

**IMPACT OF THE ENVIRONMENT ON ACADEMIC PERFORMANCE OF
PUBLIC SECONDARY SCHOOL STUDENTS IN SHONGOM LOCAL
GOVERNMENT AREA OF GOMBE STATE**

SAMUEL ALFAYO BOH. Phd

Department of Educational
Foundations
Faculty of Education
Federal University of
Kashere,

Abstract

The design of the study is descriptive while the population comprised principals and teachers in the education zone. The sample size for the study was 248 respondents while a researchers self – developed questionnaire formed the instrument for data collection.. Four research questions and two null hypotheses guided the study; while student t-test statistics was used to test the hypotheses at 0.05 level of significant. It was recommended that, adequate classroom buildings to be provided in the public schools to help promote effective teaching for students improved academic achievement. Government and communities to ensure that students have access to the schools nearest to their areas of residence, Efforts should be made by stakeholders to provide schools with functional libraries, well equipped with current reading reference materials. Qualified library assistants to be posted to schools to aid the students on the proper use of the library service and Current teaching or instructional materials to be made available to schools to help teacher's performance for the best academic achievement of the students in the schools.

Keywords: Factors, affecting, students, academic performance

Introduction

Generally Nigeria, education has been considered to be the corner – stone for development. It forms the basis for literacy, skill acquisition, technological advancement and ability to harness human and material resources towards the achievement of societal goal, (Sani, 2020). Education is very important in any given society. It is a process by which abilities and capabilities of individual are developed. These abilities might be physical, emotional, social and intellectual. It is the actualizing of human potential so that the individual can become something more than what he was before. According to Monday (2021) education is the process by which society establishes and assist the young to learn and understand the heritage of the past, participate productively in the society and contribute meaningfully for the development of the society. Filibus (2023) sees education as a process by which any society through schools; colleges, universities and other institutions deliberately transmit knowledge, values and skills from one person to another.

Secondary school is the stage of education following primary school. It is generally the final stage of compulsory education. Manu (2022) sees secondary school as a school intermediate between elementary school and college usually offering general technical, vocational or college- preparatory course, while James (2021) refers to it as a school for young people, usually between the ages of eleven and eighteen. Environment can be defined as a system within which living organisms interacts with the physical element while education environment is a Learning place where the learner learn and interact with learning facilities in order-to be socialized and face the challenges in the society.

Musa (2020) sees environments as consisting of all elements existing around man and which exert some influence on him. These include physical, biological and social attributes. Environment can also be seen as aggregate of all the external condition and influence affecting the life and development of an organism. In this study, environment includes all-the -external condition in the school that affect the academic achievement of the student; these include laboratories equipment, library facilities, qualified teachers, furniture, school building, good administrative management, teacher pupil relationship and school location among others.

Environment for the purpose of this work can be divided into two parts; home environment and school environment. School environment is the thread that connects the multitude of activities on the school. In many respects, this thread is almost invisible, yet everyone experiences its influence. Daniel (2023) opined that it could be said to be the external influences in the school that can influence academic achievement of students irrespective of their intelligent quotient. School environment can also be considered as the second teacher since space has the power to organize and promote pleasant relationships between people of different ages, to provide changes, to promote choices and activities and for its potential for sparking different types of social and affective learning Gamu (2018). It has been generally accepted that environment and heredity can hardly be separated from education in influencing achievement, hence a child's life and ability is influenced by nature and nurture. Heredity provides the natural disposition while a healthy environment makes available a window of opportunities to the learner Wale, (2020). The environmental variable of the setting helps to a large extent in ensuring attainability of the goals of such setting.

The environmental differences and the differences in the quality of instruction from one school to another can create differences in the level of knowledge acquisition of the students. This shows that the learning facilities children are exposed to and the socio-economic influence on them can affect their academic achievement. School environment includes the school building and the surrounding grounds such as noise, temperature and lighting as well as physical, biological or chemical agent, Sunday, (2021). School environment can then be seen to include material and human resources, a learning place which consist of the entire interaction. The learning

environment is both natural and provided setting where teaching and learning takes place; Haruna (2021) referred to teaching and learning environment as the " setting physical and conceptual in which teaching and learning are carried out as deliberately planned. And to Yusuf (2019) learning environment means classroom surroundings, physical facilities in the classroom and teacher — pupil relationship. Studies on the relationship between availability of resources and students' academic achievement have' revealed that secondary schools provided with adequate education resources performed significantly better than those provided with inadequate resources Kaka, (2021). Environment is a very important factor in achievement of goal of any educational programmed. People acquire most of their knowledge through the interaction with facilities provided in the environment for learning. Also learning is influenced by the environment people are exposed to and the facilities provided in such environment lead to experience. As in the words of Tayo (2017), active interaction with the environment is regarded as the most basic requirement for proper intellectual development. The physical Appearance and general condition of school physical facilities are the striking basis upon which many parents and friends of any educational institution make initial judgment about the quality of what goes on in the school. They are often turned off by dilapidated school blocks with sinking roofs and broken walls, bushy lawn and over grown hedges! Also are profane writings on walls, littered lawns and path ways. Finally, the school physical environment is like a mirror reflecting the image of a school and through it the public decide whether or not to associate with the particular school. The problem of poor performance is more pronounced in ill-equipped schools hence it becomes necessary to find out the influence of school environment on the academic achievement of students of public secondary school in Shongom Local Government Area Gombe State.

