



Impact of school environment on the academic performance of senior secondary school students in public secondary schools in Nigeria: A case of agbani education zone

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Abstract

This research work sought to determine the Impact of School Environment on the Academic Performance of Senior Secondary School Students in Public Secondary Schools, Agbani Education Zone Descriptive Survey design was adopted for the study. The population of the study was 27036 students in 45 government secondary schools in Agbani Education Zone. The main instrument used in collecting data was structured questionnaire. The questionnaire instrument was given to three experts, one from Measurement and Evaluation and two from Department of Educational Foundations, Enugu State College of Education (Technical), Enugu. The experts made their comments which the researcher incorporated in writing the final copy of the instrument. The results of the responses were analyzed using Crombach Alfa and the co-efficient of 0.75 was obtained signifying that the instrument was suitable for the study. The data collected were analyzed using mean. The findings revealed among others that Social facilities, academic infrastructures and school physical facilities has great impact on academic achievement of secondary school students in Agbani Education Zone.. Based on the findings, it was recommended, among others, that appropriate school authorities should enable to provide a conducive school environment that will enhance effective teaching and learning. Such environment should be safe, students treated fairly by teachers and happy to be in school as well as feel they are a part of the school, effective school discipline should be encouraged by head teachers in controlling teachers' behaviour capable of jeopardizing students' academic achievement in secondary schools, government should provide adequate school physical facilities in secondary schools to enhance teaching and learning processes and Parent Teacher Association (PTA), philanthropist and other charitable organizations are also implored to compliment the effort of the government to boost academic achievement of secondary school students

Keywords: determine, students, Crombach, Environment

Introduction

Background of the Study

The issue of poor academic performance of students in Nigeria has been of much concern to the government, parents, teachers and even student themselves. The quality of education not only depends on the teachers as reflected in the performance of their duties, but also in the effective coordination of the school environment (Ajao, 2011) ^[6].

Education is an essential factor for effective development of any country like Nigeria. The western education adopted by Nigeria is highly based on individualism, socio-economic and internationalization which are geared towards national development. According to Ajewole and Okebukola (2010) ^[8], a number of factors are said to have contributed to the students' poor academic achievement in school. The authors stress that a host of these factors may surround students' poor achievement in school which may include: poor study habits and lack of available resource materials, poor school climate, indiscipline, inadequate facilities, teachers' ineffectiveness, the teaching method and the type of learning environment available for both the students and the teachers. From the authors view, the poor performance of students in secondary school may be a reflection of the type of learning environment. Farombi (2010) ^[21]. observed that poor school environment may have negative influence on students'

academic achievement especially if such environment lacks good school climate, instructional materials, discipline, physical facilities, has poor teacher quality, type of location of school is questionable there is small class size and over population of students in classrooms.

Farombi further opined that school facilities are a potent factor to quantitative education. The importance to teaching and learning of the provision of adequate instructional facilities for education cannot be over-emphasized. The dictum that "teaching is inseparable from learning but learning is not separable from teaching" is that teachers do the teaching to make the students learn, but students can learn without the teachers.

According to Akande (2013). learning can occur through one's interaction with one's environment. Environment here refers to facilities that are available to facilitate students learning outcome. It includes books, audio -visual, software and hardware of educational technology; so also, size of classroom, sitting position and arrangement, availability of tables, chairs, chalkboards, shelves on which instruments for practicals are arranged (Farrant, Farombi 2011)

Tsavga, (2011) maintains that the learning environment plays a vital role in determining how students perform or respond to circumstances and situations around them. This implies that no

society is void of environmental influences. The learning environment determines to a large extent how a student behaves and interacts, that is to say that the environment in which we find ourselves tend to mould our behaviour so as to meet the demands of life whether negatively or positively. The author opined that the desire for both qualitative and quantitative education has multiplied the problem of providing an effective and conducive learning environment for teaching and learning. In Agbani Education Zone, there is an increase in the number of students' enrolment in schools with little or no regards to improving the learning environment so as to better their performance.

