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RESEARCH ARTICLE

INFLUENCE OF SCHOOL ENVIRONMENT ON ACADEMIC ACHIEVEMENT OF STUDENTS IN SECONDARY SCHOOLS IN ZONE "A" SENATORIAL DISTRICT OF BENUE STATE, NIGERIA

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ABSTRACT

The importance of school environment in to of students in secondary schools today in particular cannot be overemphasized. This is because, school environment has tremendous influence in the quality of teaching students receives and the extent of attention they pay to lesson in school. This implies that schools that fail to provide the necessary learning facilities and create a conducive atmosphere for teaching and learning may hardly put in the best in their students especially in the area of academic achievement. This scenario has been among the reason for poor academic achievement of students in many primary schools in the study area. The main thrust of this paper is to investigate the influence of school environment on academic achievement of students in secondary schools in Zone "A" Senatorial District of Benue State, Nigeria. Three research questions and three hypotheses guided the study. A descriptive survey design was adopted for the study. The population of the study comprised 1636 teachers from 119 secondary schools in Zone 'A' Senatorial District of Benue State. A sample of 250 teachers was used for the study. A 15-item structured questionnaire developed by the researchers titled "Influence of School Environment Questionnaire (ICTQ)" was used for data collection. Mean and standard deviations were used to answer the research questions, while chi-square (χ^2) was used to test the hypotheses at 0.05 level of significance. The results of the study indicated that school climate, discipline and physical facilities has significant influence on academic achievement of secondary school students in Zone 'A' Senatorial District of Benue State. Based on the findings of this study, the researchers recommended among others that appropriate school authorities should enable to provide a conducive school environment that has good climate for 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.

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INTRODUCTION

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, 2001). 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 Ada (2005), one of the major obstacles to the development of secondary schools in Benue State especially in Zone 'A' Senatorial District of Benue State is the persistent poor academic achievement of students. Based on this fact, people believe that the standard of education is falling in Benue State and Nigeria in general. Poor academic performance as recorded in recent years was so great

that many students fall short of the requirements necessary for admission into primary schools.

According to Ajewole and Okebukola (2000), 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 primary school may be a reflection of the type of learning environment.

Farombi (1998) observed that 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,

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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 (1995), 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, 1991 and Farombi, 1998).

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 Nigeria, 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 (1999) 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.

Adzembra (2006) defines learning as a relatively permanent change in behaviour due to practice and experience. This definition is a confirmation of Akoja (2006), 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 (2008) 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 (2008) stated that learning environment should have good infrastructural development, adequate trained teachers, good leadership and adequate instructional materials among others. All these characteristics according to the author have positive impact on academic achievement of students in primary schools.

In the same vein Abenga (1995), 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 hopes to examine the influence of school environment on academic achievement of primary schools students in Zone A Senatorial District of Benue State with particular reference to availability of trained teachers, provision of instructional materials, motivation of teachers and school physical facilities.

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 Benue State government’s effort towards the provision and renovation of infrastructures in primary schools, students performance in both internal and external examinations such as National Common Entrance and State Common Entrance Examinations and other entrance examinations into primary schools is still very low and below expectation. Several research studies have identified other factors such as school climate, instructional materials, discipline and physical facilities, teacher quality, type of location of school, class size and over population of students in classroom as being responsible for poor academic for poor academic achievement of students.

The researcher has 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 and 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 achievement of secondary school students in Zone A Senatorial District of Benue State with specific focus on school climate, discipline and physical facilities.

Purpose of the Study

The main purpose of the study is to investigate the influence of school environment on academic achievement of secondary school students in Zone ‘A’ Senatorial District of Benue State, Nigeria. Specifically, the study sought to:

1. find out the influence of school climate on academic achievement of secondary school students in Zone ‘A’ Senatorial District of Benue State.

2. examine the influence of discipline of teachers on academic achievement of secondary school students.
3. assess the influence of school physical facilities on academic achievement of secondary school students.

Research Questions

The following research questions guided the study:

1. What is the influence of school climate on the academic achievement of secondary school students in Zone 'A' Senatorial District of Benue State?
2. How does discipline of teachers influence academic achievement of secondary school students?
3. What is the influence of school physical facilities on academic achievement of secondary school students?

Research Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance.

- H_{01} School climate has no significant influence on academic achievement of secondary school students in Zone 'A' Senatorial District of Benue State.
- H_{02} Discipline of teachers has no significant influence on academic achievement of secondary school students.
- H_{03} School physical facilities has no significant influence on academic achievement of secondary school students

Significance of the Study

It is hoped that this study will provide information for parents, educators and school administrators to reflect upon various factors that help students in achieving their academic goals. In so doing, they can investigate the possibility of introducing those factors to their school, which may consequently lead to enhancing students' educational outcomes in school. This study will also be significant because the findings will stimulate parents, school managers, teachers, students and the society's awareness on the importance of conducive learning environment. The findings of the study will also assist school administrators and curriculum planners to develop strategies that would reduce negative effects of poor learning environment on academic achievement of students in primary schools.

