

**IMPACTS OF SCHOOL ENVIRONMENT ON STUDENTS' ACADEMIC
PERFORMANCE IN PUBLIC SCHOOLS IN OVIA NORTH-EAST LOCAL
GOVERNMENT AREA**

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BENIN CITY**

NOVEMBER 2025

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF CURRICULUM AND
INSTRUCTIONAL TECHNOLOGY, FACULTY OF EDUCATION, UNIVERSITY
OF BENIN, BENIN CITY IN PARTIAL FULFILLMENT OF THE REQUIREMENT
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CERTIFICATION

We, the undersigned, certify that this research work was carried out by **Faith Taibat OMOAKA** in the Department of Curriculum and Instructional Technology, Faculty of Education, University of Benin, Benin City in partial fulfillment of the requirement of the award of the Bachelor of Science (Ed) degree in Integrated Science and Education.

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DEDICATION

This work is dedicated to the Almighty God, the Author of knowledge and wisdom, for His unfailing love, abundant grace, and mercies throughout my academic journey at the University of Benin, Benin City.

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The researcher wants to express her gratitude to everyone who contributed to the success of this project. First and foremost, she gives all glory to the Almighty God for His role in her entire life and education. He made this possible, and for that, she is eternally grateful.

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ABSTRACT

The study investigated the impacts of school environment on students' academic performance in public schools in Ovia North-East Local Government Area of Edo State. The purpose was to examine how the physical condition of classrooms, the availability of learning resources, social relationships, and school infrastructure influence students' academic performance. Four research questions guided the study. The descriptive survey research design was adopted, with a population of 20,000 Basic Science students across fifteen public secondary schools. Using proportionate stratified random sampling, a total of 100 students were selected from three schools Ekosodin Secondary School, Iguador Secondary School, and Utese Secondary School. A researcher-developed questionnaire titled Impact of School Environment on Students' Academic Performance in Public Schools Questionnaire (ISESAPPSQ) was used for data collection. The instrument was validated by experts in the Department of Curriculum and Instructional Technology, and its reliability was established through the Cronbach Alpha method, which yielded a coefficient value of 0.78, indicating a high level of reliability. Data collected were analyzed using descriptive statistics such as mean and standard deviation through the Statistical Package for Social Sciences (SPSS).

The findings of the study revealed that the physical condition of classrooms significantly affects students' learning outcomes. Well-structured classrooms with proper lighting, ventilation, cleanliness, and comfortable seating were found to enhance concentration and academic achievement. The study also found that the availability of adequate learning resources such as libraries, internet access, and updated textbooks strengthens students' ability to complete assignments and prepare for examinations. Furthermore, positive social

relationships among students promote peer support, motivation, and teamwork, which contribute to improved academic outcomes. Lastly, well-maintained school infrastructure, including laboratories, libraries, and digital tools, was shown to enhance students' engagement, participation, and overall academic performance.

The study concluded that the school environment plays a vital role in shaping the academic performance of students in public schools. A conducive school environment that combines physical comfort, adequate learning materials, positive social interactions, and quality infrastructure creates favorable conditions for effective learning and academic success. Based on these findings, it was recommended that schools should improve the quality of classrooms, provide sufficient learning resources, encourage cooperative learning among students, and invest in modern educational infrastructure to promote better learning outcomes and sustained academic excellence in public secondary schools.

CHAPTER ONE

INTRODUCTION

Background to the Study

The educational framework in Nigeria is deeply rooted in the idea that education is fundamental for driving national progress. It is guided by two main principles: incorporating individuals into active and responsible citizens and ensuring equal educational opportunities for all citizens at the primary, secondary, and tertiary levels of education, both within and outside the formal school settings. As a result, secondary education plays a pivotal role in the Nigerian education system. It is highly estimated not only as a legitimate qualification for desirable employment but also as a pathway to higher education (Matthew, 2013).

Students spend most of their time at school, the school environment is responsible for inculcating high value to them. Adele (2015) believed that intellectual and moral development of every student is influenced by both hereditary and environment. The school environment represents a special place where teachers meet with students to share knowledge through formal education. This academic setting provides structured learning opportunities that follow an official curriculum designed to help students gain new skills. Booth and Okely (2005), emphasizes that the school environment includes physical spaces like buildings, classrooms, equipment, school policies that determine how much time students spend on different activities, plus important facilities such as libraries, laboratories, hostels that support student learning. The environment creates the foundation where education happens, bringing together all the necessary elements that make teaching possible. Physical components of the school environment play a crucial role in supporting effective education. Chuma (2012)

explains that the school environment contains all aspects within a student's school surroundings that shape how teaching occurs. Ileoye (2015) emphasizes that schools need adequate, high-quality facilities to encourage better teaching practices. Odeh, Oguche, Ivagher (2015) described specific features that make up the school environment: school buildings, furniture, playgrounds, sports facilities, other equipment that helps teachers deliver their lessons effectively. These physical elements create the backdrop for daily learning activities, providing students with the tools they need to participate fully in their education. Beyond physical structures, the school environment includes social relationships that influence how learning takes place. These relationships involve connections between principals, community members, teachers, students at different levels. Principal-community relationships help schools connect with the wider society. Principal-teacher relationships affect how school policies are implemented. Teacher-teacher relationships create collaborative work environments. Teacher-student relationships directly impact classroom experiences. Student-student relationships build peer learning opportunities. Research shows that these social connections within the school environment have powerful effects on how well students learn, making relationships just as important as buildings or equipment for educational success.

The relationship between the school environment and students' academic performance cannot be overemphasized. Academic performance refers to students' educational outcomes following learning activities, representing their success in achieving educational goals within specific time periods. Bossart, Doumen, Buyse, and Verschueren (2011) described academic performance as students' achievement in meeting educational objectives, while Duruji, Azuh,

and Oviasosogie (2014) explained it as the degree of accomplishment students demonstrate in their tasks, studies. Grades serve as the most recognized indicator for measuring academic performance, reflecting students' scores across subjects during their educational tenure. The school environment plays a crucial role in shaping these outcomes, with poor conditions negatively affecting student achievement as Good (2009) reported, leading many students toward examination malpractices. Statistics from Areghan (2020) revealed that 64.18% of WASSCE candidates in 2019 obtained credit levels in minimum five subjects including English Language, Mathematics, with marginal 1.06% improvement in 2020 results. However, examination authorities withheld 13.98% of total candidates' results due to various malpractice cases, demonstrating the persistent challenge of academic dishonesty. Mgbodile (2014) in Giami and Alete-Omoni, (2023) study on the influence of school environment on academic performance of students in public senior secondary schools in Yenogoa metropolis of Bayelsa state emphasized that healthy, attractive school environments create conducive learning atmospheres that promote student pride in their institutions, encouraging continued school attendance. When school environments remain in poor condition, they fail to provide rewarding influences on student development, potentially contributing to decreased academic achievement, increased dropout rates, compromised learning experiences that ultimately affect students' educational success.

Despite the potential significance of school environment in the school system, studies by Ikegbusi, Eziamaka, and Iheanacho (2021); Okoi Okoi, and Eteng, (2022); Jabeen, Siddique, Mughal, Khalid, and Shoukat, (2022), and; Ndagi, Abdulrahman, Enagi, and Abubakar, (2024), have shown that there is little or no empirical based evidence on students' academic

performance. It is against this backdrop that the study aims to examine the impact of the school environment on students' academic performance in public schools.

