

**THE INFLUENCE OF LEARNING ENVIRONMENT ON THE
ACADEMIC PERFORMANCE OF JUNIOR SECONDARY
SCHOOL STUDENTS IN ENGLISH LANGUAGE: A CASE
STUDY OF ESAN-CENTRAL LOCAL GOVERNMENT AREA OF
EDO STATE.**

BY

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UNIVERSITY OF BENIN,
BENIN CITY.**

JANUARY, 2023

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF
EDUCATIONAL FOUNDATIONS, FACULTY OF EDUCATION,
UNIVERSITY OF BENIN, BENIN CITY, IN FULFILMENT OF
THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF
ARTS (EDUCATION) DEGREE IN ENGLISH AND
LITERATURE.**

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CERTIFICATION

We the undersigned certify that this project work was carried out and completed by Emmanuel Ese EHIMEN with Matriculation Number, EDU1702822, in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City, Nigeria; in partial fulfilment of the requirements for the award of a B.A.(Ed) Degree in English Language and Literature, Faculty of Education, University of Benin, Benin City, Nigeria.

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DEDICATION

This study is dedicated to God Almighty for his Grace and Wisdom that enabled me all through my stay in the University of Benin, and for his Fortitude that made me successfully complete this Project.

ACKNOWLEDGEMENTS

The researcher is genuinely grateful to God Almighty for making it possible for him to complete this project successfully and for his loving-kindness all through his academic career in the University of Benin.

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TABLE OF CONTENTS

	PAGE
TITLE	i
CERTIFICATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	v
ABSTRACT	ix
CHAPTER ONE: INTRODUCTION	
Background of the Study	1
Statement of the Problem	3
Research Questions	4
Purpose of the Study	5
Significance of the Study	6
Scope and Delimitation of the Study	7
Definition of Terms	7
CHAPTER TWO: REVIEW OF RELATED LITERATURE	
Concept of Learning Environment	9
Relevance of Learning Environment	18
Component of Learning Environment	23

Concept of Academic Performance	27
Learning Environment and Academic performance	28
How to Evaluate Academic Performance	31
Summary of Literature Reviewed	34
CHAPTER THREE: METHODOLOGY	
Research Design	35
Population of the Study	36
Sample and Sampling Technique	36
Research Instrument	36
Validity of the Instrument	37
Reliability of the Instrument	37
Method of Data Collection	38
Method of Data Analysis	38
CHAPTER FOUR: PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS	
Presentation of Results	39
Discussion of Findings	45

**CHAPTER FIVE: SUMMARY, CONCLUSION AND
RECOMMENDATIONS**

Summary	48
Conclusion	49
Recommendations	50
Suggestion for further studies	51
REFERENCE	52
APPENDIX	58

LIST OF TABLES

Table 1: School Location and Students' Academic Performance.	39
Table 2: Class Size and Students' Academic Performance in English.	41
Table 3: Instructional facilities and Students' Academic Performance.	43

ABSTRACT

The study investigated the influence of learning environment on students' academic performance, with special reference to secondary schools in Esan-Central Local Government Area of Edo State. The population of the study comprised of nine thousand two hundred and four (9204) students in twenty (20) public secondary schools in the Local Government and a sample one hundred (100) students purposively selected from five (5) randomly selected secondary schools was used for the study.

Three research questions were raised to guide the study, and a descriptive research design was adopted for the conduct of the study with the use of a questionnaire as the instrument for gathering data to answer the research questions. The use of, frequency count, percentage and tables were used to present the results for ease of discussion and interpretation.

Based on the results, it was concluded that location of school, the size of English language class and the instructional facilities in schools influence students' academic performance in English Language.

Finally, appropriate recommendations like the government, policy makers and school administrators should make provide a more conducive learning environment by providing schools with social amenities and more classroom and learning facilities.

CHAPTER ONE

INTRODUCTION

Background of the study

Education is the process through which society transmits her cultural heritages from one generation to the other. Education is the instrument with which society ensures her development socially, politically, economically and religiously. Education and society are twin sisters; as none can exist without the other. Just as the society needs the support of education to be able to transmit her cultural heritage, so also education needs the support of the society to be able to carry out her functions. Education cannot take place without an enabling environment such as; the classroom, libraries, resource centers, workshops, information and communication technology facilities, laboratories etc. It is in view of this that the study looks at the influence of the learning environment on the academic performance of Junior Secondary School Students in English language with particular reference to Esan-Central Local government Area of Edo State.

Studies have shown that students learning environment influence their academic performance, either negatively or positively. For instance, Riodean (2008), in a study on the Early Implementation of Public Single-Sex School observed that the level of student involvement in academic activities is high when the environment in which they learn is conducive. According to Yusuf and Adigun (2010), learning environment has the potential of influencing students' academic performances. This means that students would perform better academically if the environment under which they learn is conducive. For Oyedele (2000), school facilities have positive influence on students' academic performance either negatively or positively.

