



**SCHOOL AND CLASSROOM ENVIRONMENTS AS CORRELATES OF STUDENTS' ACADEMIC PERFORMANCE  
IN PUBLIC SECONDARY SCHOOLS IN EKITI STATE, NIGERIA**

**Ekundayo. H. T. and Abubakar K. B.**

Department of Educational Management  
Faculty of Education  
Ekiti State University, Ado- Ekiti

---

**Abstract**

*This study investigated the relationship between school and classroom environments and academic performance of students in public senior secondary schools in Ekiti State. The study examined the academic performance of students in public senior secondary schools in Ekiti State. The study used descriptive research of the survey design. The population of the study comprises all the 7,538 teachers and 203 public schools in Ekiti State. The sample consisted of 600 teachers and 60 principals of senior secondary schools. Multi-staged sampling procedure was used to select the samples. School Environment Questionnaire (SEQ) for the teachers and Proforma on the students' Academic Performance (POSAP) for principals were used as instruments to collect data for the study. The reliability of SEQ was tested using test re-test method and the reliability co-efficient of 0.90 was obtained. The result of the study revealed that: there was significant relationship between school environment and academic performance of senior secondary school students; there was significant relationship between classroom environment and academic performance of senior secondary school students. Based on the findings of this study, it was recommended that government should invest more in improving the current status of school environment to enhance academic performance of students in Senior Secondary School Certificate Examination. Conducive classroom environment should be provided to facilitate activity based teaching and learning geared towards better academic performance in secondary schools.*

**Keywords:** School, Classroom, Environment, Academic performance

---

**Introduction**

School is the primary setting where individual first encounter the world of work. It is a setting where the students grow and learn which give room for growth and development of an individual and a nation. Schools put emphasis on developing intellectual skills and concepts necessary for civic competence.

The objectives of schooling are to make learners better informed, educated and equipped and to transform the society, so that they will be useful to themselves and the society at large. A school system exists in association and affiliation with its environment. Thus, the importance of school environment in the attainment of educational goals in Nigeria's secondary schools cannot be overemphasized. School environment which include: classroom environment,

library, laboratory, computer room, school location, among others are variables that affect students' academic achievement (Oluchukwu, 2000). Hence the school environment remains an important area that should be studied and well managed to ensure better students' academic performance. If a school is thriving, it could be traced to the favourable state of the environment likewise, a poor state of the environment may cause total failure of the school system (Adewale, 2011).

Learning can occur through interaction with one's environment (Akande, 1985). Environment here refers to facilities that are available to facilitate students learning outcome. From the context of this study, school environment are physical resources that facilitate effective teaching and learning. According to Oni (1992)



physical facilities constitute a strategic factor in organizational functioning. This is so because they determine to a very large extent the smooth functioning of any social organization or system including the school system. He further stated that their availability, adequacy and relevance influence efficiency and high productivity.

Emphasizing the importance of school environment to student academic performance, Oluchukwu (2000) asserted that school environment is an essential aspect of educational planning, and unless schools are well sited, buildings adequately constructed and equipment adequately utilized and maintained, much teaching and learning may not take place. Corroborating these, Mark (2002) and Ajayi (2007), maintained that high level of students academic performance may not be guaranteed where resources such as classrooms, libraries, and laboratories are structurally defective.

In South West Nigeria secondary schools, student academic performance seem to be poor generally going by existing records. The researcher observed that the results of Senior Secondary School Certificate Examination conducted by West African Examination Council seem to be poor in Nigeria between 2009 and 2015.

Statistics released by WAEC for the May/June 2009 WASSCE by Head of Public Affairs, showed that the council recorded 25.99% pass in five subjects including Mathematics and English in 2009. Statistics released by WAEC for the May/June 2010 WASSCE showed that 250,487 candidates representing 80.78% had two credits and above; 217,161 candidates (70.03%), had three credits and above; while 180,480 candidates (58.20%), had four credits and above. Furthermore, 141,167 candidates (45.52%), obtained five credits and above, while 99,750 candidates (32.16%) obtained six credits and above. A total of 133,507 candidates (43.06%)

obtained credit and above in English, while 151,569 candidates (48.88%) obtained credit and above in Mathematics. From the total number of candidates who sat for the examination, however, only 62,295 candidates, representing (20.04%) obtained credits in English language, Mathematics and at least three other subjects.

Also in 2011, only 30.99% out of 1,540,250 candidates who sat for the examination obtained five credit passes and above in five subjects including English Language and Mathematics in the 36 states of the federation including the Federal Capital Territory. Statistics released by WAEC for the May/June 2012 WASSCE by Head of Public Affairs department in 2012, showed that the council recorded 38.81% pass WAEC for the May/June 2013 WASSCE showed that the council recorded 36.57% pass. Also, statistics released by WAEC by Head of Public Affairs department for the May/June 2014 WASSCE showed that the council recorded 31.28% pass; the result for May/June 2015 WASSCE showed that the council recorded 38.68% pass (Punch Newspaper, 2016).