Freiberg, Driscoll and Knights (2011) observed that some of the notable factors that may influence students' academic achievement in secondary schools are; school climate, instructional materials, discipline, physical facilities, teacher quality, type of location of school and class size. This is because, schools with a good and conducive environment that has the best type of teachers, instructional materials and physical facilities will produce better school leavers with high achievement. Most at times parents of students are not satisfied with the facilities provided in their school. Also, the extent at which some teachers, exhibit high level of indiscipline does not seem to portray them as role models. They rather encourage indiscipline among students by their attitudes. This may have negative influence of students' academic achievement. Adzamba (2013) ^[5], defines learning as a relatively permanent change in behaviour due to practice and experience. This definition is a confirmation of Akoja (2011) ^[11], who views learning as a relatively permanent change in behavior as a result of insight, practice, experience or stimuli in the environment. To buttress further view school environment as the immediate surroundings of the school which also include classrooms dining halls, examination halls, football fields among others. For learning to be meaningful and effective, Learning environment according to Zaria in Aliade (2012) is a place where teachers impart knowledge of the various subjects to students thereby bringing them up morally and guide them as regards to career choice. Awule cited in Aliade (2012) stated that learning environment should have good infrastructural development, Social facilities such as food subsidies, healthcare, fire service, etc; Academic infrastructure such as transportation, communication, sewage, water, electricity etc; Physical facilities such as well-stocked library, playground, enough classes, Gym, workshop etc. All these characteristics according to the author have positive impact on academic achievement of students in secondary schools. In the same vein Abenga (2011) ^[1], opined that an improved environmental condition leads to higher intelligence scores while poor environmental conditions reduce these scores. Academic achievement in this context simply means the scores students have obtained in either examination or test which has led to their performance. In this study therefore, the researcher hope to examine impact of school environment on the academic performance of senior secondary school students in public secondary schools in Agbani Education Zone with particular reference to availability of social facilities, academic infrastructures and school physical facilities

1.2 Statement of the Problem

The influence of school environment on academic achievement of students has been an issue of concern to all stakeholders in education. This is evident in the rate of mass failure of students

in both internal and external examinations, as revealed by research studies. Despite the Enugu State government's effort towards the provision and renovation of infrastructures in secondary schools, students performance in both internal and external examinations such as National Examination Council (NECO) or Senior Secondary School Certificate Examination (SSCE) and other examinations are still very low and below expectation. Several research studies have identified other factors such as lack of Social facilities such as food subsidies, healthcare, fire service, etc; Academic infrastructure such as transportation, communication, sewage, water, electricity etc; Physical facilities such as well-stocked library, playground, enough classes, Gym, workshop etc as being responsible for poor academic achievement of students. The researcher observed with dismay that the school environment in the study area is nothing to write home about. The school climate is not interesting for teaching and learning, instructional material are inadequately provided, Infrastructural facilities are in dilapidated conditions, lack of trained teachers and other facilities that promote teaching and learning are also in short fall which may tend to influence students' academic achievement in school. It is on this premise that the researcher is motivated to appraise the impact of school environment on the academic performance of senior secondary school students in public secondary schools in Agbani Education Zone

1.3 Purpose of the Study

The main purpose of the study is to investigate the impact of school environment on the academic performance of senior secondary school students in public secondary schools in Agbani Education Zone. Specifically, the study sought to:

1. Find out the impact of social facilities on academic achievement of secondary school students in Agbani Education Zone
2. Examine the impact of academic infrastructures on academic achievement of secondary school students in Agbani Education Zone
3. Assess the impact of school physical facilities on the academic achievement of secondary school students in Agbani Education Zone

1.4 Research Questions

The following research questions guided the study:

1. What is the impact of social facilities on academic achievement of secondary school students in Agbani Education Zone?
2. What is the impact of academic infrastructures on academic achievement of secondary school students in Agbani Education Zone?
3. What is the impact of school physical facilities on academic achievement of secondary school students in Agbani Education Zone?

1.5 Hypothesis

The following research hypothesis guided the study

Hypothesis One

Hi: Social facilities has significant impact on academic achievement of secondary school students in Agbani Education Zone.

Ho: Social facilities has no significant impact on academic achievement of secondary school students in Agbani Education Zone

Hypothesis Two

Hi: Academic infrastructures has significant impact on academic achievement of secondary school students in Agbani Education Zone.

Ho: Academic infrastructures has no significant impact on academic achievement of secondary school students in Agbani Education Zone

Hypothesis Three

Hi: School physical facilities has significant impact on academic achievement of secondary school students in Agbani Education Zone

Ho: School physical facilities has no significant impact on academic achievement of secondary school students in Agbani Education Zone

Conceptual Framework

Concept of School Environment

The increasing school enrolment and students interests in learning from the best kind of environment has generated much research interest in order to put into use by private individuals mission, communities or government proprietors an environment that will be stimulating and will enhance academic achievement of students. Environment is a place where the child functions. This includes home, the school, the peer group, the classroom, the totality of the child's upbringing including his spiritual life, tissue needs, social needs, psychological needs it is defined not to mean only the place in which the child lives (physical) but also the people with which he comes in contrast with (social) (Akem, 2011).

Gagne (2013) states that environment for the child includes a host of structures such as buildings, furniture's, equipments, instructional materials, the teachers, the peer group and other people involved in the development of a child. Booth and Okely (2015) looked at school environment as the physical environment (e.g. facilities and equipment), school policies (e.g. time allocated for physical and Health Educational Sport) and school practices regulating PE and Sport, banners to participation and strategies to promote participation). This definition encapsulates components of the Health Promoting School Model (NHMRC, 1996) and also how school staff tends to contextualized health, particularly physical activity.