Over the years, educational researchers have put in much effort and time to ascertain the causes of students' poor academic performances and how it can be reduced. One identified factor is the inability of Nigerians to provide adequate learning environment for the schools that would help the students or learners to acquire the needed skills and knowledge that would boost their academic performance. It is believed that deficiencies such as

these contribute significantly to the increasing rate of failure and the subsequent drop-out of secondary school students.

Statement of the Problem

School or learning environment is an important aspect of educational planning. This is because unless schools are well suited, building adequately constructed and equipment adequately utilized and maintained, effective teaching and learning cannot take place. Observation and reports from examination bodies showed that there is a continuous decline in the performance of students in all the subjects, especially English language. The decline in the performance of students in English Language is a major source of concern, since English language is not only the Nation's lingua franca and the language of business but also a core subject in the school curriculum. Meaning that without credit pass in the subject, students will not be able to gain admission into higher institutions, especially the university. The problem therefore is that if nothing is done to curb the trend, in the near future there will be problem with communication in the offices and in business centers as Nigeria is a multi-lingual nation. Secondly,

teachers of English language will be very scarce in our primary and secondary schools and most importantly students will find it difficult to gain admission into higher institutions.

It is in this face of these problems that researchers decided to investigate the influence of learning environment on the academic performance of students in English language in Esan-Central Local Government Area of Edo State.

Research Questions

The following research questions were raised to guide the study.

1. Does school location influence student's academic performance in English language?
2. Does class size influence students' academic performance in English language?
3. Does instructional facilities influence students' academic performance in English language?

Purpose of Study

Generally, the study investigated the influence of learning environment on the academic performance of Junior Secondary School Student. Specifically, the study aimed at finding out:

1. If location of school has any influence in students' academic performance in English language.
2. If class size has influence on students' academic performance in English language.
3. If instructional facilities have influence on students' academic performance in English language.

Significance of the Study

The study when completed would be of immense benefit to the students, teachers, parents, education planners and to the government.

To the students, the study is important because it will arouse their quest and zeal to study and master English language.

To the teachers, the study is significant because it will help them to appreciate the place of learning, environment in the teaching and learning of English language.

To the parents, the study is also important because it will make them understand why their children are performing poorly in English language. This will in turn make to mount pressure on the government to provide a conducive learning environment for their children to learn better.

To the government, the study is significant because it will open her eyes to the great importance of conducive learning environment. This will make her to provide conducive learning environment for students in the schools.

Scope and Delimitation of the Study

The study was originally designed to cover all the junior secondary schools in all the junior secondary schools in Esan-Central Local Government Area of Edo State, but as a result of financial and time constraints, it was limited to five randomly selected secondary schools in the Local Government Area.

Definition of Terms

The following terms were defined operationally as used in the study.

Teaching Aids/Learning Activities: these are materials which enhance teaching and learning, assist or promote the process of teaching and learning, such as textbooks, audio visual equipment, chalk, chalkboard, bro, flash cards and charts.

Pidgin English: a language that developed when individual from different linguistic intelligibility.

Lingua-Franca: it is an accepted official language in a multi-lingua society interference, negative influence of one language to another usually due to proper mastery of one and an imperfect mastery of the other.

Mutual Intelligibility: understanding among language speakers when each of them speak.

Home Background: these are factors influencing a child his or her family environment.

Mother Tongue: the language of a child's mother or parents.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviews the literature related to this study under the following sub-headings:

- Concepts of Learning Environment
- Relevance of Learning Environment
- Components of Learning Environment
- Concept of Academic Performance
- Learning environment and Academic Performance
- How to evaluate Academic Performance
- Summary of Literature Reviewed

Concept of Learning Environment

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

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 behavior. This implies that an individual's acquisition of skills, knowledge and competencies would cur under certain conditions and influences (Nwadiani, 2000). In the view 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 it resources. Within the school, there is also a macro environment which influences the operation and the extent to which educational objectives can be achieved.

Therefore, the development of an individual, through knowledge and skills acquisition in schools, could be influenced positively or negatively by the socio-political and economic conditions of tine environment: This is

probably why Akubue (2006), stated that " A good learning environment has the advantage of fostering desirable behavior and attitude; developing problem solving, smile and creative thought; encouraging students interrelationships and fostering centered methods. School environment reflects the physical and psychological! aspect of the school that are more susceptible to change and ride the pre-condition necessary for teaching and learning to take place Junggle (2003). Tshui and Cai (2011) described learning environment as an orderly environment in which the school family feels valued and able to pursue the schools mission free from concern about disruptions and safety.

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, circulation spaces, space for conveniences and accessories are essential in facilitating teaching-learning process. Over the last decades, research studies from a range of historically somewhat fields (e.g., risk prevention, health promotion, character education, marital health

and social-emotional learning) have identified research based school improvement guidelines that predictably create safe, caring, responsive and participatory schools (Sanoff, 2009).