Statement of the Problem

The educational system in Nigeria faces a pressing challenge regarding how school environments affect students' academic achievements in public institutions. Students spend considerable time within school premises where physical facilities, social relationships, teaching resources directly influence their learning outcomes (Owoseni, Ibem, & Opoko, 2020). Poor school conditions have been linked to declining academic performance, with examination authorities withholding 13.98% of candidates' results in 2020 due to various forms of academic dishonesty. Only 64.18% of WASSCE candidates achieved credit levels in minimum five subjects including English Language, Mathematics in 2019, showing marginal improvement to 65.24% in 2020 (Aregban, 2020; Nairametrics, 2020). This situation raises serious concerns about whether inadequate school environments contribute to students' poor academic performance, examination malpractices, increased dropout rates in public schools. The problem becomes more critical when considering that school environments should provide conducive learning atmospheres that promote student pride, encourage continued attendance, support intellectual development through proper physical structures, positive social interactions, adequate learning resources.

Current research on school environment effects on academic performance remains limited with insufficient empirical evidence to fully understand this relationship in Nigerian public schools. Previous studies by Ikegbusi, Eziamaka, and Iheancho, (2021), Okoi, Okoi, and

Eteng, (2022), Jabeen, Siddique, Mughal, Khalid, & Shoukat, (2022), Ndagi, Abdulrahman, Enagi, & Abubakar, (2024) have indicated gaps in research-based evidence examining how school environmental factors influence student academic outcomes. Most existing studies focus on isolated aspects of school environment rather than comprehensive examination of how physical facilities, social relationships, learning resources work together to affect student performance. This lack of thorough research creates knowledge gaps that prevent educators, policymakers, school administrators from making informed decisions about improving school environments to enhance academic performance. The limited empirical studies makes it difficult to develop effective strategies for creating better learning environments that support students' academic performance in public schools across Nigeria.

Research Questions

The following research questions were raised to guide this study.

1. What are the ways the physical condition of classrooms shapes students' learning outcomes in public schools?
2. How does the availability of learning resources influence students' academic performance in public schools?
3. How does social relationship influence students' academic performance in public schools?
4. What is the influence of school infrastructure on students' academic performance in public schools?

Purpose of the Study

The primary purpose of the study is to investigate the impacts of school environment on students' academic performance in public schools. Specifically the study intend to:

1. examine the ways the physical condition of classrooms shapes students' academic performance in public schools;
2. examine how the availability of learning resources influences students' academic performance in public schools;
3. examine the ways social relationship influences students' academic performance in public schools, and;
4. examine the influence of school infrastructure on students' academic performance in public schools.

Significance of the Study

The study will be of immense benefit to students, curriculum planners, schools, and researchers.

This findings of this study will help Students to understand how classroom space, teaching materials, fresh air, clean surroundings, and proper seating can make learning easier. It will open their eyes to see why neat buildings, quiet study areas, good lighting, and safe playgrounds matter for their focus and interest in learning. It will show how these small details shape their confidence, mood, and love for school, which can boost their test scores without extra stress. It will help them know what to ask for when something at school stops them from learning well.

The findings of the study will give curriculum planners a clearer view of how school buildings, desks, walls, and learning tools affect what is taught. It will guide them to design lessons that fit real classroom sizes, noise levels, and available resources. It will help them see gaps between planned lessons and what students face each day. It will help them shape subjects in a way that fits the true learning setting rather than only the paper plan.

The findings of this study will help schools gain useful facts on why clean toilets, bright paint, fresh water, and working fans matter for reading, writing, and speaking. It will show why fixing broken windows or providing more books helps pupils feel happier to attend school. It will help heads of schools know what changes bring better results without large spending. It will give proof to ask for funds from the government to fix the parts of the environment that slow learning.

The findings will also help researchers find new paths to study how heat, noise, or space shape learning habits. It will give them a base to check if these effects are the same in other places or if each school has its own story. It will open ways to dig deeper into why some changes work better in small schools while others help bigger ones. It will help them share fresh ideas that help public schools raise their level of teaching through simple but real changes in the environment.

Scope and Delimitation of the Study

The study focused on the impacts of school environment on students' academic performance in public schools. The study will be delimited to secondary students of SS1 and SS2 in public secondary schools in Ovia North-East Local Government Area.

Definition of Terms

The following terms have been operationally defined.

- **Impacts:** The direct or indirect effects that something causes on another thing, which can be positive or negative, leading to changes, improvements, or setbacks.
- **School Environment:** Everything within and around the school that shapes how students learn, including buildings, classrooms, teaching materials, air quality, safety, and even how teachers and students interact.
- **Student:** Person who is formally enrolled in a school to receive instruction, gain knowledge, develop skills, and work toward educational goals.
- **Academic Performance:** How well a student meets learning goals, shown through test scores, classwork, assignments, and other measures used to judge understanding and progress in school subjects.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The review of literature pertinent to the study on impacts of school environment on students' academic performance in public schools were discussed under the following sub-headings:

- Theoretical Framework
- Concept of School Environment
- Concept of Academic Performance
- Physical Condition of Classrooms and Students' Academic Performance
- Availability of Learning Resources and Students' Academic Performance
- Social Relationship and Students' Academic Performance
- School Infrastructure and Students' Academic Performance
- Summary of Reviewed Literature

Theoretical Framework

The study hinges on the ecological system theory. Ecological System Theory propounded by Urie Bronfenbrenner during the 1970s, points out that a child's growth does not happen in a blank space but within layers of surroundings that shape who they become (Bronfenbrenner, 2019). These layers include close settings like classrooms, school yards, teachers, and even school rules, all of which touch learning without being part of the lesson itself. His theoretical framework emerged from his observation that traditional psychological research failed to account for the rich environmental contexts that shape human behavior throughout life. Bronfenbrenner proposed that individual development results from dynamic interactions

between person, process, context, time elements he later refined into what became known as the Process-Person-Context-Time model.

The school environment serves as a primary microsystem where students spend considerable time developing academically, socially, and emotionally (Sadiq, 2022). Within this microsystem, students directly interact with teachers, peers, classroom materials, and physical spaces that shape their learning experiences. The quality of these immediate interactions - whether supportive or challenging - directly influences how students engage with academic content and develop their sense of competence. Teachers who create warm, structured learning environments enable students to take intellectual risks and participate actively in classroom discussions. Similarly, well-maintained physical spaces with adequate lighting, comfortable seating, and organized learning materials allow students to focus better on their studies. The relationships students form with their teachers and classmates within this microsystem become the foundation for their academic motivation and social development.

The mesosystem reveals how connections between different microsystems affect student performance in meaningful ways (Ipinge & Seroto, 2024). When parents regularly communicate with teachers about their child's progress and challenges, this partnership creates consistency between home and school expectations. Students benefit when their family values align with school goals, creating reinforcing messages about the importance of education. However, when conflicts exist between home and school cultures, students may experience stress that interferes with their ability to learn effectively. The relationship between peer groups and classroom dynamics also matters - students who feel accepted by

their classmates are more likely to participate in group activities and seek help when needed. Community programs that support school activities, such as after-school tutoring or mentorship programs, strengthen these connections and provide additional resources for student success. The exosystem and macrosystem levels demonstrate how broader social forces shape the school environment and student outcomes. District policies about class sizes, funding for educational resources, and teacher professional development directly impact what happens in individual classrooms, even though students may not recognize these influences. Community economic conditions affect the resources available to schools and the stress levels families experience, which then influence how students arrive at school each day ready to learn. Cultural values about education, gender roles, and social mobility create expectations that students internalize about their own potential and future possibilities. Government policies about standardized testing, curriculum standards, and educational funding create the larger context within which schools operate, influencing everything from teaching methods to the availability of support services for struggling students. The exosystem operates through broader institutional policies, economic conditions, administrative decisions that indirectly affect student learning without direct student involvement. Government funding allocations determine school resources, teacher salaries, infrastructure maintenance, technology access. District policies regarding curriculum standards, assessment methods, disciplinary procedures create frameworks within which schools operate. Economic downturns may reduce educational budgets, leading to larger class sizes, fewer support staff, limited extracurricular programs.