Nwangwu (2011) gave the characteristics of school environment to include school buildings, classrooms, furniture's, playgrounds, sporting facilities, laboratories, libraries and equipments which aid the teachers in effective delivery of lesson. According to State of Maine (2012) school environment includes the physical and aesthetic surroundings and the psychological climate and culture of the school.

Concept of Academic Achievement

Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important. According to Annie, Howard, Stoker and Mildred (2008) ^[13]. academic achievement is the outcome federal the extent to which

a student, teacher or institution has achieve their educational goals.

Bossaert, Doumen, Buyse and Verschuieren (2011) ^[18]. defines academic achievement as student's success in meeting short or long term goals in education in the big picture according to the authors, academic achievement means completing high school or earning a college degree. Lassiter (1995) looks at students' academic achievement as referring to a students' strong performance in a given academic area. A student who earns good grades or awards in science has achieved in the academic field of science. He further stated that education associations and schools monitor the overall level of student academic achievement to decide what, if any challenges, need to be made in the educational system.

Good (2011) defines academic achievement as "the knowledge obtained or skills developed in the school subjects usually designed by test scores or marks assigned by the teacher". Mehta (2012) defines academic achievement as "academic performance includes both curricular and co-curricular performance of the students it indicates the learning outcomes of the students. In classrooms students perform their potentials efficiently, as a result of it, learning takes place: the learning outcomes changes the behavior pattern of the student through different subjects.

School climate is critically linked to risk prevention and health promotion (NASBE, 1994). A positive, respectful school climate provides a solid foundation for supporting students' academic achievement and development of positive attitudes and behaviours. Students who are connected to school (i.e., feel safe, perceive themselves to be treated fairly by adults, are happy to be in school, feel they are a part of the school community, and feel close to people at school) experience less distress and engage in fewer risk-taking behaviours (Blum, 2015) ^[16]. School climate research suggests that positive interpersonal relationships and optimal learning opportunities can increase achievement levels and reduce high-risk behavior for students in all demographic environments.

According to Megan (2012), "research on school climate in high-risk urban environments indicates that a positive, supportive, and culturally conscious school climate can significantly shape the degree of academic success experienced by urban students". Furthermore, researchers have found that positive school climate perceptions are protective factors for boys and may supply high-risk students with a supportive learning environment yielding healthy development, as well as preventing antisocial behaviour. A positive school climate results in positive outcomes for school personnel as well. Characteristics of school climate, especially trust, respect, mutual obligation and concern for others' welfare, can have powerful effects on educators' and learners' interpersonal relationships (Center for Social and Emotional Education, 2015).

Safe, collaborative learning communities where students feel safe and supported report increased teacher morale, job satisfaction, and retention. The interaction of various characteristics of school and classroom climate can create a fabric of support that enables all members of the school community not only to learn but also to teach at optimum levels (Freiberg, 2013). Conversely, a negative school climate interferes with learning and development. Organizational climate is assumed to have some effect upon the success of a school in accomplishing its objectives (Singh, 2016). Various studies documented that students in

schools with a better school climate have higher achievement and better socio emotional health. The school climate–student achievement connection has been well - established in the research (Freiberg, Driscoll, and Knights, 2010).

Influence of School Physical Facilities on Academic Achievement of Secondary school students.

School facilities have been observed as a potent factor to quantitative education. The importance to teaching and learning of the provision of adequate instructional facilities for education cannot be over - emphasized. The dictum that “teaching is inseparable from learning but learning is no separable from teaching” is that teachers do the teaching to make the students learn, but students can learn without the teachers.

According to Akande (2012) ^[9], learning can occur through one’s interaction with one’s environment. Environment here refers to facilities that are available to facilitate students learning outcome. It includes books, audio - visual, software and hardware of educational technology; so also, size of classroom, sitting position and arrangement, availability of tables, chairs, chalkboards, shelves on which instruments for practicals are arranged (Farrant, 2014).

Writing on the role of facilities in teaching, Balogun (2011) ^[15]. submitted that no effective science education programme can exist without equipment for teaching. This is because facilities enable the learner to develop problem -solving skills and scientific attitudes. In their contribution, Ajayi and Ogunyemi (2013) reiterated that when facilities are provided to meet relative needs of a school system, students will not only have access to the reference materials mentioned by the teacher, but individual students will also learn at their own paces. The net effect of this is increased overall academic performance of the entire students. Commenting on why high academic attainment is not in vogue in Nigeria secondary schools, Adesina (2014) ^[3]. identified poor and inadequate physical facilities, obsolete teaching techniques, overcrowded classrooms among others, as factors. Throwing more light on school facilities and moral guiding provision, Fabunmi (2012) ^[20], asserted that school facilities when provided will aid teaching learning programme and consequently improve academic achievement of students while the models guiding their provision to schools could take any form as rational bureaucratic and or political model.