In the options of Cohen (2006), learning environment is the quality and character of school life. It is based on patterns of school, life experiences and reflects norms, goals, values, interpersonal relationship, teachings, learning and leadership practices, and organizational structures. A sustainable, conducive school environment fosters youth development and learning necessary for a productive, contributing and a satisfying life in a democratic society. This climate includes norms, values and expectations that support people's feelings socially, emotionally and physically safe. Secondary school is a formal organization where teachers and learners activities are planned, organized and controlled both internally and externally (Rohana, 2009).

According to Esan, Obashoro and Osondu (2008) the school as a learning environment comprises physical, academic, social and cultural environments. The physical environment is made up of the school location,

physical features and structures within and outside the school. For example a school may be located in Urban or rural areas, noisy or quiet areas. Buildings, equipment and infrastructures available within a school and its surrounding also constitutes its physical environment.

Learning environment is reflected by curricular activities in which the teachers and learners engage in classrooms, libraries, laboratories and other place in the school. Social environment is created through interaction among the teacher and learner in classroom and other places in the school. The cultural environment consist of rules, regulations, values and discipline. It also includes all school activities which are meant, to initiate learners into societal culture and the dominant among these features is the physical environment as describe by mark (2007) and Ajayi (2007) that school physical features consist of the basic systems and structure which are viable and are needed by schools or institutions in order to function effectively and to fulfil the purpose for which it was established.

Physical learning environment if adequately provide and maintained its capable of influencing students and teachers positively as suggested by

Olagboye (2001) physical learning environment reflects the political, social, economic and intellectual activities of given school. He referred to them as physical resources, school plant or school facilities. Bosque and Dore (2008), teaching and learning environment out to implement six functions: inform, communicate, collaborate, produce, scaffold, and manage. They added that conceptually speaking, the learning environment refers to the whole range of components and activities which learning happens.

OECD (organization for Economic Co-operation and Development) (2009), described learning environment as a physical space that supports multiple and diverse teaching and learning programmes and pedagogies, including current technologies; one that demonstrate optimal, cost effective building performance and operation over time; one that respects and is in harmony with the environment and stimulating setting for its occupants.

Learning environment in its narrow sense is a conventional classroom and in its widest sense, is a combination of formal and informal education system where learning takes place both inside and outside the

school for the purpose of achieving the set objectives (Manninen, 2007). The concept of physical learning environment with respect to physical structures relates to spaces, equipment and tools within the school (James, 1997). Dikko (2008) suggests that learning environment is a complex structure that includes teaching equipment, sources of information and events within and outside the schools where students can take part in the learning process both directly and virtually.

Looking at the learning environment is about more than the structures, it is about the social relationship within the space. Elis (2005) asserted that space can be conceptualized as being an interaction between physical and social space. Also the concept of learning environment has been viewed by Sariola (2011) as an environment where the teachers and the students' activities within which learning is seen as an active process in a multi- information and co-operational network environment.

Moreover, technology is often considered valuable for increasing educational benefit and instructional quality (Dexter, Anderson, & Becker, 2009). Mobile devices, wireless communications, and network technology

have recently advanced significantly, and have been integrated into various wireless learning environment that attract many individual attention and expectations (Rochelle & Pea, 2002); Norris & Soloway, 2004). For instance, many studies have been predicted that wireless learning environment have the potential to create something new and have significant impact on education (Robiyer, 2003; Rochelle, 2003; Penuel, Tatar, & Rochelle, 2004).

Wireless learning environment, offer many educational possibilities that are no easily achieved in other learning environment. Mobile devices enable both the teacher and the students to employ computing power without time or location constraints while the internet and wireless technologies enable mobile devices to interconnect seamlessly with each other or with other computing device. Wireless learning environment have the following features based on seamlessly linking various computing power with mobile learning device at hand which include, enhancing availability and accessibility information networks; engaging students in learning related activities in diverse physical location; supporting group

work in projects; improving communication and collaborative learning in the classroom; and support quick content delivery (Liang 2005; Zurita, Nussbaum, & Salinas, 2005). Therefore, wireless learning environment are regarded as more suitable than the ordinary classroom or computer classroom for supporting teaching and learning based on learner-centered teaching methods which Rochelle (2003), and Zurita et al (2005) describes as active, productive, creative, and collaborative learning methods.

Environment of an organization has all elements of its operations, and they include direct and indirect actions elements. School facilities constitute the major components of both direct and indirect elements in the environment of learning. Learning environment is a controlled environment that facilitates teaching and learning process through the various elements that exist within it and as well protect the well-being of its occupants (Hawkrige, 2006). Ferker (2004). Bob (2012) and Creemers (2004) all posited that a safe and orderly environment is the one that is free from threat of personal harm and conducive for teaching and learning.