The Ecological Systems Theory presents a powerful advantage through its recognition that human development occurs within multiple layers of environmental influence (Zaatari & Maalouf, 2022). This framework acknowledges that children grow within immediate family settings while also being shaped by broader community structures, cultural values, and societal policies. The theory's strength lies in its ability to explain how a child's school performance might be affected not just by home support, but also by neighborhood resources, cultural attitudes toward education, and government funding decisions. Despite its broad perspective, the theory faces practical challenges that limit its application. The framework can become unwieldy when attempting to address all the different systems simultaneously, making it difficult for social workers, educators, and therapists to develop focused intervention strategies. The theory's treatment of time and change presents both opportunities and limitations for understanding human development. While it acknowledges that environmental systems evolve over time, it offers insufficient detail about how these changes occur or how individuals actively shape their environments rather than simply responding to them. The framework tends to present people as products of their surroundings without fully accounting for personal agency, resilience, or the ways individuals can transform their circumstances.

Concept of School Environment

School environment represents the complete setting where learning takes place, extending far beyond the physical boundaries of classrooms and hallways (Iordye & Jato, 2023). This environment includes the emotional atmosphere that students experience daily, the relationships they form with teachers and peers, and the cultural values that shape their

educational journey. The physical spaces where children spend their days - from bright, well-maintained classrooms to outdoor play areas - directly influence their ability to concentrate, participate, and feel comfortable expressing themselves. When students walk into a school that feels welcoming and safe, they arrive ready to learn, while those entering spaces that feel cold or neglected may struggle to engage fully with their education.

The relationships that form between teachers and students create the foundation for meaningful learning experiences that extend far beyond textbook knowledge (Okpara, 2024). When educators take time to understand each student's individual needs, strengths, and challenges, they can adapt their teaching methods to help every child succeed. This personal connection builds confidence in students who might otherwise struggle with self-doubt or fear of failure. Teachers who show genuine care and interest in their students' well-being create classroom environments where children feel safe to express their thoughts, make mistakes, and grow from those experiences. The trust developed through these relationships often motivates students to work harder and reach higher academic goals because they know their teacher believes in their potential. School administrators play a vital role in creating the conditions that allow positive relationships to flourish throughout the educational community. Their decisions about class sizes, resource allocation, and disciplinary policies directly affect how teachers and students interact with one another. When administrators prioritize relationship-building and emotional well-being alongside academic achievement, they create a culture where everyone feels valued and supported. The way schools handle student conflicts, behavioral issues, and academic struggles sends clear messages about the institution's values and expectations. Students who witness fair, respectful treatment of all

community members learn important lessons about citizenship and social responsibility that serve them well throughout their lives.

Teachers who set challenging yet achievable goals for their students create an environment where learning becomes purposeful and engaging (Ihua, 2024; Egbe et al., 2025). When teachers believe in their students' potential and communicate those expectations clearly, students begin to internalize higher standards for themselves and work harder to meet them. The way teachers present lessons and connect academic content to real-world situations helps students understand why they are learning specific topics and how knowledge applies to their daily lives. Students perform better when they see the relevance of their studies to their future goals, whether those involve college preparation, career aspirations, or personal interests (Zewude & Habtegiorgis, 2022). Teaching methods that encourage active participation, collaborative learning, and critical thinking help students develop problem-solving skills that extend beyond individual subjects and prepare them for lifelong learning. The approach schools take toward measuring student progress plays a vital role in building confidence and motivation. When assessment focuses on improvement over time rather than comparing students to one another, learners feel more comfortable taking risks and exploring new ideas without fear of judgment. Teachers who provide regular feedback and celebrate small victories help students recognize their growth and maintain enthusiasm for learning. Ongoing training and professional development for educators ensures they understand different learning styles and can adapt their teaching methods to reach every student effectively. Schools that invest in helping teachers learn new strategies and stay updated on educational

research create classrooms where students feel supported, challenged, and inspired to reach their full potential

Community involvement shapes the educational experience in ways that extend far beyond the school walls themselves (Nwaham et al., 2024). When parents actively participate in their children's learning journey through regular communication with teachers, attendance at school events, and support for homework completion, students demonstrate higher levels of academic achievement and better classroom behavior. Local businesses contribute to educational quality by offering internship programs, guest speaking opportunities, and donations of equipment or materials that schools might not otherwise afford. Cultural institutions like museums, libraries, and community centers provide students with enriching experiences that connect classroom learning to real-world applications. This collaborative approach between schools and their surrounding communities creates a network of support that helps students understand the practical value of their education while building relationships that can benefit them throughout their lives. The economic and social conditions of the neighborhoods where schools operate have a direct impact on student learning outcomes and daily school experiences. Students from areas with limited economic resources may face challenges such as food insecurity, lack of stable housing, or limited access to healthcare, all of which can affect their ability to concentrate and succeed in school (Silva et al., 2017). Schools in these communities often work harder to provide basic necessities like breakfast programs, after-school care, and health services to help level the playing field for their students. Conversely, schools in more affluent areas may have access to better funding, more volunteer support from educated parents, and partnerships with well-established local

organizations. These differences in community resources create varying educational environments that can either support or hinder student academic performance.

Concept of Academic Performance

Academic performance refers to the measurable outcomes that students achieve through their educational journey, reflecting how well they grasp and apply knowledge within formal learning environments (Olawoyin & Isuku, 2019). This concept goes beyond simple test scores to include various forms of assessment such as assignments, projects, presentations, and practical demonstrations of understanding. Students demonstrate their academic capabilities through written work, oral participation, problem-solving tasks, and creative expressions that show their depth of comprehension. The evaluation process considers not only the final results but also the learning process itself, including how students approach challenges, adapt to new information, and develop critical thinking skills throughout their studies.

Academic performance measurement goes far beyond simple test scores and letter grades, requiring teachers to use various tools and methods to understand how well students are learning (Abubakar et al., 2018). Teachers rely on regular quizzes, homework assignments, and classroom participation to track daily progress, while larger projects and presentations reveal deeper understanding of subject matter. Standardized tests provide one way to compare student achievement across different schools and regions, but these scores represent only a snapshot of what students know at a particular moment. Many educators now recognize that true academic success includes problem-solving abilities, critical thinking skills, and the capacity to apply knowledge in real-world situations. Students demonstrate their learning through written work, oral presentations, group discussions, and hands-on activities that reveal different aspects of their intellectual development. The evaluation

process has evolved to include more personalized approaches that recognize individual student strengths and learning styles. Portfolio collections allow students to document their academic journey by including examples of their best work, reflections on their progress, and evidence of skill development over time. Peer assessment activities teach students to evaluate each other's work constructively while developing their own judgment and communication abilities. Self-evaluation exercises encourage students to think about their own learning strategies, identify areas where they need improvement, and set goals for future academic growth. These varied assessment methods help teachers understand not just what students have learned, but how they learn best and what support they need to reach their full potential.

The way students learn and succeed in school depends on a blend of personal traits and outside circumstances that work together in unique ways for each individual (Ololube, 2017). A student's natural abilities, the way they best absorb information, and their drive to learn form the foundation of their academic journey. These internal qualities interact with their home life, including whether their family encourages education, their financial situation, their physical health, and their emotional state. When a student comes from a supportive home where parents value education and can provide necessary resources, they often have advantages that boost their school performance. Meanwhile, students facing challenges at home, such as financial stress or family problems, may struggle to focus on their studies despite having strong natural abilities. The school environment itself creates another layer of influence that can either help or hinder student success. Teachers who know their subjects well and can explain concepts clearly make learning more accessible and enjoyable for students. Having enough textbooks, working computers, and proper classroom supplies

allows students to engage fully with their lessons and complete assignments effectively. The relationships students build with their classmates and teachers also affect their motivation and willingness to participate in class activities. When all these elements come together positively, students are more likely to reach their potential, but when problems exist in any area, academic performance can suffer. Each student experiences this mix of influences differently, which explains why some excel while others struggle, even within the same classroom or school.