According to Hallak (2012), facilities form one of the potent factors that contribute to academic achievement of students in the school system. They include the school buildings, classroom, accommodation, libraries, laboratories, furniture, recreational equipment, apparatus and other instructional materials. He went further to say that their availability, relevance and adequacy contribute to academic achievement of students. He however, quickly added that unattractive school buildings and overcrowded classrooms among others contribute to poor academic achievement of the students in primary and other levels of education

2.2 Theoretical Framework

Adeyemo, (2015) ^[4], notes that there is wide spread violation of teaching ethics which are capable of obstructing the smooth functioning of the school system and thereby affect students academic achievement. Mafabi (2015), opines that, success can only be achieved in school when teachers shows good example

of time management. Though the practice in most of the primary schools is that, school activities seem not to respect the designed time table. He further stated that punctuality is most a times not observed by teachers, head teachers and non - teaching staff in an educational institution, as part of the efforts toward academic excellence. Indiscipline among teachers are their acts of behaviour that affects effective teaching and learning as well as result to retarding students’ academic achievement. Common indiscipline behaviour by teachers include; absenteeism from school and lesson, lateness, non - preparation of lesson notes, failure to mark students exercise books, non-completion of school records such as diaries, registers, student results, involvement in examination malpractices, illegal collection from parent and students, unapproved study leave with pay, drinking, drug taking and sexual immorality. These are serious threat to students’ academic achievement, because teachers are the expected professionals, entrusted with the responsibility to conserve the future and destiny of the students as well as the nation. (Okeke, 2014).

The teacher belongs to a special class (sub-group) saddled with” the responsibility of moulding the child into a functional adult that will contribute to national development with the following qualities; knowledge of the subject matter being taught far ahead of that of the students; professional skill or know -how to awaken a child’s interest in what is being taught and to enkindle in his students a love of learning and a good moral character (Anyamebo, 2015) ^[14]. Effective discipline is needed in school for good academic achievement. When there is effective discipline in a school and in the classroom, effective teaching and learning can take place. Gawe, Vakalisa and Jacobs (2011) emphasize co-operative learning as a solution. If a school lacks effective discipline, the achievement academically will be poor.

Skinnerian Environmental Theory by John Locke (1917).

The origin of environmental theories can be traced to a known psychologist named John Locke (1917). He is the father of the learning tradition. He postulated that experience and learning are basic and very essential to understanding of human behaviour. The environmental approaches conceive human behaviour as something that is acquired through the process of interaction with the environment, rather than inherited. According to this model, behavioral development is controlled by and is a function of the physical and psycho-social environment, labara in Ngwoke (1997). Children’s development is believed to be shaped by the pattern of reinforcement it receives from the environment.

Skinner (1948) contributed in shaping the views expressed by environmental approach. It includes the work of such people as Thorndike Toleman, Guthrie and Hull. These writers have these basic assumptions about the process of learning. These are: Learning is manifested by a change in behaviour, and the environment shapes behaviour. Therefore learning is the acquisition of new behaviour through conditioning. It has been observed that sometimes children develop new behaviour by observing other people’s behaviour and by observing the reinforcing or punishing experience of others. Albert Bandura’s social learning theory emphasizes the importance of observational learning which occurs when the behaviour is influenced by watching the behaviour of a model. It is the consequences of the mode’s behavior that determines the behaviour of the observer. The common objects in our

environment which children usually adopt as models include stars in the class, school teacher. Bandura listed four processes involved in observational learning, intentional, retention, production and motivational processes. He emphasized that social learning is interactional in nature.

He stressed that human learning involves the interaction of the person, the person's behaviour and the environment. It is noteworthy that a child's progress in the school is influenced by the attitude he develops towards not only the subjects he is to learn but also the school and the school milieu, hence his attitude will depend on the sort of experience he has had. Based on the underlining principles and assumptions guiding the above discussed theories, the current study is therefore, being anchored on the Bandura's social learning theory.

Behaviourist Theory by Akinsanmi (2011)

Akinsanmi (2011) discussed how it is impossible for school designers to create a perfect learning environment. Learning environments were often designed to suite or support particular learning theories that can explain the learning process. Akinsanmi explained three theories of how learning took place. The schools of thought included behaviorism, cognitivism, and constructivism. The behaviorism theory started during the late nineteenth and early twentieth century. A baby came into the world with a blank slate – *tabular rasa*. The babies learned appropriate as well as inappropriate behavior from positive or negative reinforcement. The behaviorism theory pointed the responsibility of the knowledge transfer on the teacher. The student was the passive participant. The learning environments were designed based on this school of thought that included teacher-focused, structured, lecture-based, and the use of a reward system and punishment to promote learning. The physical learning environments included fenced in single buildings, classroom wings were laid out like an assembly line, and the teacher's desk was the main point of focus as well as the chalkboard. The classrooms provided little room for flexibility. In relation to the study, environment, ventilated classrooms, playgrounds, social amenities in the school play a very vital role in the academic performance of students