Relevance of Learning Environment

The totality of internal and external influence surrounding a school constitutes its environment. The appropriateness of a learning environment is a key both to safety and effective learning and development (Liu & Zumbo, 2006). According to Teachernet (2008), the surrounding in which students learn can greatly influence the academic performance and wellbeing of the learners. The architecture, layout and facilities of the school, plays a vital role in shaping the learning environment and promotion of effective learning. Again, Michael (2007), argued that the learning environment can serve as a tool for influencing behavior and as aid to teachers in the management tasks. Michael submitted that students learn better in a well' manage classroom environment. Rutter, Dukor & Fair (2009) and Adewuyi (2002), submitted in their various studies that conducive learning environment can have effect on both attitudes and achievement of students. Conducive learning environment is relevant for students to achieve their educational goals. Also, Nwagwu (2006) and Ogusanu (2004) maintained that the quality of education that the children

receives bears direct relevance to the availability or lack of physical facilities and overall atmosphere in which learning takes place. The school facilities consists of all types of buildings for academic and non-academic activities, areas for sports and games, landscape, farm, and gardens including trees, roads, and parts. Others include furniture and toilet facilities and packaging lot, security, transportation, ICT, cleaning materials, food storage facilities and social facilities for the physical challenged persons.

Conducive learning environment needs to be actively created and sustained by members of the students, parents and school personnel groups in the school, and supported by the community at large. When the school and community works together to understand and improve learning environment, collective actions powerfully support positive youth development and learning and promotes the underlying 21 century skills and knowledge (James, 2005).

Learning environment promotes students learning. Conducive learning environment powerfully affects motivation to learn, for example

activities like community service-learning and students' value and students engagement can create a conducive learning environment by providing students with opportunities to participate in the learning process and construct their own knowledge of social and government system.

Moreover, when such activities are presented in a supportive and collaborative learning environment, they encourage students to build upon one another ideas in productive and engaging ways. Together, the experience realistically represent the social situation that they may find themselves part of the greater civil society (Bandeled, 2002). In an overlapping manner, Conducive learning environment promotes cooperative learning, group cohesion, respect and mutual trust, (Bandura, 1991). These facilities plays pivotal role in the actualization of the educational goals and objectives by satisfying the physical, emotional, cultural, social, educational and psychological needs of the students as well as the general education goals of the society. Bickel, (2007) emphasized that the physical need are met through provision of safe structure, adequate sanitary facilities, a balance visual environment, appropriate thermal

environment and sufficient shelter space for his work and play. Learners' emotional needs are met by creating pleasant surroundings, a friendly atmosphere and a spring environment.

In fact, school exist to serve socio-economic and political needs of the ever changing society. Consequently, they are in constant interaction with their external environment. They receives inputs from the external environment in the form of human and material resources processes them and empty same into the society as finished products and services. Learning environment is also relevance to its occupants and the society where it exists because of multipurpose facilities which can be used for academic activities during school hours, and may be available for community use during or after school hours. Such facilities may be used for continuing educational programmes, social activities and recreation. Through appropriate scheduling multipurpose facilities may be available to the community during school hours. This will eliminate the burden of duplication of such facilities as conference halls, gymnasium, library,

theatre and sporting facilities. Such integrated effort is effective and brings the community closer to the school.

Again, decent facilities in our learning environment make additional contribution to teachers work. Siegal (2004) asserted that there is a direct relationship between architecture and the collaboration of the teachers. The availability of relevant and recent facilities and equipment in a conducive school climate can influence teacher's abilities and increases the information of social and professional relationship and sharing of Information and knowledge.

Learning environment reflects the shared ideas, assumption, values, beliefs and practices that define its culture and standards for expected behavior. A school climate that contributes to learning focuses on essential component, including safety and strong relationship between teaching and learning. A positive school climate means that students, staff, and visitors all feel safe. Threats to their physical and emotional safety (e.g. building) can take a great toll on students learning some to be fearful of attending school and ultimately impacting negatively on students learning. A school

climate that builds culture of mutual trust and respect, engage participants and supports a relationship between teaching and learning that can improve childhood health and academic performance. Ensuring that a school learning environment is sensitive to its culturally and linguistically diverse student body, result in a stronger connection between each teacher and student.

Finally, from the foregoing contribution of different authorities on the relevance of learning environment we can sum up that, conducive learning environment promotes students learning, academic achievement, school success and healthy development, as well as effective risk prevention, positive youth development and increase teachers relation.

Component of Learning Environment

Learning environment characterizes the organization at the school building and classroom level. It refers to the feel of a school and can vary from school to school within same district. Several aspects of school physical and social environment comprise its components. Cotton, (2006)

has identified components of learning environment as appearance and physical plants; faculty relations; leadership and decision making; environment that is welcoming and conducive for learning; environment that promotes communication and interactions; environment that promotes a sense of belongings and self-esteem and the environment that promotes learning and self fulfilment.

He characterized environment that is welcoming and conducive by school building as to certain normal class population, students should feel safe and comfortable everywhere on school properties, class orderliness should be maintained, classroom and ground are cleaned and well maintained, noise free environment, classroom are furnished and staff members have sufficient bonks. He further characterized environment that promotes interaction by good interactions among the occupants of the environment, teachers are collegial and students grouping are diverse, parents and teachers are partners in the education, teachers are opened to students suggestions and students are offered the opportunity to participate

in decision making and staff and students are trained to prevent or resolve conflicts.