The importance of academic performance extends far beyond classroom walls, influencing students' future opportunities and personal development. Strong academic achievement opens doors to higher education, scholarship opportunities, and career prospects, while also building confidence and self-esteem. However, the focus on academic performance must balance achievement with student well-being, recognizing that learning involves more than earning high grades. Educational institutions increasingly recognize the need to support diverse learning styles and multiple forms of intelligence, creating inclusive environments where all students can succeed.

Physical Condition of Classrooms and Students' Academic Performance

The learning environment plays a crucial role in shaping how well students absorb and retain information (Usman & Madudili, 2019). When classrooms are well-maintained, properly ventilated, and equipped with adequate furniture, students can focus better on their studies. Good lighting allows students to read clearly without straining their eyes, while comfortable seating helps them maintain attention during long lessons. Temperature control keeps

students alert and engaged, preventing the drowsiness that comes with stuffy, overheated rooms. Clean, organized spaces create a sense of order that naturally encourages disciplined learning habits and respect for the educational process.

When students must navigate broken furniture and uncomfortable seating arrangements daily, their ability to concentrate on lessons becomes severely compromised (Farhat, 2021). The constant shifting and adjusting required to find stable positions on damaged desks and chairs creates ongoing distractions that pull attention away from instruction. Poor lighting conditions force students to squint and strain their eyes, leading to headaches and fatigue that make learning more difficult throughout the day.

Teachers find themselves spending valuable class time addressing these physical obstacles instead of focusing on educational content, which reduces the quality of instruction students receive. The accumulated stress from these uncomfortable conditions can cause students to associate school with discomfort, making them less eager to attend classes and participate in learning activities. Overcrowded spaces limit the educational strategies teachers can employ and reduce opportunities for meaningful student interaction. When classrooms lack adequate room for movement, collaborative learning becomes nearly impossible, forcing teachers to rely on lecture-style instruction that may not suit all learning preferences (Abubakar & Arshad, 2015). The inability to create proper learning stations or group work areas means students miss out on hands-on experiences that could deepen their understanding of subjects. Beyond the practical limitations, the visual impact of deteriorating school buildings affects how students perceive the importance of their education. Cracked walls, water damage, and

unclean environments communicate that learning is not a priority, which can diminish students' sense of self-worth and their belief in the value of academic achievement. A study carried out by Ikegbusi et al., (2021) on the influence of school environment on academic achievement of preschool pupils in selected public and private preschools in Eti Osa Local Government Area of Lagos State used a descriptive research design guided by four research questions. The work drew its sample from teachers and pupils chosen through random selection across fifteen preschools, where ten came from private schools while five came from public ones. From these, ten teachers were picked in each school, giving a total of one hundred and fifty teachers. Data collection relied on a tool made by the researcher and checked by experts, while analysis used mean statistics, simple percentages, and standard deviation. The study found that school physical structures strongly affect pupils' drive to learn, which led to a call for the government to boost preschool education by supplying classrooms, teaching tools, and equipment needed to make the programme work better.

The emotional connection between students and their learning environment runs much deeper than most people realize. When young people walk into bright, cheerful classrooms filled with engaging displays and well-maintained furniture, they naturally feel more welcomed and valued as learners. This positive atmosphere creates a mental framework where students begin to see themselves as capable and deserving of quality education. The colors on the walls, the arrangement of desks, and even the cleanliness of the space communicate important messages about what adults expect from students and what students should expect from themselves. Schools that prioritize creating attractive, functional learning spaces send a clear signal that education matters and that every student deserves the best possible

opportunity to succeed (Yusuf & Ibrahim, 2024). On the other hand, when students spend their days in cramped, poorly lit rooms with broken equipment and peeling paint, they may unconsciously absorb the message that their education is not a priority, leading to decreased motivation and lower academic aspirations. The academic benefits of improved classroom conditions become apparent through concrete measures that schools can track and document over time. When administrators invest in better lighting, updated technology, and comfortable seating arrangements, teachers report that students pay attention longer and participate more actively in discussions and group work. These environmental improvements allow educators to try new teaching methods and create more engaging lessons, knowing that students can see visual presentations clearly and move around the room safely. Better facilities also reduce the daily frustrations that can interfere with learning, such as struggling to hear the teacher due to poor acoustics or feeling uncomfortable due to inadequate heating or cooling. As these barriers to learning are removed, students naturally perform better on assignments and assessments, leading to higher grades and increased confidence in their abilities.

Availability of Learning Resources and Students' Academic Performance

The relationship between available learning materials and student academic performance remains a crucial factor in educational outcomes. When students have access to well-stocked libraries, updated textbooks, digital resources, and proper laboratory equipment, their ability to grasp concepts and excel academically improves (Eyenaka et al., 2024). Schools that invest in comprehensive learning resources create environments where students can explore subjects deeply, conduct research effectively, and develop critical thinking skills. The presence of

diverse learning materials allows students to engage with content through multiple approaches, catering to different learning styles and preferences.

Access to technology and digital platforms has transformed how students learn and perform in academic settings (Onyema, 2019). Modern educational tools such as online databases, educational software, interactive simulations, and multimedia content provide students with opportunities to understand difficult concepts through visual and practical applications. Students who can access these technological resources often demonstrate better problem-solving abilities and show greater engagement with their coursework. The availability of reliable internet connections and computing devices enables students to participate in online learning, access vast amounts of information, and collaborate with peers and instructors beyond traditional classroom boundaries (Matthew et al., 2021). The integration of technology in education has created new pathways for students to develop critical thinking skills and adapt to different learning methods. When students use digital tools to research topics, create presentations, and complete assignments, they learn to evaluate information sources and develop media literacy skills that are essential in today's world. These technological experiences prepare students for future careers where digital competency is expected and valued. Students who regularly work with educational technology tend to show improved academic performance because they can learn at their own pace, review materials multiple times, and access additional resources that support their individual learning needs. The interactive nature of digital learning platforms also helps students stay motivated and interested in their studies, as they can engage with content through games, videos, and hands-on activities that make learning more enjoyable and memorable.

The quality and quantity of human resources directly impact student achievement levels. Well-trained teachers, librarians, laboratory assistants, and academic support staff serve as vital learning resources that guide students through their educational journey. When educational institutions maintain adequate staffing levels and provide continuous professional development for their personnel, students benefit from expert guidance, personalized attention, and mentorship opportunities. The presence of qualified educators who understand diverse teaching methods and can adapt their instruction to meet individual student needs creates a supportive learning environment that promotes academic excellence. Study conducted by Giami and Alete-Omoni, (2023) on the influence of school environment on academic performance of students in public secondary schools in Yenagoa metropolis of Bayelsa State used a descriptive research survey design guided by two clear objectives and matching research questions. The study worked with a group of ninety-nine teachers chosen at random from a total of nine hundred and eighty-seven teachers across seventeen public senior secondary schools. Data came from a twenty-item questionnaire called Influence of School Environment on Students' Academic Performance, which had a reliability index of 0.78, and responses were checked using mean and standard deviation. Findings showed that school physical facilities and learning environment shape students' performance to a high extent in the area. The study put forward that the government should raise education funds to fill gaps in school facilities to make learning spaces better, the Ministry of Education should supply more desks, fresh books for libraries, and new lab tools for practical work, and also keep class sizes within what the National Policy on Education states. The study called for

training, seminars, and workshops at the start of each session to build teachers' skills, and pressed for better security plans to keep schools safe so students can focus on learning.