Statement of the Problem

The problem under study has to do with an unsatisfactory condition of the educational system being operated in Nigeria. The establishment of government schools/community schools has resulted in a situation where by some school were favored in terms of the provision of rich environment than others. It has been very difficult if not impossible for government to standardize the school environment. Thus, the environment varies from school to school. Some schools have adequate school buildings, good library and suitable textbooks, good administrative management, professionally qualified teachers, good laboratory equipment's as well as good location. While in some schools little or none of these exist. It is because of this that, Samuel (2023) pointed out that poor teaching experience, inadequate or poor physical infrastructure, unsatisfactory building design are likely to cause some physical discomfort for the students and are therefore bound to influence their academic achievement.

Purpose of the Study

- a. Investigate the extent the quality of the physical school environment with regard to school buildings affect the academic achievements of students of public secondary school in Shongom Local Government.
- b. Determine the extent the library services affects academic achievement of students of public secondary schools in Shongom Local Government.
- c. Find out the extent school location affect student's academic achievement of public secondary schools.
- d. Ascertain the extents the school facilities affect student's academic achievement of public secondary schools.

Research Questions

The following research questions will guide the study:

- 7 To what extent do the qualities of the physical school environment with regard to school building affect the academic achievements of students of public secondary schools?
- 8 To what extent do the library services affect the academic achievements of students of public secondary schools?
- 9 How does school location affect academic achievements of students of public secondary schools?
- 10 To what extent do the school facilities affect students' academic achievements of public secondary schools?

Methodology

The design for this study is descriptive survey. It is to provide the opinion of the respondents on the factors affecting school environment on the academic performance of some selected senior secondary schools in Shongom LGA of Gombe State. This study was carried out in the six secondary schools within the Local Government. The six secondary schools include Government day Secondary School Gombe, School Lapan, Technical College Lapan, Government Day Secondary School Boh Government Day Secondary School Lalaipido and Government Day Secondary School Kulishin. The population for the study comprised 6 principals and 242 teachers across the six secondary schools within the local government area the instrument for data collection was questionnaire titled "Influence of Environment on the Academic Achievement of Public Secondary Schools. Questionnaire" (IEAAPSSQ). The instrument was developed by the researcher. It consisted of 29 items structured in the following order of Strongly Agreed (SA), Agreed (A), Disagreed (D), and Strongly Disagreed (SD). Part A of the questionnaire provides information on Bio data of the respondents while part B centered on the request for the respondents to complete the questionnaire meant to answer the research questions posed for the study. The instrument was administered to six principals and 242 teachers' within Shongom local government area. Outside the study area, Cronbach Alpha reliability method was adopted and the reliability coefficient of 0.64 was obtained. The overall reliability estimate obtained for instrument was 0.42. This

confirmed that the instrument was reliable for the study. Direct method was used to administer and collect the instrument by the researcher and his two trained research assistants. They helped in the administration and collection of the questionnaire after completion by the respondents. The reason is to ensure a high return rate of the instrument. Mean and standard deviation were used to answer the four research questions posed for the study. The mean range-which determined the acceptance level is 3 and? 4 above, using real number limits as shown below. While t-tests statistic was used in testing the two null hypotheses formulated at 0.05 level of significant SA = 0.013, A = .0.067, D = 0.008, SD = 0.013

Results

Research Question One: To what extent do the school buildings affect the academic achievements of students of public secondary schools?

Table 1: Mean ratings of principals and teachers with regard to the extent school buildings affect academic achievement of students in public secondary schools.

S/N	ITEMS	PRINCIPAL L6	TEACHER S242	OVERALL' MEAN	OVERALL LSD	
	The extent school building affect academic achievement of student	X	X	X	SD	Decision
1.	Offices for staff	3.17	3.20	3.185	0.73	A
2.	Reading rooms student	3.07	3.18 J	3.125	0.79	A
3.	Dining hall students	2.86	2.88	2.87	0.75	A *
4.	Classroom spaces for teaching student	3.38	3.44	3.41	0.77	A
5.	Common room for teachers.	2.81	3.34	3.295	0.74	A
6	Hall for exams	2.81	2.89	2.85	0.70	A

Table 1 shows the opinions of respondents on the extent school Buildings affect the academic achievement of students in public Secondary schools. The result from the table indicated that both respondents agreed on the extent-items 1-6 affect the academic achievement of students in Public secondary school. The result revealed that reading room for Students; classroom spaces for teaching and common room for teachers with mean scores of 3.185, 3.125, and 3.41 to a very great extent affect the Students' academic achievements in public schools.