According to the statistics released by the officials of West Africa Examination Council, Ekiti state recorded 20% credit level pass in five subjects and above in 2012, 52% minimum credit level pass in WASSCE in 2013, and 33.8% credit pass in five subjects and above including Mathematics and English language in WASSCE among 22,276 candidates enrolled which placed the state at 12th position in the country in 2014. For the May/June 2015 WASSCE, Ekiti State placed 11th position with 8,954 out of its 21,333 candidates that sat for the examination getting five credits and above including Mathematics and English language ([www.dailypost.ng](http://www.dailypost.ng)).

However, the observed poor academic performance of the secondary school students may not be unconnected with



seemingly unhealthy school environment. A cursory look at the learning environment in the secondary schools in Ekiti State shows that many of the classrooms are in terrible state and the furniture are in need of repairs. Most windows have no louver blades therefore causing hazards to life. All these tend to put teaching and learning in jeopardy. According to Teachernet (2008), the surroundings in which children learn can greatly influence their academic performance and well being in schools.

Ajayi (2007) submitted that allocation of school facilities within its environment, utilization and management are determinants of students learning outcome in Ekiti-State.. Ahmed (2003) opined that the classroom is the origin of failure. According to the author, a close look at the public secondary schools and what goes on there shows that nothing good can come out of most schools as they do not have facilities, adequate and appropriate facilities to prepare students for West African Senior School Certificate Examination. Evidently, this has contributed to the gross failure experienced among senior secondary school students with respect to their WAEC results.

When the classroom condition is not favourable this could also affect effective teaching and learning. Classroom management may be impossible in a large class, where students are over populated the teacher finds it difficult to correct and control the students. It could even lead to students fighting and hurting themselves in the class. Generally, overcrowding in classrooms has always been pointed as factors responsible for decline in quality of education in Nigeria (Olagbemiro, 2010). More to that is the breakdown and deterioration of such facilities due to overuse whereby students sit on the window and floors to attend class. Some classrooms are not well ventilated, while some lack the necessary teaching/learning materials

necessary to aid effective teaching and learning. Learning outcome in such situation seems to be negative and it is evident in their poor academic performance. Fraser (1986), Earthman (2002) asserted that conducive and improved classroom environment enhanced teachers' effectiveness and provide opportunities for students to receive more individual attention, ask more questions, participate more fully in discussions, reduce discipline problems and better learning outcomes.

From the foregoing, the problem of candidates' mass failure in WAEC examination may continue until the situation of school environment of the nation's public schools changes for better. Commenting on why high academic attainment is not in vogue in Nigeria, scholars identified poor and inadequate physical facilities, overcrowded classroom, among others, as factors that cause poor performance of students in public examinations.

#### **Purpose of the Study**

This study investigated the relationship between school environment and students academic performance in public senior secondary schools in Ekiti- State. The study also examined the extent to which classroom environment relates to students' academic performance.

#### **Research Hypotheses**

The following research hypotheses were formulated to guide study:

1. There is no significant relationship between school environment and academic performance of senior secondary school students.
2. There is no significant relationship between classroom environment and academic performance of senior secondary school students.

#### **Methodology**

The study employed descriptive research of the survey type. The population of the study consisted of all the public senior secondary



schools students and teachers in Ekiti State. The sample of the study consists of 600 teachers from six Local Government Areas in the three senatorial districts in Ekiti State through multistage sampling procedure. School Environment Questionnaire (SEQ) and Proforma on Students Academic Performance were used to gather information. Validity of the instrument was ascertained with the help of experts in Educational Management. Test- retest method of reliability was used and the re-liability coefficient of 0.90 was obtained for SEQ. Percentage, frequency counts, mean, standard deviation and Pearson Product Moment Correlation were used to analyze the data collected. The research hypotheses were tested at 0.05 level of significance.

**Results**

The Results of the study were presented as follow;

**Hypothesis 1:**

There is no significant relationship between school environment and academic performance of senior secondary school students.

In order to test the hypothesis, scores relating to school environment and academic performance of senior secondary school students were computed using items 1-40 in Section B of "School Environment Questionnaire (SEQ)" and "Proforma on Students' Academic Performance" respectively. These scores were subjected to statistical analysis involving Pearson Product Moment Correlation statistics at 0.05 level of significance. The result is presented in Table1.