However, he characterized environment that a sense of belonging and self-esteem by interactions of teacher and other staff members with students caring, responsiveness, supportive and respectful, students trust teachers and other staff members. moral is high among teachers and staff, school is opened to diversity and welcoming to all cultures, teachers and other staff members and students are respected and valued, also teachers, staff and students feel that they are contributing to the success of the school, there is a sense of community, the school is respected and valued by teachers, staff, students and families and parents perceive the school as warm, inviting and helpful. He also characterized environment that promotes learning and self-esteem by emphasis on academic but all types of intelligence and competence are respected and supported, expectations, are high for all students and all are encouraged to succeed, progress is motivated regularly, result and assignments are used to evaluate and redesigned teaching procedure and content, result and assessment are

promptly communicated to students and parents, achievement and performance are awarded and praised, and teachers are confidently and knowledge.

However, the various aspects or components of learning environment do not operate independently of one another, for example, the physical environment can encourage or discourage social interactions. Similarly, social interactions facilitate a warm effective environment. Collectively, the physical, social and affective environment contribute to and are impacted by the academic environment. Thus, for the purpose of this study only the physical learning environment was considered.

Learning environment includes all the factors that can affect the learning within and outside the classroom (example, method of presentation, involvement of students, material and resources. then outside the classroom example, sports, social clubs, social and cultural interaction (Cheter, 2008). OECD (Organization for Economic Cooperation and Development) (2011) Considered components of learning environment as learning space and its operational environment within its flexible and

modifiable learning space and their learning environment which are formed through pairs of dimension. They are all interactive and totally supportive of one another.

Concept of Academic Performance

Academic performance really means three things; the ability to study and remember facts, being able to study effectively and see how facts fit together and form larger patterns of knowledge and being able to think for yourself in relation to facts and thirdly, to be able to communicate (Coulson, 2008). According to Pruet (2010) is the level of achievement attained via the combination of inputs from students' motivation and conduct. In view of Adediwura and Tayo (2007) academic performance is generally referred to how well a student is accomplishing his or her tasks and studies, but there are quite a number of factors that determine the level and quality of students' academic performance. There is no doubt that supports the view of Nicolas (2004) that the most current information on improving academic performance shows that there are three environmental influences linked to levels of academic performance among school students.

These influences according to the information includes high quality parenting (the degree to which a young star is provided with an enriched, warm and responsive learning environment which includes appropriate control and discipline over children, and are closely associated with both higher grade reading and mathematics skills); high quality child care environment (stimulating activity and nurturing as reflected in high quality parenting) and high quality first grade classrooms (with a focus on literacy instruction, evaluative feedback, instructional conversation, and encouraging child responsibilities). Academic performance index (2010) revealed that academic performance is how students deals with their studies and responsibilities given to them by their teachers. Louis (2012) academic performance is the ability of students to obtain high grades and standard test score in school courses, especially course that are part of the core academic curriculum.

Learning Environment and Academic performance

A school is a learning environment where team work is prevalent, diversity is incorporated, and individual care about trust, and respect for

each other, community members share a vision for the future of the school, a common sense of purpose and a common set of values. Weighting and Lucking (2004) theorized that sense of community in an educational setting includes two underlying dimensions, which one can label social community and learning community.

Social community represents the feeling of the community of students regarding their spirit, cohesion, trust, safety, interactively interdependence and sense of belonging. Learning community consists of the feelings of community members regarding the degree to which they share group norms and values and the extent to which their educational goals as contained in the National Policy Education (Federal Republic of Nigeria, 2004) an expectations are satisfied by group membership. Tinto (2007) maintained that students require academic, social and personal support from their school. As supported by Austin (2004) theory of involvement suggests that student learn more when they are more involved in both academic and social aspects of school experience. Consequently, learning has important social and cognitive dimension and occurs most

effectively when the school provides a positive social environment with strong sense of community.

The relative social class of a student also affect his/her academic achievement. Students from low socio-economic background who attend poorly funded schools most times do not perform as well as students from higher social classes (Eamon, 2005). Students' motivation for learning is also regarded as one of the most critical determinants, which contributes to the success and quality of any learning outcome (Mitchell, 2002) school composition or the general make up of a school is another important factor regarding academic achievement (Crosnoe et al, 2004, Bali and Alverez 2004, & Eamon 2005). The skill level of teacher is another indicator of students' performance. Students who attend schools with a high number of well qualified teachers perform better (Bali & Alverez, 2004).

Ducason and Achilles (2008) describes teachers and the physical environment are the two major tools that can bring about new outcomes in teaching and learning process. Conducive learning environment is found to be every important factor of school effectiveness. Glen (2006) however,

revealed that physical facilities like buildings can exert great influence on the academic performance of students either positively or negatively by how the built environment either permits them to functions or inhibit the process of teaching and learning.

