

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

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BENIN CITY**

**FEBRUARY 2025**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL EVALUATION AND COUNSELLING PSYCHOLOGY, FACULTY OF EDUCATION, UNIVERSITY OF BENIN, BENIN CITY, EDO STATE, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE EDUCATION DEGREE B.Sc. IN CURRICULUM AND INSTRUCTIONAL TECHNOLOGY, UNIVERSITY OF BENIN, BENIN CITY.**

**FEBRUARY, 2025**

## CERTIFICATION

We the undersigned names, hereby certify that this research work was carried out by **Sarah OMOBUDE** with Matriculation Number: EDU2001784 of the Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin, Benin City, Edo State Nigeria.

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## **DEDICATION**

This work is dedicated to God Almighty, the Beginning and the End whose almighty greatness saw the researcher to the successful completion this project work.

## ACKNOWLEDGMENTS

The Researcher appreciates God Almighty who gave her life and strength to carry out the current study successfully. She is also grateful to God for His faithfulness and mercies upon her live throughout her study in the University of Benin.

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## ABSTRACT

This study investigated the perception of the influence of the physical school environment on the academic performance of junior secondary school learners' in Egor local Government Area, Edo State, Nigeria. The study specifically determined the perception of the learners on the extent to which classroom condition, ventilation, lighting and cleanliness influence academic performance. It also found out if male and female learners' perception were significantly different. Furthermore, it determined if building and non-building repairs by school management significantly influence learner's academic performance in Egor Local Government Area of Edo State, to achieve the purpose of the study one research question was raised and answered while two null hypotheses were formulated and tested.

The study adopted a survey design. The population of the study was 2,341 junior secondary school two (JSS2) learners in the 2023/2024 academic year from the 12 public junior secondary schools in Egor Local Government Area of Edo State, Nigeria. The sample size was 100 JSS2 learners from four public senior secondary schools in Egor Local Government Area selected through simple random sampling technique. The instrument used for data collection was a researcher designed questionnaire titled ""Perception of the Influence of the Physical School Environment on the Academic Performance of Secondary School Learners in Egor Local Government Area (PIPSEOAPQ)."" The instrument has two sections. Section A and section B. section A

elicited response on sex while section B contained seven questionnaire items with respond options of Very High, High, Moderate, Low and Very Low for item 1 to item 6. Item seven respond option ranges from very often, often, occasionally, rarely and never. The instrument was validated by three experts from the Department of Educational Evaluation and Counselling Psychology. The instrument was pilot tested with 20 students who were part of the population but not part of the study. Thereafter, data collected was subjected to Spearman's rho reliability computation. It yielded reliability coefficient of .952. Data was collected independently by the researcher. Permission and informed consent were obtained from school management and participants of the study. Data collected were analyzed using mean and mode scores. A mean score of 3.0 was set as the benchmark for item to be accepted to be agreed upon by participants of the study. In addition, ranges of criterion were also set to draw conclusion on the extent to which learners perceived questionnaire item in relation to the school physical environment to influence their academic performance. A mean value 3.5 and above was judged as very high; 3.0 to 3.45 was for high, < 3.0 to 2.99, moderate, < 2.99 to 2.5 Low and < 2.5 as very low. Research question one was analyzed and answered using mean and mode descriptive statistics. Hypothesis 1 was tested using two sampled independent t-test while hypothesis 2 was tested using regression statistics.

The findings from the study revealed that the influence of the physical school environment on the academic performance of junior secondary school learners based on classroom condition, ventilation, lighting and cleanliness were very high in Egor local

Government Area of Edo State. The mean and mode scores were 3.8000, 5.0, for classroom condition; 3.5000, 3.0 for ventilation; 4.0000, 5.0 for lighting and 3.8000 and 3.0 for cleanliness respectively. The findings also reveals a  $df = 98$ , and sig, (p-value) of .645, and a t-value of  $-0.953$  testing at .05 alpha level that there was no significant difference between male and female perception of the influence on the school physical environment on learners academic performance in Egor local Government Area. It further reveals that, for every one-unit increase in Building Repairs by School Management, there is an increase by .423 units in academic performance controlling for non- building repairs by School Management, which is found to be a significant change as perceived by learners in Egor local Government Area. Recommendation were made arising from the findings from the study that, the government should do everything possible to ensure that schools in Egor local Government Area are always kept clean with appropriate ventilation, lighting and good classroom conditions. School management should repair school building often to maintain good classroom conditions conducive for learning because the school physical environment highly influences male sand females academic performance highly.

## CHAPTER ONE

### INTRODUCTION

#### **Background of the Study**

Intelligence is not the only determinant of academic performance of a student (Shamaki, 2016). The academic performance of a student is most often associated with a lot of components of the learning environment. According to Bosque (2016), "teaching and learning environments ought to implement six (6) functions: inform, communicate, collaborate, produce, scaffold, and manage." He further added that the learning environment refers to the whole range of components and activities within which learning happens. Hence, the learning environment takes into account several variables that may have direct and indirect effects on students' performance.

Denga (2018) maintained that each environment plays a part in shaping the development of the child academically. A child gets from his environment all he needs to enable him to develop optimally. Students in urban settings seem to have more opportunities to access radios, educational film shows, electricity, televisions, well-equipped laboratories, and libraries, which contribute to shaping their academic performance, as compared to students in rural areas. Effiong (2017) stated that two individuals with approximately equal intelligence but living in two separate and distinct environments may end up attaining unequal intellectual heights.

Past and present research in education has long established that the academic performance of all categories of students has been a point of concern to many educators (Ashby, Sadera, and McNary, 2019). Indeed, the learning environment plays a major role in shaping the quality of academic performance. There seems to be perceptual consistency among scholars regarding the learning environment and its influence on students' cognitive and affective outcomes (Lizzio et al., 2017). It was observed that learning is optimal when the body, soul, and spirit are in accord; otherwise, learning may be ineffective. Hence, clean, quiet, and comfortable environments are important components of the learning environment. Furthermore, creating an ideal learning environment should be a top priority. The learning environment seems to be a combination of several factors, including temperature, lighting, and noise control (Murugan and Rajoo, 2018).

Ryan (2019) observed that students spend six to nine hours in the classroom and, by extension, in the school environment. This environment is where they will learn the skills necessary for success in the global society. The classroom is where students gain an understanding of their place in the world and the gifts they have to offer. It is where students develop goals for their future, along with the skills needed to achieve those academic goals. The school environment is an important place for a child's growth. Understanding how it affects academic performance is crucial for ensuring maximum instructional effectiveness. If schools play a significant role in teaching the next

generation how to succeed, then the learning environment must be conducive to student success. If not approached correctly, the school's physical environment can stifle creativity or promote a positive learning experience.

Many factors can affect the school environment, both physical, such as wall art, desk arrangement, and resources, and intangible, such as classroom energy, rules, or sounds within the room. Each of these factors can influence students' focus and academic performance. The physical environment can also affect teachers' attitudes during teaching and learning. Emotional aspects are also involved. How teachers organize their classrooms and control their atmosphere can yield positive or negative outcomes for students. If a teacher is unmotivated or negative, it will impact students directly. Conversely, a motivated and positive teacher will likely have a beneficial influence on students. Understanding the influence of the physical environment is key for teachers in organizing their classrooms and enhancing students' academic performance.

The educational process of development occurs in physical, social, cultural, and psychological environments. A proper and adequate environment is necessary for effective learning. A favorable school environment provides the necessary stimulus for learning experiences. Children spend much of their time in school, and the school environment influences their performance through curricular, teaching techniques, and relationships (Arul, 2018).

Mudassir and Norsuhaily (2017) remarked in a document prepared by the Policy Studies Association (PSA) reviewed in 2016 in Washington D.C. (USA) that students' academic performance is more heavily influenced by the quality of the environment than by students' race, class, prior academic record, or the school a student attended. They stated that the effect is particularly strong among students from low-income families and African-American students, which is also reflected in the context of Nigerian secondary schools, where students from low-income backgrounds face similar challenges.