Economic circumstances within school districts create clear differences in the educational opportunities available to students (Baum et al., 2018). Schools that receive adequate funding can provide teachers with the tools they need to deliver quality instruction, including current textbooks, scientific equipment, and digital resources that make learning more engaging and effective (Olowonefa & Ogunode, 2021). These well-resourced schools often maintain lower student-to-teacher ratios, which means educators can spend more time working with individual students, identifying their strengths and weaknesses, and providing personalized support. The economic background of students' families adds another layer to educational achievement that extends beyond the school walls (Joseph & Ikechi, 2018). Children from households with greater financial stability often enter school already equipped with foundational skills gained through early childhood programs, educational toys, and books at home. These students may participate in summer camps, music lessons, sports teams, and other activities that develop their cognitive abilities and social skills. When academic challenges arise, families with economic means can provide additional support through private tutoring, test preparation courses, or educational technology that helps students master difficult concepts. Meanwhile, students from economically disadvantaged backgrounds may face barriers such as inadequate nutrition, unstable housing, or the need to work part-time jobs, all of which can impact their ability to focus on studies and achieve their full academic potential.

Social Relationship and Students' Academic Performance

The connections students form with their peers, teachers, and family members play a crucial role in shaping their academic performance (Babalola, 2018; Mulaudzi, 2023). When students feel supported and understood by those around them, they tend to approach their studies with greater confidence and motivation. Positive relationships create an environment where learners feel safe to ask questions, participate in discussions, and take academic risks without fear of judgment. Students who maintain strong bonds with their instructors often receive more personalized guidance and feedback, which helps them identify areas for improvement and build upon their strengths. These meaningful connections also provide emotional stability during challenging periods, allowing students to persist through difficult coursework and maintain their focus on long-term educational goals.

Students who maintain positive relationships with their classmates experience numerous academic benefits that extend throughout their school years (Apeh & Nteh, 2024). When young people feel comfortable working alongside their peers, they become more willing to ask questions, share ideas, and participate in class discussions without fear of judgment or ridicule. These collaborative interactions help students develop critical thinking abilities as they encounter different viewpoints and learn to evaluate various solutions to problems. Study groups and peer mentoring arrangements allow students to explain concepts to one another, which strengthens their own grasp of the material while building confidence in their ability to communicate knowledge effectively. The social connections formed through academic partnerships often motivate students to maintain higher standards for themselves, as they feel accountable to their friends and study partners for their performance and effort. The

quality of peer relationships can dramatically influence a student's attitude toward school and learning in both positive and negative ways. Students who experience rejection, bullying, or social exclusion often struggle to concentrate on their studies and may begin avoiding school activities or skipping classes entirely. This withdrawal from the school community limits their access to learning opportunities and can create a cycle where academic performance declines alongside social difficulties. On the other hand, students who feel welcomed and supported by their classmates tend to approach challenges with greater resilience and are more likely to seek help when needed.

Teacher-student relationships form the backbone of successful education because they create emotional safety and trust that allows real learning to happen (Apeh & Nteh, 2024). When educators genuinely care about each student as an individual person, they build connections that go beyond simply delivering lessons. Students can sense when their teachers truly want them to succeed, and this recognition motivates them to work harder and take risks in their learning. A teacher who remembers a student's interests, acknowledges their struggles, and celebrates their improvements creates a classroom environment where students feel valued and understood (Okpara & Ezeador, 2024). This emotional support becomes especially important during challenging academic periods, as students are more likely to persevere through difficulties when they know their teacher believes in their potential. The way teachers communicate with students shapes not only immediate learning outcomes but also long-term attitudes toward education and personal growth. Effective educators balance kindness with clear expectations, helping students understand that academic standards exist to support their development rather than to create unnecessary pressure. When teachers provide

specific feedback that focuses on effort and improvement rather than just grades, students learn to view mistakes as learning opportunities rather than failures. This approach builds internal motivation and critical thinking skills that extend far beyond individual assignments or test scores. Students who experience respectful, supportive relationships with their teachers often carry these positive interactions into their future educational experiences and professional relationships, creating lasting benefits that influence their entire approach to learning and personal development.

Family involvement and support systems outside of school also influence student performance in meaningful ways (Saadu, 2023; Odeyemi, 2024). Parents and caregivers who actively participate in their children's education by monitoring progress, providing resources, and maintaining open communication with teachers help create consistency between home and school environments. When families establish regular homework routines, provide quiet study spaces, and show genuine interest in their children's academic work, students develop stronger study habits and a deeper appreciation for learning. This home support extends beyond just checking assignments to include attending school events, volunteering in classrooms, and building relationships with teachers and administrators. Children whose families demonstrate commitment to education through their actions and attitudes tend to mirror these values, resulting in better attendance, improved behavior, and higher academic achievement across all subjects. The emotional and psychological support that families provide serves as a foundation for student success that cannot be replicated within school walls alone. When parents encourage their children through challenges, celebrate achievements, and maintain realistic expectations, students develop confidence and resilience

that help them navigate academic difficulties. Families who create environments where questions are welcomed, mistakes are viewed as learning opportunities, and effort is recognized alongside results foster a growth mindset that benefits students throughout their educational journey.

School Infrastructure and Students' Academic Performance

School buildings, classrooms, and learning spaces play a crucial role in shaping how well students perform in their studies (Olurotimi et al., 2023). When schools have proper lighting, adequate ventilation, and comfortable temperatures, students can focus better on their lessons and retain information more effectively. Well-maintained facilities with modern equipment, functional science laboratories, and updated technology centers provide students with hands-on learning opportunities that strengthen their understanding of various subjects. The physical condition of a school sends a message to students about the value placed on education, and when that environment is clean, safe, and well-organized, students develop greater respect for learning and are more likely to take their studies seriously. A study carried out by Ozuluonye et al., (2023) on the influence of school environment on students' academic performance in public secondary schools in Enugu state used a survey design guided by three research questions and one hypothesis. The work drew from a group of 4,842 senior secondary school students in Enugu education zone, where three secondary schools were picked through simple random sampling from nine schools, then 60 students were chosen from each school, giving 180 respondents. Data came through a 17-item questionnaire named "School Environment and Students' Academic Performance Questionnaire (SESAPQ)," which three experts helped to validate, with reliability scores of 0.76, 0.74, and 0.78 across clusters, and an overall score

of 0.76 measured by Cronbach Alpha. Analysis used mean, standard deviation, and t-test at a 0.05 alpha level. Findings showed that overcrowded classrooms, libraries, laboratories, and workshops to a high extent shape students' performance, while chalkboards or whiteboards, textbooks, charts, computers, and pictures also play a strong role. The study also found that ties among principals, teachers, and students help shape how well students do in school. The work ended by calling on government at all levels to help schools get better facilities and teaching tools to boost learning.

Educational resources within schools create the foundation upon which effective teaching and learning can occur (Nwuke & Nwanguma, 2024). When teachers have access to well-stocked libraries, they can assign research projects that develop critical thinking skills and expose students to diverse perspectives on various topics. Computers with fast internet connections allow students to access online educational platforms, virtual simulations, and digital tools that make abstract concepts more concrete and understandable. Properly equipped science laboratories enable hands-on experiments that help students grasp scientific principles through direct observation and experimentation, while updated textbooks and materials ensure that students receive current information in rapidly changing fields (Ogunkunle, 2017). The absence of these resources forces teachers to rely on outdated methods and limited materials, which can lead to decreased student engagement and lower test scores across all subject areas. Beyond traditional academic resources, schools that provide diverse learning spaces create opportunities for students to develop their full potential (Aramide & Oguntimehin, 2024). Art studios equipped with proper supplies allow students to express themselves creatively while developing fine motor skills and spatial reasoning abilities that

transfer to other academic areas. Music rooms with instruments and recording equipment help students build discipline, teamwork skills, and cultural awareness that enhance their learning experience. Well-maintained gymnasiums and sports fields provide physical outlets that reduce stress and improve concentration, while also teaching valuable lessons about cooperation, perseverance, and healthy competition.

