-5 years [, 6 years [, 6 years and above [].
5. Profession of Respondents: Principal [, Headmaster [, Headmistress [, others [].

Section B: Data on School Environment and Academic Performance of Student.

Kindly indicate the extent to which you agree or disagree with the following statements.

SA = Strongly Agree, A= Agree, D = Disagree, SD = Strongly Disagree.

S/N	Item	SA	A	D	SD
	Does school environment have any effect on student academic performance?				
1	A healthy and attractive school environment makes learning conducive and promote students interest to stay in school				

2	School environment improve students academic performance.				
3	School environment play an important role in improving the quality of education in Orhinnwon Local Government Edo State.				
4	School environment is an essential aspect of educational planning				
	To what extent do school facilities affect students academic performance in secondary school?				
5	School facilities are essential ingredients in the effort to realize effective teaching and learning outcome				
6	Adequate infrastructures are quite essential for conducive and producing learning.				
7	School facilities have any impact on the student academic performance				
8	School facilities have any effect on student academic performance				
	Does Government play an important role in improving school environment?				

9	Adequate classroom buildings are provide by government to help promote effective teaching for student and to improve academic achievement				
10	Government ensure that students have access to the schools harvest to their areas of residence				
11	Government provide schools with enough security through fencing of school to ensure peaceful academic environment				
12	Government provide classroom accommodation as well as reading spaces in school to help promote effective teaching to improve students academic achievement.				
	Does school location have any impact on student choice of school?				
13	School location play an important role in improving the quality of education				
14	There is relationship between school location and school environment				
15	School location influence student achievement through quality of teaching staff, class size and availability of infrastructure				

16	The choice and location of school site have been an indispensable aspect of any effective school planning				
	Does class size have impact on student academic performance?				
17	Class size play an important role in improving student academic performance				

	Adequate classroom size promote effective academic achievement			
	Student in smaller classes have better learning outcome than student in larger classes.			
	Large class size will have a negative effective on student.			