The school environment including classrooms, libraries, technical workshops, laboratories, teacher quality, school management, teaching methods, and peers affects students' academic performance. Hence, the school environment is a crucial area for study and proper management to enhance academic outcomes. The issue of poor academic performance is a concern for the government, parents, teachers, and students alike.

Eze (2016) explained that the quality of education does not depend solely on teachers' abilities as reflected in their performance of duties, but also on the effective coordination of the school's physical environment. He emphasized the importance of the physical environment to students' academic performance as a vital aspect of educational planning. He further explained that "unless schools are well situated, buildings adequately constructed, and equipment properly utilized and maintained, teaching and

learning may not take place." Great educators like Comenius, Fafunwa, and Dewey also emphasized the importance of the physical environment in children's education.

The school environment, which includes instructional space planning, administrative space planning, circulation space planning, spaces for conveniences, accessories, and both teachers and students, is essential in the teaching-learning process. High levels of academic performance may not be guaranteed where instructional spaces like classrooms, libraries, technical workshops, and laboratories are structurally defective. Learning takes place through the experiences students gain from the environment in which they are placed. Parents and teachers must provide environmental conditions that maximize children's development. A well-planned school environment facilitates educational outcomes that contribute to social, political, and economic development, effective teaching and learning, and improved academic performance. Relating this study to international occurrences, Turner (2018), quoting Marsden (2017), reported that safe and orderly classroom environments (aspects of instructional space) and school facilities (accessories) were significantly related to students' academic performance. It was also asserted that a comfortable and caring environment contributed to better academic performance. The physical characteristics of schools have various effects on teachers, students, and the learning process. Poor lighting, noise, high levels of carbon dioxide in classrooms, and inconsistent temperatures can make teaching and learning difficult. Poor maintenance and ineffective ventilation systems can lead to poor health among students

and teachers, which in turn leads to lower performance and higher absenteeism (Frazier, 2020). These factors can negatively affect student behavior, leading to frustration among teachers and a poor learning attitude among students. Beyond the direct effects that poor facilities have on students' ability to learn, the combination of these factors can create an uncomfortable and uninviting workplace for teachers, further influencing students' academic performance.

Twenty-first-century learning environments are envisioned as places where learners engage in self-directed and cooperative learning activities, and the physical environment can be reorganized routinely to mediate learning (Century Skills, 2021). The extent to which learning takes place can be measured by students' academic performance.

Academic performance is associated with many factors. Most students in Nigeria face challenges coping with academics under serious emotional strains, such as trekking to school, poor school environments, being taught by unmotivated teachers, harsh learning conditions, and a lack of supportive study attitudes from parents, who are often struggling to provide for the family.

Academic performance is a topic of great interest to educators, psychologists, policymakers, parents, social workers, and others. In attempts to investigate what determines academic outcomes, researchers have often found more questions than answers. Recent literature has shown that learning outcomes (academic achievements and

academic performance) are determined by various factors, including family, school, societal, and motivational variables. Notably, much of the previous research has focused on demographic and socio-psychological variables as determinants of academic performance (Joktham and Sizkan, 2019). Despite the wealth of literature on the topic, many areas of academic performance still warrant further investigation.

### **Statement of the Problem**

In Egor Local Government, some secondary schools are dotted with dilapidated buildings equipped with obsolete facilities situated in unconducive environment. Teachers work at times under stressful conditions and a handful of them go the extraordinary path to convey lessons that should be learnt with ease. It is not unusual to find teachers and students interacting academically under collapsed school buildings, buildings with wrecked roofing, large class size. Academic performance of students in Egor Local Government is a concern to all stakeholders.

The quality of education does not only depend on the teacher's ability as reflected in the performance of their duties, but also in the effective co-ordination of the school physical environment. The efficiency of a school system in achieving its organizational objectives and goals depend on the effectiveness of the various physical environmental factors to which the component of the system are subjected to (Eke, 2015).

The physical environment might have an influence on students' academic performance. Therefore, the study seeks to investigate the influence of physical environment on academic performance of Secondary school students in Egor Local Government.

### **Research Questions**

One research questions was raised to guide the study:

1. What is the perception of the influence of the physical school environment on academic performance among public junior school learners in Egor Local Government area based on classroom conditions, ventilation, lighting and cleanliness?

### **Hypothesis**

Two hypotheses were raised and was tested at the 0.05 level of significance.

1. Male and female learners will not perceive the influence of the school physical environment on academic performance significantly different in Egor Local Government Area.
2. Building repairs and building in repairs by school management will not significantly influence the perception of the influence of the physical school

environment on learner's academic performance significantly in Egor Local Government Area.

### **Purpose of the Study**

The main purpose of this study is to examine the influence of physical environment on the academic performance of secondary school learners in Egor Local Government area of Edo State. Specifically, this study examines the following:

1. To assess the perception of the influence of physical school environment on academic performance among public junior school learners in Egor Local Government Area based on class room condition, ventilation, lightning and cleanliness.
2. To determine if male and female learners will not perceive the influence of the school physical environment on academic performance significantly difference in Egor local Government Area.
3. To fine out if building in repairs by school management will not significantly influence the perception of the influence of the physical school environment on learners' academic performance significantly in Egor Local Government Area.

## **Significance of the Study**

The study on the influence of physical school environment on the academic performance of secondary school students in Egor Local Government Area, Edo State, will be significant for several reasons to researcher, teachers, government and students if published. The significance of this study on the influence of the physical school environment on the academic performance of secondary school students in Egor Local Government Area is multifaceted. First, the study seeks to provide empirical evidence on how the condition of school facilities, such as classroom size, furniture, lighting, ventilation, sanitation, and overall infrastructure, directly affects students' ability to learn and perform academically. The physical environment can influence students' concentration, engagement, and motivation, all of which are critical to academic success. Poor infrastructure, such as overcrowded classrooms, inadequate lighting, or poorly maintained buildings, can create a negative learning environment, leading to distractions, discomfort, and reduced academic output.

By examining the relationship between school infrastructure and academic performance, this study has the potential to inform policymakers, educational authorities, and school administrators about the importance of investing in the physical infrastructure of schools. The findings may reveal gaps in current educational facilities that, if addressed, could enhance the learning environment and improve academic outcomes.

This would provide evidence-based recommendations to the government and local authorities, urging them to prioritize funding for infrastructure improvements in schools.

Furthermore, the study can serve as a foundation for future research on the broader effects of school environments on student well-being and performance, particularly in other under-resourced regions. For teachers and educational planners, the study could help identify specific environmental factors that hinder learning, enabling them to adapt teaching strategies and improve school management to maximize student potential.

In a larger societal context, improving the quality of school environments based on the study's findings could contribute to reducing educational inequality. Schools in less developed or rural areas, such as Egor Local Government Area, often face challenges in maintaining proper infrastructure, which can widen the performance gap between students in well-funded schools and those in underfunded institutions. Addressing these disparities will not only improve academic performance but also provide students with better opportunities to succeed, positively impacting the community's overall educational attainment and future socioeconomic development.

Ultimately, the study will underscore the importance of the physical school environment as a key component of educational quality, positioning it as a crucial factor

in achieving sustainable improvements in student achievement in Egor local government area in Edo State.

### **Scope and Delimitation of the Study**

The study covers all the physical environment of the school such as; School building, seat arrangement. The study will be delimited to all junior Secondary schools in Egor Local Government area of Edo state.

### **Definition of Terms**

The terms used in the study defined operationally as follows:

**Academic performance:** Academic performance refers to the extent to which a student has achieved stated learning outcome measured through composite examination scores.

**Dilapidated Buildings:** buildings in a state of disrepair or deterioration especially through neglect.

**Perceived Influence of Physical Environment:** refers to the relationship between environment and its natural surroundings in which students learn and interact with teachers.

**Physical Environment:** refers to all educational research that can be seen, observed and verified including teaching and teaching staffs.