Cognitive Learning theories by John Locke (1632–1704)

The cognitivism theory came into existence in the second half of the twentieth century when many researchers found that behaviorism did not account for all learning. The cognitivism theory focused on the learning theory argued that the mind was a "black box" that should be opened and understood (Akinsanmi, 2011). The learner was viewed as an information processor (like a computer). The learning environments encouraged curiosity and provided inquiry. Schools were built in single or two-story buildings connected by walkways. The classroom buildings housed students according to their grades; usually many of the classes were of one grade level on one floor. Akinsanmi, theory contended that the mind was a blank slate and that learning was a process of constructing knowledge rather than acquiring it. This theory viewed learning as an active process of making meanings from experience. The responsibility for learning was on the learner not the teacher. The learning environment designs based on this theory was student-centered, collaborative, cooperative, and experiential where teachers served as facilitators. Caine & Caine, (2011) noted that the learning environment should be safe,

challenging, comfortable, social, and enriched. Learning opportunities did not necessarily take place in the classroom setting. Learning opportunities could take place in the hallways, outdoors, or during lunchtime.

Review of Empirical Studies

Okafor (2013) undertook a survey study to evaluate school plant in terms of adequacy, usage and maintenance in secondary schools in Idemili North Local Government Education Area. The descriptive survey research method was utilized with the questionnaires as the instrument for data collection. The population of the study comprised all the principals and the teachers in post primary institutions in Idemili Education zone. Two hundred and fifty teachers formed the sample of the study. There was 90% return rate of the questionnaires. The statistical technique used in the analysis of the data was the t-test and mean score. The findings of this study include the following. It was the opinions of the principals and teachers that they supply physical plant facilities in the post primary schools in Idemili North, Anambra State which include science laboratories, classroom, furniture, staffroom, facilities, library facilities and laboratory equipment. The study is related to the present study since it studied the significance of physical facilities in secondary schools. It shares the same research design with the present study, only that it differs in location. Ebeledike (2012) investigated environment correlation of student in secondary school chemistry in Aniocha Anambra State. The study specifically is to find out professional qualified and experience chemistry teachers, good laboratory equipment and good administration management influence on student performance. Random sampling technique was used for the selection of 200 respondents. Hypotheses were tested with the Pearson product moment correlation coefficient at 0.05 level of significant. Data were analyzed using means and frequency distribution. The researcher found out that the performance of student depend on professional qualified and experience teachers and there is relationship between students' performance in chemistry and good laboratory equipment. Ezudu (2011) studied Girls science classroom environment as correlates to academic performance of girls in science. He developed two research questions and a null hypothesis for the study. Questionnaire was used for the collection of data. The respondents were allowed to respond to the questionnaire items on four points likert scale. The population of the study was 200 students randomly drawn from two secondary schools sampled from, the total population of all female students in JSS II in Oji-River Local Government Area of Enugu State. The data collected were analyzed using descriptive and inferential statistics. The research questions were answered using Pearson product moment co-efficient while t-test was used in testing the hypothesis at 0.05 level of significant. From the review of the empirical studies. It is revealed that studies have been carried out on the issue of correlation in the achievement of few subjects and the students performance. The review revealed that such few works centered on academic achievement of students in relation to classroom environment. It appears none has concentrated on the general influence of the school environment on the academic achievement of students of public secondary schools in the state. Babatunde (2013), investigated the effect of teachers' socioeconomic status (SES) on school life in secondary schools Oshodi, Lagos. Three statements of problems guided the study,

that are: (a) does teachers SES significantly effect on teachers job satisfaction in secondary schools of Oshodi, Lagos?, (b) does teachers SES significantly effect on teachers morale in in secondary schools of Oshodi, Lagos? and (c) does teachers SES significantly effect on teachers organizational commitment in in secondary schools of Oshodi, Lagos. This study employed a quantitative approach using survey research design. A purposive sampling was used to obtain 258 respondents drawn from amongst elementary schools' teachers of Merauke district. Data were analyzed quantitatively using Statistical Package for the Social Sciences (SPSS) version 16. The study finds that overall teachers SES has a positive and significant effect on school's life, in regards to teachers job satisfaction, teachers morale, and teachers organizational commitment. These findings might be worthwhile for the government, especially government from the low-income schools to pay more attention and to make an effort of creating different programs to enhance teachers SES. The study focused on teachers socioeconomic status on school life while the present study focused on school environment. Both studies share the same research design but differs in location.