**Table 1:** School environment and academic performance of senior secondary school students

Variables	No of schools	Mean	SD	r <sub>cal</sub>	r <sub>table</sub>
School Environment	60	103.52	15.01	0.589*	0.250

Academic performance	60	2.55	0.12		
----------------------	----	------	------	--	--

\*p<0.05

Table 1 shows that r<sub>cal</sub>(0.589) is greater than r<sub>table</sub>(0.250) at 0.05 level of significance, hence the null hypothesis was rejected. This implies that there is significant relationship between school environment and academic performance of senior secondary school students. The relationship between school environment and academic performance of senior secondary school students is moderate, positive and statistically significant at 0.05 level.

**Hypothesis 2:**

There is no significant relationship between classroom environment and academic performance.

In order to test the hypothesis, scores relating to classroom environment and academic performance of senior secondary school students were computed using items 1-10 in Section B of "School Environment Questionnaire (SEQ)" and "Proforma on Students' Academic Performance" respectively. These scores were subjected to statistical analysis involving Pearson Product Moment Correlation statistics at 0.05 level of significance. The result is presented in Table 2.

**Table 2:** Classroom environment and academic performance of senior secondary school students.

Variables	No of school	Mean	SD	r <sub>cal</sub>	r <sub>table</sub>
Classroom environment	60	27.06	2.28	0.614*	0.250
Academic performance	60	2.55	0.12		

\*p<0.05

Table 2 shows that r<sub>cal</sub>(0.614) is greater than r<sub>table</sub>(0.250) at 0.05 level of significance, hence the null hypothesis was rejected. This implies that there is significant relationship between classroom environment and academic performance of senior secondary school students. The



relationship between classroom environment and academic performance of senior secondary school students is high, positive and significant at 0.05 level.

### Discussion

The result showed that there was significant relationship between school environment and academic performance of senior secondary school students. This implies that conducive school environment will improve or have direct positive impact on the academic performance of student.

The study showed that there was significant relationship between classroom environment and academic performance of senior secondary school students. By implication, if classroom environment is in good condition and favourable, better performance of the students will be enhanced. The finding is in accordance with the findings of Fraser (1986), Earthman (2002) that conducive and improved classroom environment enhanced teachers' effectiveness and provide opportunities for students to receive more individual attention, ask more questions, participate more fully in discussions, reduce discipline problems and better learning outcomes.

### Conclusion and Recommendations

Based on the findings of this study, the following conclusions were drawn:

Prevailing school environment is a predictor of students' academic performance. Conducive classroom environment improved students' academic performance in senior secondary schools. It was therefore recommended that Government should invest more on the current status of school environment in order to enhance students' academic performance. Conducive classroom environment should be provided to facilitate activity based teaching and learning geared towards positive academic outcome in secondary schools.

### References

- Adewale, M. O. (2011). *The Impact of Learning Environment on Academic Achievement of Secondary School Students in Some Selected Secondary Schools in Ibadan North Local Government of Oyo State*. Unpublished M.ed Thesis, University of Ibadan.
- Ahmed, T. M. (2003). Education and National Development in Nigeria. *Journal of Studies in Education*, 10(5), 35-46
- Ajayi, A. (2007). The influence of School Type and Location on Resource Availability and Pupils Learning Outcome in Primary Schools in Ekiti State, *Nigeria Educational Thought*, 5(1), 170-176.
- Akande, O.M. (1985). *Hints on Teaching Practice and General Principles of Education*. Lagos: OSKO Associates.
- Earthman, G.I. (2002). *School Facility Conditions and Student Academic Achievement*. Los Angeles: University of California's Institute of Democracy, Education and Access.
- Fraser, B. J. (1986). Classroom environment instruments: Development, validity and applications. *Learning Environments Research*, 1, 7-33.
- Mark S. (2002). "Power in the Classroom: How the Classroom Environment Shapes Students' Relationships with Each Other and with Concepts." *Investigating Participant Structures in the Context of Science Instruction; Cognition and Instruction*, 22(4), 467-498
- Olagbemi, T.O. (2010). "The Nigerian University System: In search of relevance". A paper presented at *Bowen University, Iwo, Nigeria*.sm
- Oluchukwu, E. E. (2000). Challenges of Educational Planning in the 21<sup>st</sup> Century In Olagboye, A. A. Fadipe, J.O. (Eds) *Management of Nigerian Education School Project Monitoring and School Plant Maintenance*. NIEPA, Ondo.
- Oni, J.O. (1992). *Resource and Resources Utilization as*



*Correlates of school Academic performance*, Unpublished Ph.D Thesis, University of Ibadan, Ibadan.

Punch Newspaper (August 6, 2016). WAEC Releases Best Results in 10 years; By Adebayo, F., and Ajaja, T.

Teachernet, O. (2008). Creating a Learning Environment for Twenty-First Century. *Science Tomorrow*. 1(5) 1-6. Retrieved from <http://www.ijsst.com> on December 18.