Safety and security measures within school grounds create an atmosphere where learning can flourish without interruption or fear (Gbadeyan et al., 2016; Dairo, 2020; Adebayo & Ileuma, 2023). Schools with proper fencing, secure entry points, and adequate supervision help students feel protected and ready to engage in their studies. When basic needs like clean restrooms, safe drinking water, and functional heating or cooling systems are met, students can concentrate on their academic work rather than being distracted by discomfort or health concerns. The psychological impact of studying in a well-maintained environment cannot be understated, as students who feel valued and cared for through their physical surroundings are more motivated to succeed academically and participate actively in school activities. Study conducted by Nwogu et al., (2024) on the influence of the school learning environment on students' dropout in public secondary schools in Rivers State, Nigeria, used a descriptive survey design with three research questions and three hypotheses to guide the work. The study drew from 311 public senior secondary schools spread across 23 LGAs, sampling 380 through a stratified random sampling method. Data came from a tool named "School Learning Environment on Students Dropout Questionnaire," with research questions checked through mean and standard deviation, while hypotheses were tested using Z-test statistics at a 0.05 level of significance. Findings showed that both the school's physical environment and

academic setting played a part in why students dropped out, though teachers' views on this did not strongly rest on students' background. The work advised that old classrooms should be renovated and repainted, better facilities should be provided to make schools more inviting for learners, school grounds should be kept safe from abuse or violence, and teaching quality should be raised by closely checking teachers' classroom management and instructional delivery.

Summary of Reviewed Literature

The Ecological system theory developed by Urie Bronfenbrenner provides a strong foundation for understanding how school environments shape student academic performance by examining the various layers of influence that surround learners during their educational journey. Previous research has explored several important aspects of this relationship, with studies examining physical classroom conditions, learning resources, social relationships, and school infrastructure as separate factors affecting student outcomes. However, existing studies reveal notable gaps in their approach to understanding this relationship. Most research has focused on individual components of the school environment rather than examining how these elements work together to influence academic performance. The studies reviewed also concentrated primarily on limited geographical areas and specific educational levels, with insufficient attention to comprehensive environmental factors that might affect students across different contexts. Additionally, previous research often relied on narrow measures of academic performance, typically focusing on test scores or grades without considering broader indicators of student success and engagement.

The current aims to address these research gaps by taking a more comprehensive approach to understanding the school environment and students' academic performance relationship. While previous studies examined individual elements like physical facilities, learning resources, or social relationships separately, this research seeks to investigate how these various environmental factors interact and combine to influence student outcomes. The study plans to expand beyond the geographical limitations of earlier research by examining public schools across different contexts, providing a broader understanding of how environmental factors affect academic performance in various settings. Furthermore, this research will employ a more holistic definition of academic performance that goes beyond traditional test scores to include student engagement, motivation, and overall educational achievement. By drawing on Bronfenbrenner's ecological framework, the study will examine how different layers of the school environment work together to create conditions that either support or hinder students' academic performance.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter dealt with the research methods and procedures used in this study under the following sub-heading:

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

Design of the Study

This research utilized descriptive survey research design, which is a type of research design that aims to obtain information to systematically describe a phenomenon, situation or population. More specifically, it helps answer the what, when, where, and how questions regarding the research.

Population

The population of this study consists of 20,000 Basic Science Students from the fifteen (15) public secondary schools in Ovia North-East Local Government.

Table 1: Population distribution of Basic Science Studies in Ovia North-East Local Government Area

S/N	SCHOOLS	POPULATION
1	Ebomisi Secondary School	1,200
2	Ezomo College	1,800
3	St. Davids Boys Model Secondary School	1,500
4	Odighi Grammar School	900
5	Iguadolor Secondary School	1,100
6	Nifor Secondary School	800
7	Utoka Grammar School	1,300
8	Utese Secondary School	1,000
9	Ekosodin Secondary School	1,400
10	Army Day Secondary School	1,600
11	Osasimwoba Secondary School	1,250
12	Oba-erediauwa Secondary School	1,700
13	Okada Uram School	950
14	Ore-nolomi Secondary School	1,150
15	St James Grammar School	1,350
TOTAL		20,000

Source: Edo State Ministry of Education, 2023 Session

Sample and Sampling Techniques

Three schools were randomly selected from the fifteen (15) senior secondary schools in Ovia North-East Local Government Area of Edo State. The proportionate stratified

sampling technique was employed to obtain each of the sample size for each of the selected schools. A total of one hundred (100) students were selected for the study.

$$\text{Proportion} = \frac{\text{Population of each school}}{\text{Total population}} \times 100$$

Where Total population = 1400+1100+1000 = 3500

The schools selected are shown in table 1 below.

Table 2: Sample distribution of Basic Science Students in Ovia North-East Local Government Area

S/N	Schools (Sample)	Population	Sample
1.	Ekosodin Secondary School	1400	40
2.	Iguadolor Secondary School	1,100	31
3.	Utese Secondary School	1000	29
	Total	3,500	100

Research Instrument

The research instrument adopted for this study was a questionnaire constructed by the researcher. The questionnaire is titled “Impact of School Environment on Students’ Academic Performance in Public Schools Questionnaire (ISESAPPSQ)”. The questionnaire is made up of two sections; The Section A relates to the demographic data of the respondent and the Section B contains the variables drawn from the research questions.

Validity of Instrument

In order to ascertain the validity of the instrument, the questionnaire was given to the supervisor and two other lecturers in the Department of Curriculum and Instructional Technology (CIT) to validate the face and content validity of the instrument. The corrections made on the draft were incorporated into the final version.

Reliability of the Instrument

To establish the reliability of the instrument, the Cronbach Alpha was used. The instrument will be administered to 20 students who are not part of the study population. A coefficient value of 0.78 obtained which showed how reliable the instrument is.

Method of Data Collection

The questionnaire was administered personally by the researcher to the respondents. The respondents were assured of confidentiality and urged to answer the questions honestly to the best of their knowledge. Instructions were given to the respondent on how to fill out the questionnaire. The questionnaire was collected on the spot for easy retrieval.

Method of Data Analysis

The data collected was subjected to descriptive statistics. Data for the research questions was analyzed using descriptive statistics, specifically frequency, percentages, mean and standard deviation with Statistical Package for Social Sciences (SPSS). The instrument used was a modified likert type scale with 4 point rating scale with response options Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point. A mean value of 2.5 was set as the decision rule. When the mean was greater than 2.5

the statement was noted as accepted while those with mean less than 2.5 was noted as rejected.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter contains the analysis of data, presentation of results and discussion of findings from the study. The results of the respondents were carefully analyzed and presented in a tabular form below.

Presentation of the Result

Table 1: Frequency Distribution of Respondents by Gender

Gender	Frequency	Percent
Female	53	53.0
Male	47	47.0
Total	100	100.0

The analysis of the data on gender distribution shows that female respondents make up a larger portion of the participants, representing 53.0% of the total, while male respondents account for 47.0%. This indicates that more females participated in the study than males, although the difference between the two groups is not very wide

Table 2: Frequency Distribution of Respondents by Students' Class

Class	Frequency	Percent
SS1	34	34.0
SS2	66	66.0
Total	100	100.0

The analysis of the data on students' class shows that a larger number of respondents were from SS2, representing 66.0% of the total sample, while 34.0% were from SS1. This distribution indicates that more responses were obtained from students in SS2 compared to those in SS1

RESEARCH QUESTION ONE: What are the ways the physical condition of classrooms shapes students' learning outcomes in public schools?