**School system:** A school system is an organized framework of educational institutions, policies, curricula, and administrative structures that govern the delivery of formal education within a specific region

**Obsolete Facilities:** facilities that are no longer in use or gone into disuse or neglected.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE REVIEW

#### Introduction

There is a growing concern among scholars that school environment determines teaching and learning in schools Nsa et al., (2016) believed that the availability of science and computer laboratories, library facilities, adequate classroom facilities, workshop facilities, playgrounds, etc aid teaching and learning. Ramli, Zain, and Rahman (2021) analyzed school environmental factors and how they influence academic performance. Questionnaire are used as the instrument for data collection and employed regression and correlation methods in carrying out analysis. The results indicated that environmental factors have significant influence on academic performance of students. It is further noted that environmental factors influence students' quality of life, in order for academic performance of students to be improved.

They suggested that school environmental factors should be addressed and upgraded. In a related study, Nghambi (2017) in Tanzania stated that school environmental factors play inevitable roles in determining student academic performance in Secondary Schools. Using questionnaires, interview and field observations Nghambi showed that poor performance in examinations was associated with poor working environment for teachers, poor supply of teaching and learning materials, high teacher-

students ratio, and poor teaching methodology. Specifically, he noted that inadequate teaching and learning materials, high teacher-student ratio and poor working environment have a significant influence on student achievement. From his findings, it was noted that school environmental factors influence academic performance of students especially at the secondary school level. He concluded that a conducive working environment for teachers, adequate supply of teaching and learning materials, provision of motivation to teachers, proper recruitment and in-service training for teachers, a good education policy, teachers being responsible and accountable, use of proper teaching and learning methods, as well as community participation in school activities and good child care will make the school environment conducive and favourable for students.

Akpan (2020) examined the influence of school environment on the academic performance of Biology students in secondary schools in Egor Local Government Area of Edo State. He used variables such as class size, instructional facilities, peer relationship and school location as well as students' academic performance in Biology. His findings revealed that there was significant influence of the variables related to school academic environment on the academic performance of students in Biology. Based on the findings, it was recommended that schools should endeavour to create a conducive environment so as to promote students' academic performance in both government and private school, administrators need to monitor the school environment in order to ensure improved academic performance. Similar findings were made by Harinarayanan and Pazhanivelu, (2018). From the submission of the scholars it is clear that the school environment

influences academic performance of the students. However, the studies presented above have not given concern to the study area which implies that there is a gap in knowledge. Based on this observation, this study is necessary.

### **Theoretical Framework of the Study**

The Skinnerian environmental theory and Social Learning Theory by John Locke (1917) and Albert Bandura (1977) were adopted for the study. The Skinnerian environmental theory, which draws on B. F. Skinner's behaviorist theory, emphasizes that experience and learning are essential for understanding human behavior. Environmental approaches view behavior as something acquired through interactions with the environment, rather than inherited traits (Morris, 2017). According to Skinner (1953), individual differences among students stem from the fact that each student comes from a unique environment, where learning behaviors are shaped and reinforced differently.

This theory highlights the role of reinforcement and punishment in shaping behavior. Skinner posited that positive reinforcement strengthens behavior by providing a desirable outcome after the behavior is exhibited, while negative reinforcement involves removing an aversive stimulus to increase behavior (Richards, 2018). Consequently, variations in students' learning environments contribute to the differences in how their behaviors are shaped, which directly impacts academic performance (Falk & Binder, 2020).

Albert Bandura's Social Learning Theory (1977) builds on these ideas by proposing that learning occurs through observation and imitation. Bandura stressed that people, especially children, learn from observing others in their environment and modeling their behavior. In addition to reinforcement, the theory underscores the importance of social interactions and observational learning in behavior acquisition (Pajares, 2020). This suggests that students' learning is not only shaped by their personal experiences but also by watching and imitating peers, teachers, and other role models in their environment (Schunk & DiBenedetto, 2016).

Therefore, what may be considered a positive reinforcer for one student (or group of students) may not promote positive learning behavior for others. This change in behaviour is the point at which learning occurs. Advanced student learning occurs through the shaping process, in which the teacher reinforces successive approximations in individual student behaviour towards the desired learning outcome. If teachers do not adjust their instruction to individual student needs, then the steps that the student makes towards the instructional goal cannot be reinforced; thus, shaping (and learning) cannot occur.

### **Concept of School Environment**

School environment refers to educational approach, cultural context or physical setting in which teaching and learning occurs. School environment encompasses the cultural setting of the school or classroom. These include conducting classes in relevant

classroom, grouping of desks in specific ways, decorating the wall with learning materials, utilizing audio, visual and digital technology, learning style and physical setting in which teaching and learning takes place (Akpan, 2020). The environment exerts significant influence on students' academic performance. For example, when a school is sited in a noisy area like an airport, industrial area or in the heart of a city where business activities are very high, it disrupts effective teaching-learning. As such, one should not expect students in these areas to do very well academically.

Noise in anything interferes with teaching/learning process (Mudassir et al., 2015). However, the physical structure of the school building and the interactions between teachers and students can also influence students' performance. School climate can be a positive influence on the health of the learning environment or a significant barrier to learning. The school environment can affect many areas of the people within the school. For example, a positive school climate has been associated with fewer behavioural and emotional problems for students. Therefore, it is believed that positive interpersonal relationship and optimal learning opportunities for students in all demographic environments can increase achievement behavior. Positive student - teacher relationship brings about a positive and supportive climate for students for smooth running of academic activities which result in good academic performance (Orlu, 2015).

It is believed that school environment have considerable influences on the academic performance of students in both internal and external examinations like the

WASC, NECO and JAMB. The not too good performance of students in these external examinations may be attributed to some extent the nature of the school environment, such as the physical facilities, learning environment among others. Ukashia (2016) asserted that given sound teachers in a sound learning environment, with learners learning in a conducive environment, it is expected that the academic achievement of the students would be above average.

According to Ihuoma and Ebere (2022) 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 that the learning facilities in the school will expose the children to socio-economic influence which can influence their academic performance. This was supported by Ololube (2011), which affirmed that school environment contributes to children academic performance which is usually measured in terms of cognitive, psychomotor and effective domain.

### **Concept of Academic Performance**

Academic performance refers to a students' performance in the various subjects taught in the school and which determines his/her status in the class. Its outcome gives the students opportunity to develop their talents, improve their grades and prepare for future academic challenges.

Bossaert et al. (2011) defined academic performance as students' success in meeting short- or long-term goals in education. In other words, it relates to academic subjects a student studied in school and the skills the student is expected to master in each (Moyle, 2010). In his view, Akpan (2020) opined that the academic performance of students to a large extent can also be tied to the teaching methodology adopted by the teachers and lack of fund from the government to provide quality books for the libraries and equipment for the laboratories. However, these might not be the only reasons why students perform abysmally in examinations.

### **The Influence of School Physical Facilities on Academic Performance of Students**

The importance of physical facilities cannot be divorced from academic performance. Students' academic performance is somewhat tied to the availability of facilities like laboratories, libraries, classrooms, convenience, playground among others that are put in place in all our schools, as the availability of these resources are indeed a plus to the teachers and it goes to enhance the level of ingenuity and commitment of the teachers toward effective instruction delivery. School facilities in many schools are outdated and dilapidated, which demotivate teachers and discourage effective teaching and learning due to the uncondusive nature of the environment. The seeming reflection of the existing facilities in the schools, call for urgent need and proactive step towards the renovation of old buildings, chairs, desks, cabinets and acquisition of modern classrooms

as these will in no small measure contribute immensely to the academic performance of students (Kingdom-Aaron et al., 2021).