Olatunji (2010), investigated the influence of school types and facilities on students' academic performance in Ondo State. It was designed to find out whether facilities and students' academic performance are related in private and public secondary schools respectively. Descriptive survey design was used. Proportionate random sampling technique was used to select 50 schools in Ondo state. Two set of research instruments named School Facility Descriptive and Students Academic Performance Questionnaire (SFDAPQ) for principals; and School Facility Descriptive Questionnaire (SFDQ) for the teachers were used for the study. T- Test was used to analyze the data. All hypotheses were tested at a significant level of 0.05. The study revealed a significant difference in facilities available in public and private schools in Ondo State. It however revealed no significant difference in academic performance of students in the two types of secondary schools. Suggestions for the procurement of more facilities in public secondary schools were made in order to enhance students' academic performance. The study is related to the present study in research design and topic but differs in location. Obigwe (2011), conducted a research to investigate the impact of building typology/environments on academic performance of students. The study evaluates this relationship within two schools in Sabon Gari Zaria; First Baptist High School and Top Spring School. A survey of 232 senior secondary school students as well as physical measurements/documentation of both schools was used to obtain the students' view of their school building, how it affects them and if their school building was built for school purposes or not. Interviews were also conducted to get more information from the students on the subject matter. The data was analyzed using IBM SPSS® 21 for descriptive statistics from questionnaire responses. Study findings reveal that performance of students would improve with the provision of adequate and conducive school environment with emphasis on facilities such as classrooms and toilets. It further revealed that good indoor air quality, good visual comfort and sufficient space within and outside learning spaces are factors that affect performance of students amongst others. The implication of these findings to designers is that the building typology (be it originally residential or institutional) plays a significant role in the overall academic performance of students in the study area. The study

relates to the present study since it studied school environment. It also shared the same design but differs in locations. Ossai (2013), examined the influence of school environment on the students academic performance in secondary schools in Etsako East Local Government Area of Edo state. Factors such as school facilities, class size, location and school plant planning were examined to know their effects on the academic achievement of secondary school students. The population comprised of 100 students taken from the five secondary schools from Estako East Local Government Area o Edo State. Data was collected from the students through means of questionnaire. The results were analysed by means of simple percentages. Based on the findings, it was discovered that poor school facilities, large class, inappropriate school location and poor school plant planning negatively affects students academic performances. Recommendations were made to address the issues of school learning facilities, classroom population, school location and proper school plant planning. The study relates to the present study but differs in location. Ibe (2011), examined the impact of school environment on academic achievement of secondary school students in Otukpo Benue State. The sample of study consists of 160 students taken from higher secondary student in Otukpo district. The findings from the study, revealed that male students have better perception on school environment than the Female students. This study employed a quantitative approach using survey research design. This is due to the fact that female students are y nature, calm and quiet in their character. So they feel school environment is very convenient for their studies. Male students make use of the library and the lab much better than the female students Boys students do not hesitate to clear the doubts in the studies than the girls students. The result also reveals that self-finance schools have better school environment than the aided and government school students. This may be due to the fact that self-finance schools offer more facilities for effective learning as bait to attract more admissions into their institutions. The result also indicates that boys school students have better school environment than the boys and co-education students. This is due to the reason that boys schools have better competitive spirit with regard to their academic performance. They are exposed to challenges with regard to academic performance. They also have better atmosphere for group study. The study is related to the present study since it studied environment and academic achievement of students. It also have the same research design with the present study but differs in location. Madu (2010) conducted a research on the impact of the school environment on the learning of the child, the researcher tried to obtain from the students and teachers, the information on school environment within which they operate a measure of the learning acquire by the students. The sample of study consists of 160 students taken from higher secondary student in Ohafia- Abia State. The study employed a descriptive survey research design. The analysis of data was done on percentage calculations of the result, the study shows that: Many parent s do not give their children the necessary support that they need in terms of finance, it also shows that the different school environment the students finds themselves also affect their learning and that teachers do not properly use the available teaching aids to aid effective teaching-learning process. The study is related to the present study in subject matter, research design. The study employed percentage calculations, while the present study used mean statics to analyze data. The

study was done in Ohafia- Abia State, while the present study was done in Agbani Education Zone – Enugu State. Shuiabu (2013) conducted a research on the influence of school environment on students' academic performance in selected secondary schools in Dutse, Jigawa State. The need for the study arose from the fact that much as educators, policymakers and the general public have always wanted students' academic outcomes to improve, the results in Dutse, Jigawa State show that some schools have continued to register poor performance in National Exams. It was therefore important that a study be conducted to establish the extent to which school environment affects students' academic performance. The research sought to determine whether school infrastructure, instructional materials and teacher quality influence students' academic performance. A cross sectional design was employed with a sample size of 302 senior four students who were randomly selected from eight secondary schools. Questionnaires were used to collect quantitative data from students while an interview guide was used to gather qualitative data from teachers and head teachers. The study also employed an observation checklist. The quantitative data was analyzed using descriptive statistics in form of frequency counts and percentages; and inferential statistics using the t-test and ANOVA technique to test the null hypotheses. Ultimately, the results of the analysis led the researcher to conclude that the three independent variables significantly affect students' academic performance. On the basis of the research findings, it was recommended that for significant changes in students' performance to be effective, schools should see to it that they put in place quality infrastructure. Secondly, if students are to perform well academically, schools need to be well equipped

with adequate instructional materials. Lastly, in order to close the achievement gap among students, there is need to ensure that every student is taught by a well trained teacher. The study is related to the present study both in the topic and research design but differs in location.