How to Evaluate Academic Performance

Evaluation serves as a source of motivations for students learning. Students are encouraged to learn more seriously when they know that their learning will be evaluated and when they realized that their efforts an achievement are keen recognized. Elsevier (2010) asserted that evaluation is concerned more fundamentally with deciding on the value or worthwhile of a learning process as well as the effectiveness with which it is been executed. He maintains that usually, two basic areas are evaluated. First is the achievement of the students in relation to the philosophy and objective of education he/she is receiving. The second is how well the curriculum goals are been realized for the level of education.

Evaluation is the systematic process of determining the extent to which instructional objectives are achieved by students. Consequently, examination results and teacher judgment are used to categorize or classify students. Irreversibly decisions are made regarding the students' worth and his future in the educational systems. By this system of categorizing students, some are made to feel that they are deficient, bad and undesirable, while others feel that they are able, good and desirable. This labeling of individuals may likely have some unfavorable influence on a person self-concept.

However, various assessment or measurement tools and techniques may be used in evaluating teaching and learning process as well as the outcome associated with it. Yusuf (2012) has identified instruments to be used in evaluating teaching and caring process as test, observation, project, questionnaire, interview, checklist and Sociometric techniques or Stoichiometry.

Assessment of a person performance when confronted with a series of question, problem or tasks set for him in order to ascertain the amount

of knowledge that the this acquired, the extent to which he is able to utilized it, or the quality and effectiveness of the skills he has developed. Scott (2001) stated that measuring academic performance can occur at multiple levels and serves multiple purposes. For example, classroom teacher often conduct formative and summative test tests to evaluate students mastery of course content and provide grades for students and parents. States tests are designed primarily to measure progress at the school and school district level.

Standardized observation assessment can guide teachers and administrator in promoting effective teaching and learning, enhance students social and academic development as well as assessing their level of academic outcomes (Megan, 2011). Centre for American Progress (CAP) advised that students' performance can be measured through administration achievement test, analyzing stated testing result, use informal surveys to measure academic achievement and look at grade reports.

Summary of Literature Reviewed

In this chapter the study reviewed several concept relating to the topic of study. This was done for the purpose of situating the discussions. Also, several theories were reviewed on the subject. Literature reviewed shows a number of issues concerning the impact of conducive learning environment on the performance of secondary schools students in Esan-Central local government.

From the above studies, it is evident that for students to be motivated and productive in their school work, the school management has to consider providing them with conducive environment. This is to include among others appropriate learning space, adequate physical facilities, adequate and appropriate library facilities, adequate teaching staff and opportunities for the personal growth and development.

In all, foundation for a critical appraisal of the impact of conducive learning environment on the performance of secondary school students in English language has been established.

CHAPTER THREE

METHODOLOGY

This chapter explains in detail the method and procedure used by the researcher in executing the research.

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

Design of the Study

This research study adopted the descriptive survey research design because the study explained in detail a phenomenon: the influence of

learning environment on the academic performance of junior Secondary School Students in English Language.

Population of the Study

The population of the study was made up of all the nine thousand two hundred (9304) Junior Secondary School Students in the twenty six (26) Government Secondary Schools in Esan-Central Local Government Area.

Sample and Sampling Techniques

The sample of this study comprised of one hundred (100) students drawn from five (5) randomly selected secondary schools in the local government. The one hundred (100) respondents were selected through the use of purposive random sampling technique.

Research Instrument

The instrument used in generating data for the study was a closed-ended questionnaire. The questionnaire which was designed by the researcher himself was made up of two (2) sections, A and B, section A

contained information on respondents' personal data while section B was drawn to cover the research questions raised to guide the study.

Validity of the Instrument

In order to ensure the face and content validity of the instrument, it was submitted to the researcher's project supervisor and two other experts in measurement and evaluation for scrutiny, corrections and suggestions. The corrections and suggestions made by them were effected in the final draft of the instrument.

Reliability of the Instrument

In order to establish the internal consistency of the instrument, it was subjected to test-retest consistency test. The instrument was administered to a group of thirty (30) respondents from the population of the study, but who were not part of the sampled population. After an interval of two weeks, the instrument was again administered to the same group of respondents. The results from both administrations were compared with the

use of Pearson Product Moment Coefficient Test and a coefficient of 0.65 was obtained, meaning that the instrument was valid.

Method of Data Collection

Corrected copies of the instrument were administered to the respondents by the researcher within the period of five (05) days. After administering the questionnaire, the researcher waited to collect them on the spot. This was to ensure that no questionnaire was missing.

Method of Data Analysis

The data generated from the administration of the questionnaire was analyzed with the use of descriptive statistics such as frequency tables and percentage. This method of analysis was employed because the instruments used in generating the analyzed data was the Yes or No questionnaire.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents and interprets the data generated for the study as well discusses the results of the study.

Research Question 1: Does school location influence students' academic performance in English language?

Table 1: School Location and Students' Academic Performance.