Research Questions Two: To what extent do library services affect the academic achievement of students in public secondary school?

Table 2: The mean ratings of the respondents with regard to the extent Library services affect the academic achievement of students in public Secondary schools

S/N	ITEMS	PRINCIPAL 6	TEACHER 242	OVERALL MEAN	OVERA LLSD	
	The extent library service affect student	X	X	X	SD	Decision
.7.	Provision of seat for use in the library	3.18 j	3.22	3.20	0.86	A *
8.	Current materials/books for students . in the library.	3.23	3.19	3.21	0.65	A
9.	Books for lending to students/teachers	3.10	3.16	3.13	0.94 «	A
10.	Physical presence of library assistants to help and guide.	2.83	2.91	2.87	0.93	A
11.	Working hours during which	2.93	2.80	2.865	0.84	A

	Library is open for use.					
12.	Extension for working workers	2.84	2.83	2.835	0.69	A

Table 2 presents the views of the respondents with regard to the extent Library services affect the academic achievement of students in the Public secondary schools. The result in the table revealed that all the Items 7-12, represented the views of the respondents with regard to how they affect the academic achievement of students. The mean scores of the respondents —3.20, 3.21, 3.13, 2.87, -2.865, 2.835 with their corresponding standard deviations respectively, indicated that the items to a great extent affect the students achievement hi the schools. The result

also shows that items 7, 8 and 9 represented the major areas that to great extent affect the academic achievement of the students in the school as regards library services. These include lack of seats, lack of current materials and books for lending the students.

Research Question Three.

How does school location affect the academic achievement of students in public secondary schools?

Table 3: Mean ratings of the respondents with regards to how school Location affects the academic achievement of students in public Secondary schools?

S/N	ITEMS	PRINCIPALS 6	TEACHERS 242	OVERALL MEAN	OVERALL SD	
	How school location affect students' academic achievement	X	X	X	SD	Decision
13	Nearness to your school environment	2.88	2.95	2.915	0.58	A
14	Lack of facilities near to the school	2.92	2.83	2.875	0.84	A
15	Lack of where to buy school [students] needs near the school	2.84	2.84	2.84	0.69	A
16	Limited access to reading materials near or around the school	3.10	3.19	3.145	0.94	A
17	Inadequate fund to procure materials for school shop/store	2.80	2.83	2.815	0.88	A
18	Teachers inability to have access to materials for teaching	3.18	3.22	3.20	0.86	A
19	Insufficient qualified teachers due to the isolated nature of the school	3.23	3.16	3.195	0.65	A

The table represents the opinion of the respondent with regard to how school location affects achievement of student in public secondary schools. The result from the table indicated that the mean score of the respondent with their corresponding standard deviation shows that item 13 — 19 listed to a great extend affect the academic achievement of the students. The men score of the Respondents-3.145, 3.20, 3.195 respectively indicated that such item to a great extend constituted the major areas the school location affect the academic achievement of the student in public secondary school.

Research Question four: To what extend do the school, facilities affect student academic achievement in public secondary schools?

S/N	ITEMS	PRINCIPAL 6	TEACHERS 242	OVERALL MEAN	OVERALL SD	
	How facilities affect students' academic achievement	X	X	X	SD	Decision
20	Desk, chairs	3.03	3.13	3.08	0.96	A
21	Teaching aids	2.93	2.9'5	2.94	0.80	A
22	Electric generator for hostels/ classroom	2.76	2.80	2.78	0.77	A
23	Blackboard for classroom / laboratories	2.72	2.89	2.805	0.82	A
24	Calculator / specimens / laboratory equipment.	2.76	2.95	2.855	0.82	A
25	Typewriters for office use	2.88	2.85	2.865	0.76.	A
26	Sport facilities	2.93	2.76	2.845	0.80	A
27	School health facilities [school nurse]	3.14	3.20	3.17	0.86	A
28	Fencing of the school / security	3.07	3.08	3.075	0.97	A
29	Electricity	3.12	3.21	3.165	0.86	A

Table 4: mean ratings of the respondents with regard to facilities affect the academic achievement of student's schools'

The table presents the opinions of the respondents with regard to the extent school facilities affect the academic achievement of the students. The table revealed that all the provided items: 2029, represented the opinions of the respondents on the extent

school facilities affect the students' academic achievement. The mean scores of the respondents 3.08, 2.94, 2.78, 2.805, 2.855, 2.865, 2.845, 3.17, 3.075, 3.165 with their standard deviations respectively indicated the items affect the students' academic achievements in the public secondary schools to some extent. The result showed the respondents agree that the items 20-29 to a great extent affect the academic achievement of the students in public secondary schools. The mean scores of the respondents 3.08, 3.17, 3.075 and 3.165 showed that the items Very Great effect on the academic achievement of the students.