Methodology

The data collected were analyzed using mean. Nominal values were assigned to different scaling statement as follows:

Strongly Agree (SA) - 4

Agree (A) - 3

Strongly Disagree (SD) - 2

Disagree (D) - 1

A cutoff point was determined by finding the mean of the values assigned to the options in each questionnaire items, using the formula below:

$$\bar{X} = \frac{\sum fx}{N} = \frac{4+3+2+1}{4} = \frac{10}{4} = 2.5$$

Any questionnaire item whose mean is greater or equal to 2.5 is regarded as being supported (agreed) by the respondents. On the other hand, any questionnaire item whose mean is below 2.5 is regarded as being disagreed by the respondents.

Research Question One

What is the impact of social facilities on academic achievement of secondary school students in Agbani Education Zone?

Table 1: The extent to which social facilities on academic achievement of secondary school students N= 250

S/N	ITEMS	VHE 4	HE 3	LE 2	VLE 1	ΣFX	X	Decision
1	Social facilities like press club enhances Students academic performance	150	50	30	20	830	3.32	VHE
2	Beautiful and conducive learning environment give the students sense of confidence in the school	120	80	20	30	690	2.76	HE
3	Conducive learning environment promote confidence in the students for effective learning process	140	60	-	50	760	3.04	VHE
4	School canteen enhances effective learning process	130	70	25	-	780	3.12	VHE
5	Cyber café in the school help students do their assignments	120	80	20	30	690	2.76	HE

In table 1, items 1,2,3, 4 and 5 showed that the respondents with their mean rating of 3.32, 2.76, 3.04, 3.12 and 2.76 respectively which is above 2.50 benchmark agreed that, social facilities like press club enhances students academic performance, beautiful and conducive learning environment give the students sense of confidence in the school, conducive learning environment promote confidence in the students for effective learning process, school canteen enhances effective learning process and cyber

café in the school help students do their assignments. These indicated that social facilities has great impact on academic achievement of secondary school students.

4.2 Research Question Two

What is the impact of academic infrastructures on academic achievement of secondary school students in Agbani Education Zone?

Table 2: Mean responses on the impact of academic infrastructures on academic achievement of secondary school students I N= 250

S/N	ITEMS	VHE 4	HE 3	LE 2	VLE 1	ΣFX	X	Decision
6	Functional laboratories enhances students' academic performance	150	50	30	20	830	3.32	Agreed
7	Computer laboratory enhances students' academic performance	120	80	20	30	690	2.76	Disagreed
8	Equipped library enhances students' academic performance	140	60	-	50	760	3.04	Agreed
9	Technology rooms enhances students' academic performance	130	70	25	-	780	3.12	Agreed

Table 2 shows that respondents of item 6,8, and 9 with their mean rating of 3.32, 2.76, 3.04 and 3.12 respectively were above the decision point of 2.50 agreed that functional laboratories enhancesstudents' academic performance, computer laboratory enhances students'

academic performance, equipped library enhances students' academic performance and technology rooms enhances students' academic performance> These revealed that academic infrastructures has great impact on academic achievement of secondary school students.

4.3 Research Question Three

What is the impact of school physical facilities on academic

achievement of secondary school students in Agbani Education Zone?

Table 3: The mean responses on the impact of school physical facilities on academic achievement of secondary school students
N= 250

S/N	Items	VHE 4	HE 3	LE 2	VLE 1	ΣFx	X	Decision
10	School physical learning environment makes students feel relaxed in the school for effective learning	150	50	30	20	830	3.32	Agreed
11	Playground makes students feel relaxed in the school for effective learning	120	80	20	30	690	2.76	Agreed
12	Good public convenience (Toilet) makes students feel relaxed in the school for effective learning	140	60	-	50	760	3.04	Disagreed
13	Ventilated classrooms makes students feel relaxed in the school for effective learning	130	70	25	-	780	3.12	Agreed
14	Good desk in the classroom makes students to feel comfortable while in the class	140	60	-	50	760	3.04	Agreed

From the data in table 3, items 10, 11, 12, 13 and 14 with their mean response of 3.32, 2.76, 3.04, 3.1 and 3.04 respectively agreed that school physical learning environment makes students feel relaxed in the school for effective learning, playground makes students feel relaxed in the school for effective learning, good public convenience (toilet) makes students feel relaxed in the school for effective learning, ventilated classrooms makes students feel relaxed in the school for effective learning and good desk in the classroom makes students to feel comfortable while in the class. These showed that school physical facilities has great impact on academic achievement of secondary school students in Agbani Education Zone

4.4 Testing the Hypothesis

in analyzing the effects of unqualified teachers in teaching and learning of accounting among public secondary school in Agbani Education Zone, the Chi-square is used.