S/N	Items	No. of Yes Responses	% of Yes Responses	No. of No Responses	% of No Responses
1.	The place a school is located can influence students' academic performance negatively or positively.	62	62%	38	38%
2.	My understanding of English language is influenced by the location of my school.	60	60%	40	40%
3.	My ability to write and speak English language fluently is influenced by the location of my school.	58	58%	42	42%

Source: Field work (2022)

The analysis of research question in the table 1 showed that out of one hundred (100) responses to item 1 in the table 62(62%) of the respondents agree that the location of a school can influence the performance of students either negatively or positively, while 38(38%) of the 100 respondents disagreed. Responses to item 2 on the same table indicated that 60(60%) of the respondents agreed that the understanding of English language is influenced by the location of their schools, while 40(40%) disagreed. Lastly, responses to 3 in the table revealed that 58(58%) of respondents agreed that their ability to write and speak English language fluently is influenced by the location of their school, while 42(42%) of them disagreed.

Based on the above analysis, it was concluded that location of school influences the students' academic performance in English language either negatively or positively.

Research Question 2: Does class size influence students' academic performance in English language?

Table 2: Class Size and Students' Academic Performance in English

S/N	Items	No. of Yes Responses	% of Yes Responses	No. of No Responses	% of No Responses
4.	Class size can influence the performance of students either negatively or positively.	71	71%	29	29%
5.	I hear clearly and understand my teacher very well when the class is small than when it is large.	68	68%	32	32%
6.	I write my class assignment better when the class is small than when it is large	62	62%	38	38%
7.	I respond to my English language teacher better when the class is small that when it is large	55	55%	45	45%
8.	I participate in class activities better when the class is small that when it is large.	64	64%	36	36%

Source: Field Work (2022)

Analysis of research question 2 in table 2 revealed that out of 100 responses to item 4 in the table 71(71%) respondent agreed that class size can influence the performance of students either negatively or positively, while 29(29%) of them disagreed. Responses to item 5 in the same table indicated that 68(68%) of the respondents hear and understand their English teacher well when the class is small than when it is large while 32 (32%) of them still hear and understand their teacher very well even when the class is large. Responses to item on the same table showed that 62(62%) of the respondents write their class assignment well even when the class is large. Responses to item 7 in the table showed that 55(55%) of the respondents answered the question asked by their English language teacher better when the class is small that when it is large, while 45(45%) of them could still respond to the question asked their English teacher better even when the class is large. Lastly, responses to item 3 in the table indicated that 64(64%) respondents participate in class activities better when the class is small than when it is large, while 35(36%) of them participate in class activities better when the class is large.

From the analysis above, it was concluded that the size of English language class influence students' academic performance of students negatively or positively.

Research question 3: Does instructional facilities influence students' academic performance?

Table 3: Instructional facilities and Students' Academic Performance

S/N	Items	No. of Yes R	% of Yes R	No. of No R	% of No R
9.	There is a well-equipped library in my school.	46	46%	54	54%
10.	My use of the school library improved my understanding of English Language.	55	55%	45	45%
11.	The school library greatly contributed to the teaching and learning of English language in my school.	54	54%	46	46%
12.	There are good chairs and writing desks in our classrooms.	42	42%	58	58%
13.	The sitting arrangement in our classroom makes it easier for me to see what my teacher writes on the white board.	53	53%	47	47%
14.	The sitting arrangement help me to learn English Language better.	56	56%	44	44%
15.	There are good toilet facilities in my school.	36	36%	64	64%
16.	The toilet facilities make the school a comfortable place for me to learn English language.	57	57%	43	43%

Source: Field Work (2022)

The analysis of research question 3 revealed that out of 100 responses to item 9 in table 46(46%) of the respondents agreed that the libraries in their schools are well-equipped with English language text books, while 54(54%) of them disagreed. Responses to item 10 in the same table showed that 55(55%) of the respondents agreed that their use of the school libraries improved their understanding of English language, while 45(45%) of them disagreed. Responses to item 11 in the table showed that 54(54%) of the respondents agreed that their school libraries greatly attributed to the teaching and learning of English language in their school libraries greatly attributed to the teaching and learning of English language in their school, while 46(46%) of them disagreed. Responses to item 12 in the table indicate that 42(42%) of the respondents agreed that there are good chairs and writing desk in their schools, while 58(58%) of them disagreed. Responses to item 13 in the table showed that 53(53%) of the respondents agreed that the sitting arrangement in their classrooms made it easier for them to see what their teacher writes on the white board, while 47(47%) of them disagreed. Responses to item 14 on the table revealed that 56(56%)

of the respondents agreed that the sitting arrangement in their classroom helped them to learn English language better, while 44(44%) of them disagreed. Responses to 15 in the table showed that 36(36%) of the respondents agreed that they have good toilet facilities in their schools, while 64(64%) of them respondents agreed that school made them to learn English language comfortably, while 43(43%) of them disagreed.

Based on the analysis above, it was concluded that instructional facilities in schools influence students' academic performance in English Language.