Koroye (2016) lamented that fact that school facilities in most secondary schools in Bayelsa State have not been in good shape. According to Mutiu and Ahmed in Koroye (2016), in some cases, students sit on the ground to receive lessons, also many of the classrooms, laboratories, libraries, playing grounds are in terrible state of despair. This shows that in most of the nation's secondary schools, teaching and learning take place under a most uncomfortable environment, lacking basic materials. Denga in Koroye (2016) opined that to achieve improved performance by the students, there should be conducive physical environment for students in the secondary school. According to him, unfortunately, some of the urban and rural schools lack adequate infrastructural facilities like classroom blocks as some of the students learn under shade of trees (especially the newly established ones). And where the classroom blocks exist, one discovers that most of their roofs are blown off by rain storms. While other schools have pot-holes in the greater portions of their classrooms begging for repairs and renovation; worst still, a greater percentage of the students sit and write on the bare floor for insufficient classroom desks.

This situation doubtless, cannot promote students learning ability and subsequently better performance in their class work including examinations. He therefore recommended that there was need for all hands to be on deck to make sure that these

hindrances were removed so that a good solid foundation could be laid for future generation.

### **The Influence of Learning Environment on Academic Performance of Students**

Learning environment is a strong determinant to students' academic performance. Balog in Usman and Madudili (2019) identified the components of learning environment to include; people, teaching materials, technical tools, learning resources, curriculum, training, instruction, physical environment and learning space. The people are the individuals that affect the student directly or indirectly through connection or relationship which can contribute to students' growth and success in their career aspect. The teaching materials, technical tools, and learning resources are the teaching materials, highly advanced tools or other instructional resources that aligned with the curriculum as a part of student learning support.

Ajao in Amaechina and Ezeh (2019) believed that a school with adequate learning environment contributes to stir up expected outcomes of learning that will facilitate good academic performance, by encouraging effective teaching and learning. In a surveys and interviews carried out, it revealed that teachers felt they were better able to differentiate instructional lessons to accommodate instructional facilities and essential instruments that facilitate teaching and learning in classroom environment. Adding that, the availability and optimal utilization of instructional materials encourage quality learning by the students in the classroom. Teachers' ability in applying instruction materials effectively

during instruction creates greater understanding among the students. In other words, lack of instructional facilities or inadequate use of instructional facilities in classroom environment may likely affect the academic performance of students negatively. This confirm the views of Afolabi in Aneke and Akpusugh (2022), that students with a good learning environment background performed better than their counterparts with poor learning environment background.

Peer groups are also component in the learning environment that influences the behavior of their members. This is the association of people within the same age grade. Moyle (2010), defined peer group as a group of individuals usually well known to each other and of the same age sharing similar social experiences and values. To this end, peer group relationship may likely affect the academic performance of students. According the Ololube (2011), students interacting freely with peers who have positive self-concept toward every subject taught in school will lead to higher academic achievement, while those who interact with peers who have negative self-concept toward subjects taught will lead to poor academic achievement.

## **Concept of School Physical Environment and Academic Performance of Students in Secondary School**

### **School Location and Students Academic Performance**

School environment should be free from barrier or obstacle such as noise, gas/smoke pollutions which could constitute health hazard and in turn affect or reduces students' concentration, perceptual and conceptual focus to learning Salih (2016). Research has shown that markets and garages located near schools have always posed a threat to students. Noise and pollutions from these sources have always endangered students' life and concentration. Therefore, for an effective learning and high academic performance, school in both rural and sub-urban areas should be located off zone, characterized with smoked gas pollutions, market centers or garages. A conducive learning environment stimulates learning understanding and high perception, Shibli & Salih (2016).

Many studies have determined the level of noise in the classroom that interferes with students' learning. As far back as 1917, Morgan concluded that noise distraction interfered with learning and that the students reported being tense in noise classroom. An excellent study completed by the Department of Health service in California '1981' investigated the relationship between students' performance and classroom and community noise. The study was well conceptualized and executed, using exacting measurements and appropriate statistical analysis. Based upon the results obtained, the

conclusion was reached that a negative relationship exists between classroom noise levels and reading achievement. The results of the California study support the finding of Uzelac & Krcro (2015) who measured students in school near elevated train tracks found that students in classrooms nearest the train scored below those students in classroom opposite side of the school building in reading scores. These are seminal works that aptly demonstrate the devastating influence of unwanted noise in the classroom. The ability to clearly hear and understand what is being spoken is a prerequisite for effective learning. When this ability is impaired through unwanted noise, students do not perform well.

### **The relationship between school location and students' academic**

Performance has been widely reported. Adepoju (2017), found that students in urban schools manifest more brilliant performance than their rural counterparts. Other scholar reported significant difference in the performance of students in urban areas.

### **School Physical Building and Students Academic Performance**

School building design features and components have been proven to have a measurable influence on students learning. Among the influential features and components are those impacting temperature, lighting, acoustic and age. Researchers have found a negative impact on student academic performance in buildings where deficiencies in any of these features exist. The overall influence a school building has on students can be either positive or negative, depending on the condition of the building. In

cases where students attend school in substandard buildings, they are definitely handicapped in their academic achievement. Researchers have repeatedly found a difference of between 5-17 percentile points difference between academic performance of students in poor buildings and those students in standard building, when the socio-economic status of students is controlled. Specific research studies cited by Uline & Wolsey, (2016) regarding the influence the thermal quality of the classroom has upon students have been completed.

The importance of a controlled thermal environment is necessary for satisfactory performance. The age of the school building has been examined as a factor related to student achievement. The age of the building itself is usually not a significant factor in influencing student performance; rather, the building components necessary for effective student learning such as thermal quality and acoustical control are often absent in older buildings. Recent research has indicated that older buildings typically lack the key attributes of modern facilities that contribute to a positive physical environment conducive to student learning (Earthman & Lemasters, 2016).

Additionally, Stockyard and Marybelly (2016) found that the quality of the physical plant environment is related to non-cognitive outcomes, such as improved attitudes towards school. These outcomes may eventually correlate with higher academic achievement. Christopher (2018) concluded that human nature leads individuals to feel

better about themselves when their surroundings are pleasant. Students with better attitudes generally learn more and work harder, resulting in higher performance.

In terms of self-concept, Bowers and Burkett (2019) found that self-concept scores on the Piers-Harris Children's Self-Concept Scale were significantly higher for students in modern facilities compared to those housed in older ones. Maslow and Mintz (2016) studied students' attitudes in "ugly," "neutral," and "beautiful" rooms, finding significant differences. Their research revealed that the mean ratings given by subjects in the beautiful rooms fell within the range defined as "energy" and "well-being," whereas the mean ratings for subjects in both the average and ugly rooms were in the range of "fatigued" and "displeased."

Furthermore, students placed in beautiful rooms expressed feelings of "comfort, pleasure, enjoyment, importance, energy, and a desire to continue their activity." Thus, if students have positive attitudes and look forward to attending school, it stands to reason they will perform better in their classes (Christopher, 2018).

#### Classroom Condition and Student Academic Performance

The results from studies of effective classrooms closely parallel those from studies of school environments. Generally, teachers' attitudes toward their students and their work, combined with the learning processes they establish, shape the classroom climate. In effective classrooms, teachers express high expectations for themselves and

their students, positively reinforce their students' abilities and intelligence, spend quality learning time interacting with their students, and promote positive relationships among class members. Effective classrooms also feature an orderly environment that emphasizes learning and academic activities, a commitment to learning, and the use of effective teaching strategies (21st Century School Fund, 2022).

A seminar conducted by the New York Commission on Ventilation (1931) sought to determine optimal air temperatures in classrooms for the healthiest environment for students. Experiments were conducted in both urban and rural classrooms, as well as experimental laboratories at a local college. Students were subjected to varying temperatures while in the classroom, and the number of reported illnesses was measured to compare with the temperatures. The commission reported that when classrooms are not maintained within the narrow band of temperature and humidity tolerance of 67°-73° and 50 percent relative humidity, there were more reported cases of student illnesses than among students in a properly controlled thermal environment, potentially affecting academic performance.

The question, "Are smaller classes better than larger classes?" continues to be debated among teachers, administrators, parents, and the research community. However, Robinson (2020) concluded that research does not support the expectation that class size alone will lead to greater academic gains for students. He observed that the influence of class size on student learning varies by grade level, student characteristics, subject areas,

teaching methods, and other learning interventions. Adeyela (2020), however, found that larger class sizes could foster serious academic work. Additionally, Afolabi (2021) found no significant relationship between class size and students' learning outcomes.