4.5 Hypothesis one

Hi: teachers method of teaching does not significantly impact learning achievement of students in Enugu Education Zone

Table 4

Gender	Mean	S.D	N	Df	Cal, X2	T-Test	Decision
Female	10.9	1.2	240	3.58	1.4883	1.368	Accept
Male	11.19	1.2	154				

From table above, it was observed that t-critical value tested at 0.05 level of significance and SD degree of freedom as 1.368. It was greater than t-calculated value of 1.4883; hence H_{01} , was accepted. Therefore, there is no significant difference between the mean response of male and female student on whether teachers method of teaching significantly impact learning achievement of students in Enugu Education Zone

4.6 Hypothesis Two

Ho: Academic infrastructures has no significant impact on academic achievement of secondary school students in Agbani Education Zone

Table 5

Gender	Mean	S.D	N	Df	T-cal	T-critical	Decision
Female	10.63	1.3	260	3.58	0.6598	1.368	Accept
Male	10.54	1.1	100				

From table above, it was observed that t-critical value tested at 0.05 level of significance and no degree of freedom is 1.368. It was greater than the calculated value of 0.6598: hence H_{02} was accepted.

Thus, there is no significant difference between the mean responses of males and female students on whether academic infrastructures has significant impact on academic achievement of secondary school students in Agbani Education Zone.

4.6 Hypothesis Three

Hi: School physical facilities has significant impact on academic achievement of secondary school students in Agbani Education Zone

Ho: School physical facilities has no significant impact on academic achievement of secondary school students in Agbani Education Zone

Table 4

Gender	Mean	S.D	N	Df	Cal, X2	T-Test	Decision
Female	10.9	1.2	240	3.58	1.3226	1.368	Accept
Male	11.19	1.2	154				

From table above, it was observed that t-critical value tested at 0.05 level of significance and SD degree of freedom as 1.368. It was greater than t-calculated value of 1.3226; hence H_{01} , was accepted. Therefore, there is no significant difference between the mean response of male and female student on whether school physical facilities has significant impact on academic achievement of secondary school students in Agbani Education Zone

Discussion of the findings

1. Table one sought to examine the impact of social facilities on academic achievement of secondary school students in Agbani Education Zone. The findings revealed that social facilities like press club enhances Students academic performance, beautiful and conducive learning environment give the students sense of confidence in the school, conducive learning environment promote confidence in the students for effective learning process, school canteen enhances effective learning process and cyber café in the school help students do their assignments. These indicated that social facilities has great impact on academic achievement of secondary school students.

The findings are in line with Obigwe (2011), who stated that performance of students would improve with the provision of adequate and conducive school environment with emphasis on facilities such as classrooms and toilets. It further revealed that good indoor air quality, good visual comfort and sufficient space within and outside learning spaces are factors that affect performance of students amongst others

2. Table two sought to determine the impact of academic infrastructures on academic achievement of secondary school students in Agbani Education Zone. The findings revealed that functional laboratories enhances students' academic performance, computer laboratory enhances students' academic performance, equipped library enhances students' academic performance and technology rooms enhances students' academic performance> These revealed that academic infrastructures has great impact on academic achievement of secondary school students. The findings are in line with Ajayi and Ogunyemi (2013) who reiterated that when facilities are provided to meet relative needs of a school system, students will not only have access to the reference materials mentioned by the teacher, but individual students will also learn at their own paces.
3. Table three sought to examine the impact of school physical facilities on academic achievement of secondary school students in Agbani Education Zone. The findings shows that school physical learning environment makes students feel relaxed in the school for effective learning, playground makes students feel relaxed in the school for effective learning, good public convenience (toilet) makes students feel relaxed in the school for effective learning, ventilated classrooms makes students feel relaxed in the school for effective learning and good desk in the classroom makes students to feel comfortable while in the class. These showed that school physical facilities has great impact on academic achievement of secondary school students in Agbani Education Zone. The findings are in line with Farombi (2010) ^[21]. who opined that school facilities are a potent factor to quantitative education. The importance to teaching and learning of the provision of adequate instructional facilities for education cannot be over-emphasized.

Conclusion

Based on the results of this study, it was concluded that school climate, discipline and physical facilities has significant influence on academic achievement of secondary school students in

Recommendations

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

1. Appropriate school authorities should strive to provide conducive learning school environment that will enhance effective teaching and learning. Such environment should be safe, students treated fairly by teachers and happy to be in school as well as feel they are a part of the school.
2. Effective school discipline should be encouraged by head teachers in controlling teachers' behaviour capable of jeopardizing students' academic achievement in primary schools.
3. Government should provide adequate school physical facilities in secondary schools to enhance teaching and learning processes.
4. The Parent Teacher Association (PTA), philanthropist and other charitable organizations are also implored to compliment the effort of the government to boost academic achievement of secondary school students

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