Table 3: Mean and S.D on the ways the physical condition of classrooms shapes students' learning outcomes

S/N	ITEMS	N	Mean	Standard Deviation	Decision
1.	I learn better when the classroom has good ventilation.	100	3.50	.704	Agree
2.	I understand lessons more clearly when the classroom is well lit.	100	3.49	.810	Agree
3.	I stay focused in class when the seating is comfortable.	100	3.49	.703	Agree
4.	I perform better in my studies when the classroom is quiet and free from distractions.	100	3.35	.821	Agree
5.	I am more attentive in class when the classroom is clean and well arranged.	100	3.39	.751	Agree

Mean value of 2.50

Table 3, Research question 1 on the ways the physical condition of classrooms shapes students' learning outcomes in public schools reveals that students respond positively to factors such as good ventilation (M = 3.50, S.D = 0.704), proper lighting (M = 3.49, S.D = 0.810), comfortable seating (M = 3.49, S.D = 0.703), a quiet learning environment (M = 3.35, S.D = 0.821), and a clean and well-arranged classroom (M = 3.39, S.D = 0.751). These factors indicate that a well-structured and organized classroom environment plays an important role in supporting better concentration, understanding, and academic performance among students.

RESEARCH QUESTION TWO: How does the availability of learning resources influence students' academic performance in public schools?

Table 4: Mean and S.D on how the availability of learning resources influence students' academic performance

S/N	ITEMS	N	Mean	Standard Deviation	Decision
1.	I use the library facilities regularly to improve my learning.	100	3.20	.765	Agree
2.	I rely on internet resources provided by the school to complete my assignments.	100	3.37	.562	Agree
3.	I have access to enough textbooks that support my schoolwork.	100	3.39	.634	Agree

4.	I perform better in my studies when learning materials are available on time.	100	3.27	.815	Agree
5.	I achieve better results when my teachers provide updated learning materials.	100	3.38	.648	Agree

Mean value of 2.50

Table 4, Research question 2 on how the availability of learning resources influences students' academic performance in public schools reveals that students benefit academically when essential learning materials and facilities are accessible. The data shows that students make frequent use of library facilities to support their studies (M = 3.20, S.D = 0.765) and depend on internet resources provided by their schools to complete assignments (M = 3.37, S.D = 0.562). Access to enough textbooks is also an important factor that supports learning (M = 3.39, S.D = 0.634), while the timely availability of learning materials contributes to improved academic performance (M = 3.27, S.D = 0.815). Updated learning materials from teachers further enhance students' performance (M = 3.38, S.D = 0.648). These results show that steady access to learning facilities and updated materials creates a supportive academic environment that encourages better performance among students.

RESEARCH QUESTION THREE: How does social relationship influence students' academic performance in public schools?

Table 5: Mean and S.D on how social relationship influence students’ academic performance

S/N	ITEMS	N	Mean	Standard Deviation	Decision
1.	I receive academic help from friends when I face challenges in my studies.	100	3.36	.689	Agree
2.	I study better when I engage in group discussions with my peers.	100	3.28	.780	Agree
3.	I perform well in school because I have supportive friends around me.	100	3.21	.715	Agree
4.	I stay motivated in my studies through positive interaction with my classmates.	100	3.19	.929	Agree
5.	I build confidence in my academic abilities through social support from friends.	100	3.29	.769	Agree

Mean value of 2.50

Table 5, Research question 3 on how social relationship influences students’ academic performance in public schools reveals that students benefit academically through their interactions and connections with peers. The data shows that many students receive academic help from friends during challenging moments ($M = 3.36$, $S.D = 0.689$), showing the value of peer support in learning. Engaging in group discussions also appears to enhance study effectiveness ($M = 3.28$, $S.D = 0.780$), while having supportive friends contributes positively to school performance ($M = 3.21$, $S.D = 0.715$). Motivation to study is strengthened through positive classroom interactions ($M = 3.19$, $S.D = 0.929$), and confidence in academic abilities

grows with social support from peers ($M = 3.29$, $S.D = 0.769$). This indicates that strong social connections among students can create an encouraging learning environment that promotes better academic outcomes.

RESEARCH QUESTION FOUR: What is the influence of school infrastructure on students' academic performance in public schools?

Table 6: Mean and S.D on the influence of school infrastructure on students' academic performance

S/N	ITEMS	N	Mean	Standard Deviation	Decision
1.	I concentrate better because my school has a good toilet facility	100	3.11	.984	Agree
2.	I will learn better in school when there are modern resources like projectors and smartboards	100	3.27	.737	Agree
3.	I perform better in my studies when the library is well-equipped with learning materials.	100	3.25	.903	Agree
4.	I stay more engaged in learning when my school provides functional laboratories.	100	3.29	.701	Agree
5.	I complete my assignments faster when there is access to computers and internet in school.	100	3.48	.745	Agree

Table 6, Research question 4 on the influence of school infrastructure on students' academic performance reveals that students showed a strong level of agreement on the role of

learning facilities in shaping their academic outcomes. The result indicates that students concentrate better because of the availability of good school toilet facility ($M = 3.11$, $S.D = .984$), while they learn better in school when there are modern resources like projectors and smart boards ($M = 3.27$, $S.D = .737$). A well-equipped library is linked with improved study performance ($M = 3.25$, $S.D = .903$), and access to functional laboratories keeps students more engaged in learning activities ($M = 3.29$, $S.D = .701$). Access to computers and the internet enables faster assignment completion ($M = 3.48$, $S.D = .745$), showing that quality infrastructure plays a vital role in supporting learning, improving participation, and encouraging better academic achievement among students in public schools.

Discussions of Findings

The findings of this study reveals the insights into the impacts of school environment on students' academic performance in public schools. Research question one on the study examined the ways the physical condition of classrooms shapes students' learning outcomes in public schools. The findings show that students respond positively to factors such as proper ventilation, good lighting, comfortable seating, a quiet learning environment, and clean classrooms. A well-organized and conducive classroom setting helps students pay attention, remain focused, and better understand lessons. For example, when a classroom is well lit and properly arranged, students are more likely to stay engaged during teaching and less likely to be distracted. Comfortable seating also allows them to sit through lessons with ease, making it easier to participate and absorb what is being taught. These conditions create a learning atmosphere that encourages improved academic performance. This aligns with study by Ikegbusi, Eziamaka, and Iheanacho, (2021) on the influence of school environment

on the academic achievement of preschool pupils in Lagos State using a descriptive research design guided by four research questions. The work drew its sample from teachers and pupils chosen through random selection across fifteen preschools, where ten came from private schools while five came from public ones. From these, ten teachers were picked in each school, giving a total of one hundred and fifty teachers. The study found that school physical structures strongly affect pupils' drive to learn, which led to a call for the government to boost preschool education by supplying classrooms, teaching tools, and equipment needed to make the programme work better.

For research question two, the findings revealed that the availability of learning resources strongly influences students' academic performance in public schools. Students benefit when libraries, internet access, and enough textbooks are provided to support their learning. When resources are available on time and are regularly updated, students can complete assignments more efficiently and prepare better for examinations. Access to library facilities encourages deeper reading and research, while internet access helps them explore more information and enhance their understanding of classroom topics. These factors create an enabling academic environment that supports continuous learning and better outcomes. This aligns with study by Giami and Alete-Omoni, (2023) on the influence of school environment on academic performance of students in public secondary schools in Yenagoa metropolis of Bayelsa State using descriptive research survey design guided by two clear objectives and matching research questions. The study also worked with a group of ninety-nine teachers chosen at random from a total of nine hundred and eighty-seven teachers across seventeen public senior

secondary schools. Findings showed that the availability of school physical facilities and learning environment shape students' performance to a high extent in the area.

Research question three shows that social relationships play an important role in shaping students' academic performance in public schools. Students perform better when they have strong peer support and positive interactions with classmates. Peer assistance during challenging moments helps students overcome learning difficulties, while group discussions promote better understanding of study topics. Supportive friendships motivate students to stay committed to their studies, and positive classroom interactions help build confidence in their academic abilities. These social connections create a collaborative learning atmosphere where students encourage and learn from one another, improving both their motivation and academic achievement.