### School Facilities and Academic Performance of Students

According to Danesy (2022), innovative school environments stimulate head start learning and mental perception. Furthermore, it has been demonstrated that students who come from stimulating environments equipped with laboratory resources or those taught with rich instructional aids, pictures, and hands-on demonstrations tend to perform better than those trained under theoretical and abstract conditions. Thus, teaching and learning should occur in organized, planned, and fortified environments with instructional aids to stimulate students' senses of conception, perception, and concentration, facilitating systematic understanding and knowledge acquisition.

Laboratory adequacy, a school environment factor, has been shown to affect students' performance in science (Raimi, 2020; Adeyegbe, 2021). Faroimbi (2018) argued that students tend to understand and retain what they see more effectively than what they hear, especially when using laboratories in science teaching and learning. Additionally, according to Maslow (2017), the deficiency or primary needs of humans, which must be

met, include food, water, oxygen, restroom facilities, and rest. This implies that the school environment should include provisions for food vendors, water-drinking stations, adequate toilet facilities, and spacious, well-ventilated classrooms. The absence of these facilities can adversely affect students' academic performance.

### Availability of Qualified Teachers and Student Academic Performance

Studies have revealed a significant relationship between the presence of qualified teachers and student learning outcomes. Specifically, well-trained and prepared teachers are generally found to be more productive than untrained teachers. This finding aligns with Onwukpa (2021), whose study also indicated that poor student output quality often results from poorly prepared teachers. The study also found that experienced teachers significantly impact students' output quality. Teacher experience enhances competencies in executing academic duties, positively reflecting on students' performance. This result supports Akinwumi and Ayeni (2022), whose studies showed that curriculum conflict and teacher competency have the most significant influence on students' academic performance.

A fundamental issue facing education today is the question of how current professional teachers are. Many teachers employed in previous decades continue to teach in outdated ways without adapting to contemporary ideas and innovations in education.

Ogunbiye (2022) recommended that teachers should be encouraged to participate in workshops and training in their areas of specialization. Little (2020) stated that teacher development through seminars and workshops enhances professional competence, a key contributor to students' academic performance. Furthermore, according to George and Kaplan (2023), teachers play a significant role in the learning process and can directly or indirectly influence students' academic performance. Teachers are invariably role models whose behaviors are easily mimicked by students. What teachers appreciate, how they feel about their studies, and their attitudes can significantly impact their students.

Moreover, teachers who report satisfaction with their work settings are more likely to express high morale and perceive the school climate as open and supportive of their roles (Kalis, 2022; Newmann et al., 2022; Sargeant, 2021). In turn, students who perceive their teachers as satisfied with their jobs are more likely to exhibit high levels of academic performance, morale about their learning environment, and academic self-confidence (Edmonds, 2020; Brookover & Lezotte, 2021). Some studies suggest that teachers communicate their sense of pride to students through verbal and non-verbal interactions, establishing a "circle of causation." Students' academic achievements influence teachers' morale, sense of efficacy, and expectations for students, which, in turn, directly influence higher levels of students' academic performance (Metz, 2023; Ashton & Webb, 2022).

## **Empirical Review**

A study conducted by Ossai (2013) examined the influence of the school environment on students' academic performance in secondary schools within Etsako East Local Government Area of Edo State, Nigeria. The research focused on various environmental factors, including classroom conditions, availability of learning materials, and overall school climate. The findings revealed that students attending schools with well-maintained classrooms, adequate learning resources, and a positive school atmosphere achieved higher academic performance compared to those in less favorable environments. This study underscores the importance of a conducive school environment in fostering academic excellence among secondary school students.

Similarly, research by Akpan (2020) investigated the influence of the school environment on the academic performance of biology students in secondary schools in Ukanafun Local Government Area of Akwa Ibom State, Nigeria. The study assessed factors such as the availability of science laboratories, quality of laboratory equipment, and overall school infrastructure. Results indicated that schools equipped with functional science laboratories and adequate infrastructure significantly enhanced students' understanding and performance in biology. The study concluded that investing in quality physical facilities is crucial for improving students' academic outcomes in science subjects.

In a related study, Bassey et al. (2022) examined the influence of the school environment on the academic performance of secondary school students in Calabar Metropolis, Cross River State, Nigeria. The research focused on elements such as school location, availability of physical facilities, and overall school climate. Findings revealed that students attending schools with favorable locations, well-maintained facilities, and a positive school climate exhibited better academic performance than their counterparts in less conducive environments. The study emphasized the need for policymakers and educational stakeholders to prioritize the development and maintenance of school infrastructure to enhance student learning outcomes.

Collectively, these studies highlight the critical role of the physical school environment in shaping the academic performance of secondary school students. They provide empirical evidence that well-maintained facilities, adequate learning resources, and a positive school climate are essential components in promoting academic excellence. These findings suggest that targeted investments in school infrastructure and resources can lead to significant improvements in student achievement.

### **Summary of Related Literature Reviewed**

The conceptualization of physical school environment based on the various theories and findings of different researchers, school environment can be separated into five aspects: Instructional, structural, human resources, political and cultural. It also

appears that effective school environment influence achievement in a variety of ways. First, it provides a disciplinary climate within which students' and teachers' opportunities to conduct task related work are maximized. Second, an orderly and purposeful atmosphere promotes a sense of efficiency among teachers and students which in turn enhance teaching and learning performances. Third simply the consistency and ability associated with an orderly school environment appeals to promote higher achievement. The general an orderly, coherent physical school environment appears to promote students academic performance enhancing cordial relationships and promote an atmosphere of trust, caring and cooperation. The literature continually stress the importance of both teaching skills and orderly warm, supportive and academically oriented environments.

For education in secondary schools to be effective, the environment needs to be conducive for teaching and learning, allowing the students space and time to interact within the learning and teaching process. Creating and maintaining stimulating learning environment can be achieved through effective classroom organization, interactive and whole school displays and a climate of innovation. The best learning environment is one of high challenge and low stress and an environment that can support students to become independent and active learners

## **CHAPTER THREE**

### **METHODOLOGY**

In this chapter, the method and procedure used for the study is described under the following subheadings:

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

#### **Research Design**

The survey design was adopted for the study. The survey design was considered appropriate because a representative sampled of the targeted population was studied and used to make generalization about the entire population.

#### **Population of the Study**

The population of the study was 2,341 junior secondary school two (JSS2) learners in the 2023/2024 academic year from the 12 public junior secondary schools in

Egor Local Government Area of Edo State, Nigeria from the 12 public senior secondary schools in Egor Local Government Area of Edo State, Nigeria. (Ministry of Education Edo State, 2024).

### **Sample and Sampling Techniques**

The sample size for the study was 100 junior secondary school two (JSS2) learners in the 2023/2024 academic year from four junior secondary schools in Egor Local Government Area of Edo State, Nigeria. The sample size was selected through simple random sampling techniques from four junior secondary schools in Egor Local Government Area.

### **Research Instrument**

The instrument used for data collection was a researcher designed questionnaire titled "Perception of the Influence of the Physical School Environment on the Academic Performance of Secondary School Learners a (PIPSEOAPQ)." in Egor Local Government Area The instrument has two sections. Section A and section B. section A elicited response on sex while section B contained seven questionnaire items with respond options of Very High, High, Moderate, Low and Very Low for item 1 to item 6. Item seven respond option ranges from very often, often, occasionally, rarely and never.

### **Validity of the Instrument**

The questionnaire was validated by three experts in the Department of Educational Evaluation and Counseling Psychology, Faculty of Education, University of Benin City. Corrections and suggestions were affected on the questionnaire by the three experts. All corrections, observations and suggestions were considered and effected on the instrument as appropriate before a final clean copy was produce for data collection. Hence the instrument was considered valid for used.