Hypothesis one (HO1)

There is no. significant difference in the mean ratings of principals and teachers with regard to the extent school environment affects the Academic achievement of students of public secondary schools. t-test analysis of the difference between the mean ratings of principals and teachers was computed and the result is shown below.

Table 5: Summary of t-test analysis for hypothesis one (HO1)

Total Number of Respondents N = 248

.S/N	Group	N	X	SD	Degree Of Freedom	Level of significant	Calculated T value	Table of T Table	Decision
1.	Principal	6	3.20	0.176	598	0.05	0.76	1.96	Accepted
2.	Teachers	242	3.01	0.182					

The table presents the t-test analysis of the difference between the mean ratings of principal and teachers. From the table, it is -indicated that the calculated value is 0.76 at 598 degree of freedom and 0.05 level of significant since the calculated t-value of 0.76 is less than the table t- value of 1.96; the first null hypothesis (H'O 1) of the study is accepted

Hypothesis Two (H02)

Principals and teachers do not differ significantly in their mean ratings with regard to the extent school environment affect students' academic achievement.

Table 6: Summary of t-test analysis for hypothesis two (H02) Total Number of Respondents N - 248

S/N	Group	N	- X	SD	Degree of freedom '	Level of significant	Cal- Value	Table of t value	Decision
1.	Principal	6	3.20	0.168	598	0.05	0.446	1.97	Accepted

2.	Teachers	242	3.15	0'.195				
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The table presents the t-test analysis of the difference between the mean ratings of principals and teachers' with regard to the extent school environment affect the academic achievements of students of public secondary schools. From the table, it is indicated that the calculated t-value is 0.446 at 598 degree of freedom and 0.05 level of significant, while the table t- value is 1.97. Since the calculated t-value of 0.446 is less than the table t-value of 1.97, the second null hypothesis of the study is accepted.

Summary of Findings

1. The result identified office for teachers, reading room for students and classroom space for teaching as the major areas that to a great extent affect the academic achievement of students with regard-to buildings in the public secondary schools.
2. It also identified provision of seat and current materials as well as books for reading and the presence of the library assistant as the areas affecting the academic achievement of students with regard to library services in the public secondary schools.
3. The findings indicated that limited access to reading materials' and nearness to the school affects the academic achievement of the students.
4. It also revealed that teachers' 'inability to have access to materials for teaching and insufficient qualified teachers due to school location as the major areas that greatly affect the academic achievement of students of public secondary schools, with regard to school location.
5. It identified desks and chairs as well as health facilities as important areas affecting the academic achievement of students.
6. The findings also revealed that fencing of the school for security influences the academic achievement of students in the public schools.
7. The findings revealed that electricity is a major factor with regard to facilities that affect the academic achievement of students in public secondary schools.
8. The findings also revealed that fencing of the school for security influences the academic achievement of students in the public schools.
9. The findings revealed that electricity is a major factor with regard to facilities that affect the academic achievement of students in public secondary schools.

Conclusion

From the result obtained on the influence of school environment on academic achievement of students of public secondary schools in Shongom Local Government Area of Gombe State, the researcher came up with the following conclusion:

1. Inadequate offices for staff, classroom accommodation for teaching students as well as common room for teachers to a great extent affect the academic achievement of students with regard to building in the schools.
2. The findings also identified seats/desks, current reading material, current books for lending and the presence of library assistants in the schools as critical areas that to a great extent affect the academic achievement of students of public schools with regard to library services.
3. The result indicated that limited access to both the students and teachers to reading material has great the affect academic achievement of students.
4. The findings also revealed that fencing of the school for security will to a great extent help to promote the academic achievement of students.
5. It also revealed that teaching aids, provision of generators and school health services affect academic achievement of the students.
6. It also identified electricity as an important factor affecting academic achievement of students of public secondary schools.

Recommendations

1. Adequate classroom buildings to be provided in the public schools to help promote effective teaching for students improved academic achievement. Government and communities to ensure that students have access to the schools nearest to their areas of residence.
2. Efforts should be made by stakeholders to provide schools with functional libraries, well equipped with current reading reference materials. Qualified library assistants to be posted to schools to aid the students on the proper use of the library service.
3. As may be applicable, schools without power supply to be provided with generating sets to help promotes effective learning in the schools. Office accommodations to be provided for teachers to enable them have appropriate space and time for their lesson note preparations and other related academic activities.
4. Current teaching or instructional materials to be made available to schools to help teacher's performance for the best academic achievement of the students in the schools.

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