The findings on research question four show that school infrastructure influences students' academic performance in several ways. Quality classroom facilities such as good toilet facilities, modern resources like projectors and smartboards, well-equipped libraries, functional laboratories, and access to computers with internet improve the overall learning experience. These facilities help students concentrate better, engage more actively in lessons, and complete tasks more effectively. For example, a well-equipped science laboratory gives students hands-on experience, while good classroom furniture allows them to remain comfortable and attentive throughout lessons. Access to digital resources further supports learning efficiency, making infrastructure a key factor in achieving better academic outcomes.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The purpose of this research was designed to investigate the impacts of school environment on students' academic performance in public schools. One hundred (100) students from SS1 to SS2 were explored. The researcher made effort in the ways the physical condition of classrooms shapes students' academic performance; how the availability of learning resources influences students' academic performance; the ways social relationship influences students' academic performance, and; the influence of school infrastructure on students' academic performance in public schools, all of which have been discussed in details under the review of literature. The collection of data was carried out through the administration of questionnaire to one hundred (100) students from SS1 to SS2 in public schools. The data were interpreted and discussed using mean and standard deviation table. The sampling technique used for the research was the stratified random sampling technique.

The findings based on the research questions revealed the following:

- The study found that a well-structured classroom environment, including good lighting, proper ventilation, comfortable seating, and cleanliness, helps students stay focused, engaged, and better able to understand lessons, which improves their academic performance.
- The study found that the availability of adequate learning resources such as libraries, internet access, and updated textbooks strengthens students' ability to complete

assignments, prepare for examinations, and expand their knowledge beyond classroom teaching.

- The study found that positive social relationships among students encourage better learning outcomes through peer support, group discussions, and friendly interactions, which help build confidence and motivation toward academic success.
- The study found that quality school infrastructure, including good toilet facilities, modern resources like projectors and smart boards well-equipped libraries, laboratories, classroom furniture, and access to digital tools, enhances students' ability to participate actively in lessons and improves their overall academic achievement.

Conclusion

In conclusion, the study reveals that the school environment plays a vital role in shaping students' academic performance in public schools. The physical condition of classrooms contributes to better learning experiences when spaces are well ventilated, properly lit, neatly arranged, and equipped with comfortable seating. These conditions keep students focused, engaged, and ready to learn. The study also shows that access to adequate learning resources such as libraries, textbooks, and internet facilities helps students complete tasks more effectively, expand their knowledge, and prepare thoroughly for examinations. In addition, positive social relationships with peers encourage mutual support, motivation, and active participation in class activities, which strengthen students' learning outcomes. Quality infrastructure, including functional classrooms, well-equipped laboratories, and digital learning tools, further creates an enabling environment where students can gain practical

knowledge and stay attentive during lessons. The combination of these factors shows that creating and maintaining a supportive, resourceful, and well-structured school environment can lead to improved academic performance and better learning experiences for students in public schools.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are made:

- Schools should be equipped with well-ventilated classrooms, proper lighting, clean learning spaces, and comfortable seating to create a calm and focused learning atmosphere that supports students' concentration and understanding during lessons.
- Adequate learning resources such as functional libraries, internet access, and up-to-date textbooks should be provided and maintained to give students wider access to information, improve their research skills, and strengthen their academic preparation.
- Programs that promote positive peer interactions and group learning should be encouraged to build supportive relationships among students. This can help them share knowledge, build confidence, and stay motivated to achieve better academic results.
- Investment in school infrastructure such as well-equipped laboratories, standard classroom furniture, and digital learning facilities should be prioritized to enhance students' engagement, support hands-on learning, and create an environment that improves academic performance.

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APPENDIX

FACULTY OF EDUCATION

UNIVERSITY OF BENIN, BENIN CITY

IMPACTS OF SCHOOL ENVIRONMENT ON STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SCHOOLS (ISESAPPSQ) IN OVIA-NORTH LOCAL GOVERNMENT AREA

Dear Respondent,

This questionnaire is designed for academic purposes. It is structured to find out your perception towards impact of school environment on students' academic performance.

Please respond sincerely to the questions by ticking [] where applicable. Your responses will be treated with a high level of confidentiality. Thank you

Section A: Demographic Data

Instructions: Please tick () where applicable.

Gender: Female (): Male ()

Student Class: SS1 (); SS2 ()

Section B: Data on Questionnaire

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

Key: Strongly Agree (SA); Agree (A); Disagree (D); Strongly Disagree (SD).

S/N	ITEMS	SA	A	D	SD
	PHYSICAL CONDITION OF CLASSROOMS AND STUDENTS' LEARNING OUTCOMES				
1.	I learn better when the classroom has good ventilation.				
2.	I understand lessons more clearly when the classroom is well lit.				

3.	I stay focused in class when the seating is comfortable.				
4.	I perform better in my studies when the classroom is quiet and free from distractions.				
5.	I am more attentive in class when the classroom is clean and well arranged.				
S/N	ITEMS	SA	A	D	SD
	AVAILABILITY OF LEARNING RESOURCES AND STUDENTS' ACADEMIC PERFORMANCE				
6.	I use the library facilities regularly to improve my learning.				
7.	I rely on internet resources provided by the school to complete my assignments.				
8.	I have access to enough textbooks that support my schoolwork.				
9.	I perform better in my studies when learning materials are available on time.				
10.	I achieve better results when my teachers provide updated learning materials.				
	SOCIAL RELATIONSHIP AND STUDENTS' ACADEMIC PERFORMANCE				
11.	I receive academic help from friends when I face challenges in my studies.				
12.	I study better when I engage in group discussions with my peers.				
13.	I perform well in school because I have supportive friends around me.				
14.	I stay motivated in my studies through positive interaction with my classmates.				
15.	I build confidence in my academic abilities through social support from friends.				
	SCHOOL INFRASTRUCTURE AND STUDENTS' ACADEMIC PERFORMANCE				
16.	I understand lessons more clearly when there is proper lighting in my classroom.				
17.	I concentrate better in school when the chairs and desks are in good condition.				
18.	I perform better in my studies when the library is well-equipped with learning materials.				
19.	I stay more engaged in learning when my school provides functional laboratories.				

20.	I complete my assignments faster when there is access to computers and internet in school.				
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Data on Questionnaire

		GENDER			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	47	47.0	47.0	47.0
	Female	53	53.0	53.0	100.0
Total		100	100.0	100.0	

		CLASS			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SS2	66	66.0	66.0	66.0
	SS1	34	34.0	34.0	100.0
Total		100	100.0	100.0	

Descriptive Statistics

	N	Mean	Std. Deviation
I learn better when the classroom has good ventilation.	100	3.50	.704
I understand lessons more clearly when the classroom is well lit.	100	3.49	.810
I stay focused in class when the seating is	100	3.49	.703

comfortable.			
I perform better in my studies when the classroom is quiet and free from distractions.	100	3.35	.821
I am more attentive in class when the classroom is clean and well arranged.	100	3.39	.751
I use the library facilities regularly to improve my learning.	100	3.20	.765
I rely on internet resources provided by the school to complete my assignments.	100	3.37	.562
I have access to enough textbooks that support my schoolwork.	100	3.39	.634
I perform better in my studies when learning materials are available on time.	100	3.27	.815
I achieve better results when my teachers provide updated learning materials.	100	3.38	.648
I receive academic help from friends when I face challenges in my studies.	100	3.36	.689
I study better when I engage in group discussions with my peers.	100	3.28	.780
I perform well in school because I have	100	3.21	.715

supportive friends around me.			
I stay motivated in my studies through positive interaction with my classmates.	100	3.19	.929
I build confidence in my academic abilities through social support from friends.	100	3.29	.769
I concentrate better because my school has a good toilet facility	100	3.11	.984
I will learn better in school when there are modern resources like projectors and smart boards	100	3.27	.737
I perform better in my studies when the library is well-equipped with learning materials.	100	3.25	.903
I stay more engaged in learning when my school provides functional laboratories.	100	3.29	.701
I complete my assignments faster when there is access to computers and internet in school.	100	3.48	.745
Valid N (listwise)	100		