### **Reliability of the Instrument**

The reliability of the instrument is .952 Spearman' rho reliability coefficient. The instrument was pilot tested with 20 students who were part of the population but not part of the study. Thereafter, data collected was subjected to Spearman's rho reliability computation. It yielded reliability coefficient of .952. The items were nine before reliability computation. Item 5 and item 7 in the instrument previously were found to be creating systematic errors, therefore, were deleted while item six and seven were re-written to ensure that the instrument was valid and consistent for used.

### **Method of Data Collection**

Data was collected independently by the researcher. Permission and informed consent were obtained from school management and participants of the study. Therefore, the researcher explained to the participants how to complete the questionnaire before

copies of the questionnaire were distributed amongst students by the researcher. Completed copies of the questionnaire were retrieved by researcher on the spot-on same day to ensure maximum returns of the distributed questionnaire.

### **Method of Data Analysis**

Data collected were analyzed using descriptive and inferential statistics. Research question one was analyzed and answered using mean and mode scores. A mean score of 3.0 was set as the benchmark for item to be accepted to be agreed upon by participants of the study. In addition, ranges of criterion were also set to draw conclusion on the extent to which learners perceived questionnaire item in relation to the school physical environment to influence their academic performance. A mean value 3.5 and above was judged as very high; 3.0 to 3.45 was for high, < 3.0 to 2.99, moderate, < 2.99 to 2.5 Low and < 2.5 as very low. Hypothesis was analyzed and tested using two sampled independent t-test statistics while hypothesis 2 was analyzed and tested using regression statistics

## CHAPTER FOUR

### PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

In this chapter, presentations of results and discussion of findings were logically done. The results are presented using tables according to research questions raised and hypothesis formulated in chapter one to achieve the aim of the study.

#### Presentation of Results

**Research Question One:** What is the perception of the influence of the physical school environment on academic performance among public junior school learners based on classroom condition, ventilation, lighting, and cleanliness in Egor Local Government Area?

**Table 1: Description of Participants Response on the Influence of the School Physical Environment on their Academics Based on Classroom Condition, Ventilation, Lighting and Cleanliness in Egor Local Government Area**

S/N	ITEM	N	MEAN	Mode	DECISION
1	Classroom Condition	100	3.8000	5.0	Very High
2	Ventilation	100	3.5000	3.0	Very High
3	Lighting	100	4.0000	5.0	Very High
4	Cleanliness	100	3.8000	3.0	Very High

Table 1, shows the description of the responses of participants in the study on their perception of the influence of the physical school environment on academic

performance of public junior school learners based on classroom condition, ventilation, lighting, and cleanliness in Egor Local Government Area of Edo State. The Mean and Mode Score values were used to analyzed and answer research question one. In indicated that participant perceived the influence of the physical school environment on their academic performance based on classroom condition, ventilation, lighting, and cleanliness to be very high.

The mean score benchmark set to accept a questionnaire item that participants rated an item to influence their academic performance high is 3 while mean score of 3, 5 and above was set as a benchmark for an item to be rated very high influence. The items: classroom condition. Ventilation, lighting and cleanliness recorded mean scores greater than 3.5. Specifically, Classroom Condition has a mean score of 3.8 a mode of 5.0; Ventilation has a mean score of 3.6 and a mode of 3.0, Lighting has a mean score of 4.0 and a mode of 5.0 and Cleanliness has a mean score of 3.8 and a mode of 3.0. Therefore, the perception of the influence of the physical school environment on academic performance among public junior school learners based on classroom condition, ventilation, lighting, and cleanliness in Egor Local Government Area is very high. In other words, the physical school environment highly influences learners' academic performance in Egor Local Government Area.

**Hypothesis One:** Male and Female learners will not perceive the Influence of the school physical environment on academic performance significantly different in Egor Local Government Area.

**Table 2: Two Independent Sampled t-test of Learners Perception of the Influence of the School Physical Environment on Academic Performance by Sex in Egor Local Government Area**

Sex	N	Mean	SD	df	t-value	Sig.	Decision
Male	51	22.3333	5.34665	98		.645	<b>Ho is</b>
					-0.953		<b>Accepted</b>
Female	49	23.3061	4.83565				

**Tested @ .05 level of significance**

Table 2 reveals that the male learners' respondents had a mean score of 22.3333 while the female respondents had a mean score of 23.3061 with a corresponding standard deviation of 5.34665 and 4.83565 respectively. It implies that the female learners with higher mean score of 23.3061 above the male mean score 2.3333 have higher perception about the influence of the school physical environment on academic performance than the male learners. At degree of freedom (df) of 98, and sig, (p-value) of .645, and testing at 05 level of significance ; the t-value is -0.953 indicating that the Sig. is higher than the t-value of -0.953. Therefore, the null hypothesis which stated that male and female learners will not perceive the Influence of the school physical environment on academic

performance significantly different in Egor Local Government Area is accepted. It means that although there was a difference between males and female learners' perceptions of the influence of the school physical environment on academic performance, the difference is not significant at the .05 level.

**Table 3: Linear Regression Analysis of Building Repairs and Building Non-Repairs by School Management, Influence on the Physical School environment on Learner Academic Performance in Egor LGA Model Summary**

<b>Model</b>	<b>R</b>	<b>R-Square</b>	<b>Adjusted R-Square</b>	Std. Error of the Estimate	Durbin-Watson
<b>1</b>	.474	.225	.209	3.70410	1.857

a. Predictors: (Constant), Non-Building Repairs, Building I Repairs by Scholl Management

b. Dependent Variable: Perceived Influence on Academic Performance

R Multiple Correlation Coefficient = .474

R-Square Coefficient of Determination = .225

The model explains 22.5% variation in the dependent variable. It means that about 22.5% of the variation in the Perceived Influence on Academic Performance (Dependent Variable) can be explained by Non-Building Repairs, Building I Repairs by Scholl Management (The Independent Variables) in the Model. The implication is that, the

remaining 77. 5% of the variation in the dependent variable is not explained by the independent variables and may be due to other factors not included in the model.

Durbin-Watson =1.857 (No autocorrelation) = Residuals are randomly distributed which suggest that the model is properly specified.

**Table 4: ANOVA Output of the Linear Regression Analysis of Building Repairs and Non-Building Repairs by School Management, Influence on the Physical School environment on Learner Academic Performance**

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	386.289	2	193.144	14.077	.000 <sup>b</sup>
1 Residual	1330.871	97	13.720		
Total	1717.160	99			

a. Dependent Variable: Perceived Influence on Academic Performance

b. Predictors: (Constant), Non-Building Repairs, Building I Repairs by School Management

**Table 5: Regression Analysis on Building Repairs and Non-Building Repairs by School Management Perceived Influence on Learners’ Academic Performance**

Unstandardized Coefficients	Standardized Coefficients						
B	Std. Error	Beta	T	Sig	Decision		
(Constant)	1330.871	10.100	1.523	6.631	.000	Ho is Rejected	
Building Repairs by School Management		1717.160	1.307	.423	3.090	.003	
Non-Building Repairs by School Management	1.229	.312	3.943	.000			

**a. Dependent Variable: Perceived Influence on Academic Performance**

Table 5, shows that the influence of building repairs by School Management on Academic Performance as perceived by public junior school learners in Egor Local Government Area is 42.3%. Influence of Building Repairs by School Management on Academic Performance (Beta, = .423.  $t = 3.090$   $p < 0.005$ ).  $p = .003$ , which is found to be significant. The positive beta coefficient from the regression analysis result indicates a positive relationship.

It implies that for every one-unit increase in Building Repairs by School Management, there is an increase by .423 units in academic performance controlling for non- building repairs by School Management.

Influence of non-building repairs by school Management on academic performance (Beta, = .312.  $t = 3.943$   $p < 0.005$ ).  $p = .000$ , which is found to be significant. However, when school building are not repaired often by School Management, influence of the school physical environment on academic performance as perceived by learners increases by .312 units less than .423 units increase when schools building are repair by school management often. Therefore, the hypothesis which states that, building repairs and non-building -repairs by school Management will not significantly influence the Perception of the influence of the physical school environment on learner academic performance in Egor Local Government Area is not accepted. The researcher is unable to retain the null hypothesis based on the evidence from the results. It means that building repairs and non-building repairs by school Management significantly influence the Perception of the

influence of the physical school environment on junior public school learners' academic performance in Egor Local Government Area.