Discussion of Findings

The analysis of research question 1 revealed that the location of school influence the academic performance of students either positively or negatively. This is shown responses of the respondents in item 1, 2 and 3 where 62% of them agreed that their understanding of English language is influenced by the location of their school and 58% agreed that their ability to write and speak English language fluently is influenced by the location

of their school. Their findings suggests that students can learn better when the school is situated in a conducive environment.

The analysis of research questions 2 revealed that the size of class influences students' academic performance in English language. This again is shown in the responses to 4,5,6,7 and 8 in the table two (02) where 68% of the students agreed that they hear and understand what their English language teacher teaches better when the class is small than when it is large. 55% respond better to questions asked by their English language teachers when the class is small than when it is large. This findings is in agreement with the assertion Fafunwa (2010), that the quality of students produced out of a large and overcrowded class. The no implementation of this that school administrators and teachers should stick to the 35 pupils per class arrangement for secondary school if the students must learn.

The analysis of research questions 3 and 4 revealed that the presence of school facilities influence students' academic performance in English language. This is shown in the responses to items 10,11,13,14 and 16 in the table 3 respectively where there were 55%, 54%, 53%, 56%, and 57%

positive responses. This finding revealed that students can learn better when the necessary instructional facilities put in place.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The study investigated the influence of learning environment on students' academic performance, with special reference to secondary schools in Esan-Central Local Government Area of Edo State. The population of the study comprised of nine thousand two hundred and four (9204) students in twenty (20) public secondary schools in the Local Government and a sample one hundred (100) students purposively selected from five (5) randomly selected secondary schools was used for the study. Three research questions were raised to guide the study. The instrument used in generating data for the study was the closed-ended questionnaire. The questionnaire was validated by the researcher's supervisor and two other experts in measurement and evaluation. The reliability of the instrument based on Pearson product, moment correlation coefficient test

was 0.8. The data generated for the study was analyzed with the used descriptive statistics (frequency table and percentages).

From the analysis it was discovered that:

1. The location of school influenced the academic performance of secondary schools students in English language.
2. The size of classroom influenced the academic performance of students in English.
3. The presence of school facilities influence the academic performance of secondary school students in Esan-Central Local Government Area of Edo State.

On the basis of the above findings, recommendations were made.

Conclusion

Based on the findings of the study, it was concluded that school environment is very vital to the success of the students in school. When the learning or school environment is conducive for learning, students' performance will improve. Therefore, it is important for the school

management and the teachers to create a conducive learning environment for teaching and learning activity for the students to become their best on English language.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Government should bridge the gap between rural and urban locations by providing the rural dwellers with social amenities which will enhance the academic performance of the students in the rural area.
2. Policy makers, Government and school management should ensure that more classrooms are built and number of students in a class should be standardized to cater for large classes.
3. The quality of infrastructure in public schools should be improved by putting in place quality assurance measures.

Suggestion for Further Studies

1. A large scale study that will cover more Local Government in the state should be carried out. This will help to substantiate the result of the study.

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APPENDIX
DEPARTMENT OF EDUCATIONAL FOUNDATIONS
FACULTY OF EDUCATION
UNIVERSITY OF BENIN, BENIN CITY

QUESTIONNAIRE ON

THE INFLUENCE OF LEARNING ENVIRONMENT ON THE
ACADEMIC PERFORMANCE OF JUNIOR SECONDARY
SCHOOL STUDENTS IN ENGLISH LANGUAGE: A CASE
STUDY OF ESAN-CENTRAL LOCAL GOVERNMENT AREA OF
EDO STATE.

Dear Respondents.

I am an undergraduate student of the above named institution and I am presently carrying a research study on, “The Influence of Learning Environment on the Academic Performance of Junior Secondary School Students in English Language: A Case Study of Esan-Central Local Government Area of Edo State”, which requires your response to some questions.

Kindly help to complete the questionnaire, as your sincere and honest response will be of immense assistance. The information obtained shall be kept absolutely confidential.

EHIMEN EMMANUEL ESE

SECTION B

S/N	Items	Yes	No
1.	The place a school is located can influence students' academic performance negatively or positively.		
2.	My understanding of English language is influenced by the location of my school.		
3.	My ability to write and speak English language fluently is influenced by the location of my school.		
4.	Class size can influence the performance of students either negatively or positively.		
5.	I hear clearly and understand my teacher very well when the class is small than when it is large.		
6.	I write my class assignment better when the class is small than when it is large		
7.	I respond to my English language teacher better when the class is small that when it is large		
8.	I participate in class activities better when the class is small that when it is large.		
9.	There is a well-equipped library inn my school.		
10.	My use of the school library improved my understanding of English Language.		
11.	The school library greatly contributed to the teaching and learning of English language in my school.		
12.	There are good chairs and writing desks in our classrooms.		

13.	The sitting arrangement in our classroom makes it easier for me to see what my teacher writes on the white board.		
14.	The sitting arrangement help me to learn English Language better.		
15.	There are good toilet facilities in my school.		
16.	The toilet facilities make the school a comfortable place for me to learn English language.		