In summary, a multiple linear regression was fitted to explain the influence the Perception of the influence of the physical school environment on junior public school learners' academic performance in Egor Local Government Area. of Edo State, Nigeria building repairs and non-building repairs by School Management. All of the assumption for the appropriate used of multiple linear regression were met. The overall model explains 22.3% variation of academic performance (Perceived Influence of Physical School Environment on Academic Performance) and the model is significantly useful in explaining Influence on academic performance  $F(2, 97) = 14.07$   $P < .005$ .  $P = .000$ , It reveals that for every one-unit increase in Building Repairs by School Management, there is an increase by .423 units in academic performance controlling for non- building repairs by School Management, which is found to be significant change.

The implication is that, building repairs and non-building repairs by school Management reliably influence academic performance of junior public-school learners' in Egor Local Government Area of Edo State, Nigeria. The researcher is able to draw a conclusion that the school physical environment influences academic performance of junior public school learners' academic performance in Egor Local Government Area. of Edo State, Nigeria.

## **Discussion of Findings**

The findings from research question one reveals that, the influence of the physical school environment on academic performance among public junior school learners in Egor Local Government Area based on classroom condition, ventilation, lighting, and cleanliness is perceived to be very high. All items had mean scores above 3.5. The results maybe because learners are more comfortable to learn run it when the physical school environment are in good conditions. It implies that the physical school environment plays a critical role in learners academics. The findings align with Olubor et. al. (2020) who reported that availability of physical facilities in schools correlates with students' academic achievement among junior secondary school learners in Egor LGA. The physical school conditions are essential physical resources that influences academic platforms among learners. It implies that the absence of good classroom conditions, ventilations, appropriate lighting and cleanliness learning materials posed barriers to improved academic among learners.

The findings from hypothesis one as revealed in Table 2, indicated that there was no significant difference in the perception of male and female learners on the influence of the school physical environment on academic performance among learners in Egor LGA. Although female learners had a higher mean score of 23.3061 compared to the male learners' mean score of 22.3333, the difference was not statistically significant. The results is more like to be the way it is because learners perception of the influence of the

school environment of academic performance was rated very high. This finding is consistent with the study by Akomolafe and Adesua (2016), who found out that gender did not significantly affect students' perceptions of their learning environment's impact on academic outcomes in Nigerian secondary schools. It implies that, both male and female learners prefer conducive learning environment in good classroom conditions, ventilation, lighting and cleanliness are necessary factors that influences academic performance among male and female learners in Egor LGA. Therefore, male and female perception of the influence of the physical school environment on academic performance is not significantly different.

The findings from hypothesis two shows that building repairs and non-building repairs influences learner's academic performance. The regression analysis presented in Tables 3, 4, and 5 revealed that building repairs by school management significantly influenced the perceived influence of the physical school environment on learners' academic performance. The positive beta coefficient (.423) indicated that regular building maintenance positively contributes to academic performance by 42.5%. The result is found to be so because of the very high perception of the influence of the physical school environment on academic performance among male and female learners. It implies that building repairs serve as an aesthetic that attract learners especially at the basic level to school, learning and consequently appreciable academic performance. This finding supports the findings of Owoeye and Yara (2019), who reported that school building conditions, when well-maintained, create a positive learning atmosphere, enhancing both

student morale and academic performance. The study concluded that neglecting school repairs could lead to a deteriorated learning environment which in turn reduces learner's academic performance.

The regression model used to test hypothesis two further revealed that, building repairs and non-building repairs by school by school management often explained 22.5% of the variation in perceived academic performance. It suggested that while building repairs and non-repairs by school management play a crucial role, other factors contribute such as classroom conditions, ventilations, lighting, cleanliness among other physical school environment indicators account for 77.5% of the variation in the regression model fitted and tested at the .05 level of significance. The findings align with the multi-factorial nature of academic performance, as highlighted by Ajayi (2018), who suggested that beyond building repairs by school management, school environment, are equally critical factors that influence academic performance among learners. The findings of this study emphasize the significant role of the school building repairs as part of physical school environment that shaped academic outcomes among learners in Egor Local Government Area of Edo State. The study provides empirical support for the need for consistent maintenance and upgrading of school facilities to create a conducive learning environment. It is noted that both regular building repairs and good classroom conditions, adequate ventilation, lighting, and cleanliness in schools are vital factors that influence academic performance.

The findings from the current study serves as evidence for the researcher to conclude that the physical school environment influence academic performance among junior public school's learners in Egor LA in respective of learners sex. Furthermore, there is a positive relationship between regular school building repairs by school Management and learners academic performance in Egor Local Government Area in Edo State.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### Summary

The study examined the perception of the influence of the physical school environment on the academic performance of public junior school learners in Egor Local Government Area of Edo State, Nigeria. The research sought to determine how classroom condition, ventilation, lighting, and cleanliness in learners' academic performance. The results were presented through tables and analyzed using mean scores and regression models, provided insightful findings. The analysis revealed that participants perceived the influence of the physical school environment on their academic performance to be very high. Specifically, the mean scores for classroom condition (3.8), ventilation (3.5), lighting (4.0), and cleanliness (3.8) all exceeded the benchmark of 3.5, indicating a strong positive perception of the school environment's impact.

A sex-based comparison of perception using an independent sample t-test indicated that although female learners had a slightly higher mean score (23.3061) than male learners (22.3333), the difference was not statistically significant at the 0.05 level ( $p = 0.645$ ). This suggests that both male and female learners share a similar perception of the impact of their physical school environment on academic performance. A multiple linear regression analysis examined the influence of building repairs and non-building

repairs by school management on learners' academic performance. The model explained 22.5% of the variation in perceived academic performance, with building repairs showing a more significant positive influence ( $\beta = 0.423$ ) compared to non-building repairs ( $\beta = 0.312$ ). The regression analysis confirmed that building repairs significantly influence learners' academic performance, while non-building repairs have a lesser, though still positive, effect.

## **Conclusion**

It is concluded based on the findings of the study that the physical school environment significantly influences the academic performance of junior public-school learners in Egor Local Government Area. Classroom condition, ventilation, lighting, and cleanliness all play pivotal roles in fostering an environment conducive to learning. Despite slight gender differences, the perception of the influence of the school environment on academic performance is high among both male and female learners.

The regression analysis revealed that regular building repairs by school management are critical for enhancing academic outcomes, with a more substantial effect compared to non-building repairs. The implication is clear: investing in the maintenance and improvement of school infrastructure is essential for creating an optimal learning environment.

## **Recommendations**

Based on the findings of this study the researcher recommends that:

1. School management should prioritize frequent building repairs to sustain and improve the physical school environment, ensuring that classrooms condition are kept in a good shape.
2. Efforts should be made to enhance ventilation and lighting within school buildings to promote a comfortable and effective learning atmosphere.
3. Schools should implement comprehensive cleanliness programs, including regular cleaning schedules and hygiene education for students, to maintain a healthy learning environment.
4. The local government and community stakeholders should collaborate to provide financial and material support the frequent repairs of school building by the management for school maintenance projects, ensuring that public junior schools are consistently conducive to academic excellence.

## **Suggestions for Further Studies**

1. A comparative study of the influence of the physical school environment on academic performance between rural and urban public schools in Edo State.
2. An investigation into the psychological effects of poor school infrastructure on students' motivation and academic self-efficacy in Egor Local Government Area.

3. A longitudinal study to assess the long-term impact of sustained school infrastructure improvements on academic performance in Egor Local Government Area.
4. An evaluation of the role of school management practices in fostering an optimal physical learning environment and their correlation with academic achievements in Edo State.

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## **APPENDIX I**

**DEPARTMENT OF EDUCATIONAL EVALUATION AND COUNSELING  
PSYCHOLOGY, FACULTY OF EDUCATION, UNIVERSITY OF BENIN, BENIN  
CITY, EDO STATE.**

**PERCEPTION OF THE INFLUENCE OF THE PHYSICAL SCHOOL  
ENVIRONMENT ON THE ACADEMIC PERFORMANCE QUESTIONNAIRE  
(IPSEAPQ)**

Dear Participants,

I am a student of the Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin. I am carrying out a study on the “Perception of the Influence of Physical School Environment on the Academic Performance of Secondary School Students in Egor Local Government Area”. I therefore solicit for your responses objectively as appropriate. All response will be treated with confidentiality. Thank you

Yours faithfully,

---

**Omobude Sarah  
(Researcher)**

**Please indicate your response by ticking (✓) the appropriate box**

**SECTION A: Demographic Information**

a. Sex: Male {  }. Female {  }

b. Your School Physical Environment is: Good {  } Moderate {  }. Poor {  }

**SECTION B: Questionnaire Items**

**Tick (✓) as appropriate: Item 1 to item 7: How much you think each factor of the physical school environment influences your academic performance.**

1. Classroom condition [  ] Very High [  ] High [  ] Moderate [  ] Low [  ] Very Low
2. Ventilation [  ] Very High [  ] High [  ] Moderate [  ] Low [  ] Very Low
3. Lighting [  ] Very High [  ] High [  ] Moderate [  ] Low [  ] Very Low
4. Cleanliness [  ] Very High [  ] High [  ] Moderate [  ] Low [  ] Very Low
5. To what extent does your school physical environment influence your academic performance? Very High [  ] High [  ] Moderate [  ] Low [  ] Very Low [  ]
6. To what extent do you think building repairs would influences your academic performance? Very High [  ] High [  ] Moderate [  ] Low [  ] Very Low [  ]
7. How often does your school make repairs on the building? [  ] Very Often [  ] Often [  ] Occasionally [  ] Rarely [  ] Never

## APPENDIX II

### Reliability Computation Result

#### Correlations

		R	R
Spearman's rho	Correlation Coefficient	1.000	.014
	R	.	.952
	N	20	20
	Correlation Coefficient	.014	1.000
	R	.952	.
	N	20	20

#### Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded <sup>a</sup>	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

**Correlations**

			R	R
Spearman's rho		Correlation Coefficient	1.000	.014
	R	Sig. (2-tailed)	.	.952
		N	20	20
		Correlation Coefficient	.014	1.000
	R	Sig. (2-tailed)	.952	.
		N	20	20

## APPENDIX III

### Data Analysis Output

DESCRIPTIVES VARIABLES=Item1 Item2 Item3 Item4 Item5 Item6 Item7  
/STATISTICS=MEAN MIN.

#### Statistics

		1	2	3	4	5	6	7
N	Valid	20	20	20	20	20	20	20
	Missing	0	0	0	0	0	0	0
Mean		3.8000	3.5000	4.0000	3.8000	4.0000	3.5500	3.1500
Median		4.5000	3.0000	4.0000	3.5000	4.5000	4.0000	3.0000
Mode		5.00	3.00	5.00	3.00 <sup>a</sup>	5.00	4.00	2.00
Std. Deviation		1.50787	.94591	1.12390	1.10501	1.12390	1.05006	1.03999

a. Multiple modes exist. The smallest value is shown

### Descriptives

#### Descriptive Statistics

	N	Minimum	Mean
Item1	100	1.00	3.7100
Item2	100	1.00	3.5700
Item3	100	1.00	3.4100
Item4	100	1.00	3.3800
Item5	100	1.00	3.1500
Item6	100	1.00	3.2300
Item7	100	1.00	2.3600
Valid N (listwise)	100		

### Descriptive Statistics

	N	Range	Mean	Std. Deviation
Item1	100	4.00	3.7100	1.07586
Item2	100	4.00	3.5700	1.14816
Item3	100	4.00	3.4100	1.13791
Item4	100	4.00	3.3800	1.07101
Item5	100	3.00	3.1500	.79614
Item6	100	4.00	3.2300	.88597
Item7	100	4.00	2.3600	1.20202
Valid N (listwise)	100			

GET

```
FILE='C:\Users\DELL\Documents\Sarah Omubude data.sav'.
DATASET NAME DataSet1 WINDOW=FRONT.
COMPUTE ENVIRONMENT=Item1 + Item2 + Item3 + Item4 + Item5 + Item6 + Item7.
VARIABLE LABELS ENVIRONMENT 'ENVIRONMENT'.
EXECUTE.
T-TEST GROUPS=Sex(1 2)
/MISSING=ANALYSIS
/VARIABLES=ENVIRONMENT
/CRITERIA=CI(.95).
```

### T-Test

#### Group Statistics

	Sex	N	Mean	Std. Deviation	Std. Error Mean
ENVIRONME NT	Male	51	22.3333	5.34665	.74868
	Female	49	23.3061	4.83565	.69081

### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
ENVIRONMENTS	Equal variances assumed	.214	.645	-.953	98	.343	-.97279	1.02076	-.299845	1.05287
	Equal variances not assumed			-.955	97.650	.342	-.97279	1.01869	-.299444	1.04887

```

COMPUTE AcademicIE=Item1 + Item2 + Item3 + Item4 + Item5 .
VARIABLE LABELS AcademicIE 'AcademicIE'.
EXECUTE.
REGRESSION
  /MISSING LISTWISE
  /STATISTICS COEFF OUTS CI(95) BCOV R ANOVA COLLIN TOL CHANGE
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
  /DEPENDENT AcademicIE
  /METHOD=ENTER Item6 Item7
  /RESIDUALS DURBIN.

```

### Regression

[DataSet1] C:\Users\DELL\Documents\Sarah Omubude data.sav

**Variables Entered/Removed<sup>a</sup>**

Model	Variables Entered	Variables Removed	Method
1	Item7, Item6 <sup>b</sup>	.	Enter

a. Dependent Variable: AcademicIE

b. All requested variables entered.

a. Predictors: (Constant), Non-Building Repairs, Building I Repairs by Scholl Management

b. Dependent Variable: Perceived Influence on Academic Performance

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.474 <sup>a</sup>	.225	.209	3.70410	.225	14.077	2	97	.000	1.857

a. Predictors: (Constant), Item7, Item6

b. Dependent Variable: AcademicIE

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.474 <sup>a</sup>	.225	.209	3.70410	.225	14.077	2	97	.000	1.857

a. Predictors: (Constant), Non-Building Repairs, Building I Repairs by Scholl Management

b. Dependent Variable: Perceived Influence on Academic Performance

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	386.289	2	193.144	14.077	.000 <sup>b</sup>
	Residual	1330.871	97	13.720		
	Total	1717.160	99			

a. Dependent Variable: AcademicIE

b. Predictors: (Constant), Item7, Item6

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error				Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	10.100	1.523	6.631	.000	7.077	13.123		
	Item6	1.307	.423	3.090	.003	.467	2.146	.988	1.013
	Item7	1.229	.312	3.943	.000	.610	1.847	.988	1.013

a. Dependent Variable: AcademicIE

**Coefficient Correlations<sup>a</sup>**

Model		Item7	Item6
1	Correlations	Item7	1.000
		Item6	-.111
	Covariances	Item7	.097
		Item6	-.015

a. Dependent Variable: AcademicIE

**Collinearity Diagnostics<sup>a</sup>**

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions		
				(Constant)	Item6	Item7
1	1	2.821	1.000	.01	.01	.02
1	2	.145	4.413	.04	.10	.94
	3	.034	9.078	.95	.89	.04

a. Dependent Variable: Academic IE

**Residuals Statistics<sup>a</sup>**

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	12.6350	21.5480	17.2200	1.97532	100
Residual	-8.54796	7.82952	.00000	3.66649	100
Std. Predicted Value	-2.321	2.191	.000	1.000	100
Std. Residual	-2.308	2.114	.000	.990	100

a. Dependent Variable: Academic IE