The findings of this study shall also be useful to school proprietors, government school administrators and parents in understanding the influence of school environment on academic achievement of students in primary schools. This study will also be of importance to students themselves as it will be made known to them the effects of school environment on their academic achievement. Finally, the findings of the study will act as a reference point to other interested scholars interested in this area of research.

REVIEW OF RELATED LITERATURE

The review of related literature is carried out under the following sub-headings.

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, 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, 2008).

Gagne (1997) 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 (2005) 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 (1990) 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 (2002) 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 (1996) academic achievement is the outcome federal the extent to which a student, teacher or institution has achieve their educational goals.

Bossaert, Doumen, Buyse and Verschueren (2011) 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 (2009:56) 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 (1996:8) 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.

Influence of School Climate on Academic Achievement of Secondary school students’

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, 2002, 2005). School climate research suggests that positive interpersonal relationships and optimal learning opportunities can increase achievement levels and reduce high-risk behaviour for students in all demographic environments.

According to Megan (2002:78), “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, 2005). 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, 1998). 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, 2006). 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, 1999).

Influence of Discipline of Teachers on Academic Achievement of Secondary school students

Disciplines and academic achievements are the core of our today’s education. Some scholars have attributed poor

achievements of students in academic to high level of indiscipline among teachers while others disagreed. Nevertheless, it becomes imperative in recent times that many schools have traded away discipline and as a result led to poor achievements of students.

According to Chichi (2001), discipline is the act of orderliness, obedience and maintenance of proper subordination among employees and a check or restraint on the liberty of individual. It is the training that correct, moulds and strengthens the individual behaviour. Adeyemo, (2005), 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 (1993) 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, 2004:10).

“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, 2005:41-42). 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 (2001:190) emphasize co-operative learning as a solution. If a school lacks effective discipline, the achievement academically will be poor.

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 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 (1995), 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, 1991 and Farombi, 1998).

Writing on the role of facilities in teaching, Balogun (2002) 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 (1990) 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 primary schools, Adesina (1991) 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 (1997) 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 (1990), 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.

comprise of seven local government areas namely, Katsina-Ala, Kwande, Konshisha, Ukum, Ushongo and Logo and Vandeikya. The population of the study comprised 1,636 teachers from 119 secondary schools in Zone ‘A’ Senatorial District of Benue State, Nigeria. A sample of 250 teachers was used for the study. Simple random sampling technique was used to select the sample size because the population was homogeneous. A 15-item structured questionnaire developed by the researchers titled “Influence of School Environment Questionnaire (ISEQ)” was used for data collection. The instrument was validated by experts in Educational Management and Tests and Measurement from the Faculty of Education, Benue State University, Makurdi. The instrument was trial tested using 25 teachers from secondary schools that were not part of the sampled population. The data collected was analyzed using Cronbach Alpha Correlation Co-efficient which yielded 0.83. The coefficient indicated high internal consistency which proved that the instrument was reliable to be used for field work. The data collected were analyzed using simple descriptive statistics of mean and standard deviation to answer research questions whereby a mean cut-off point of 2.50 was used for decision making. Any mean score of 2.50 and above was accepted as having the desired influence while any mean score below 2.50 was rejected as not having influence. The research hypotheses were tested using chi-square test of goodness of fit at 0.05 level of significance.

Presentation of Results

Research Question One: To what extent does school climate influence the academic achievement of secondary school students in Katsina-Ala Local Government Area of Benue State?

The data that provided answer to the research question are presented on Table 1.

Data presented on Table 1 showed that the mean ratings of items 1-5 are 3.16, 3.38, 3.08, 3.24, and 3.08 respectively with the corresponding standard deviations of 0.97, 0.79, 0.95, 0.85 and 0.82.

All the mean ratings are above the cut-off point of 2.50. This means that the respondents agreed that students who feel safe, cared for and supported have better academic achievement.

Table 1 Mean Ratings and Standard Deviations on the Influence of school climate influence on the academic achievement of secondary school students

Item No	Item Description	SA	A	D	SD	\bar{X}	ST.D	Decision	
1.	Students who feel safe, cared for and supported have better academic achievement.	120	68	43	19	3.16	0.97	Accepted	
2.	Students who do feel secured in a school environment hardly achieve in their academics	131	93	15	11	3.38	0.79	Accepted	
3.	Positive interpersonal relationships and optimal learning opportunities in a school environment can increase achievement levels of students.	101	89	39	21	3.08	0.95	Accepted	
4.	Culturally conscious school climate can significantly shape the degree of academic achievement level of students	112	100	24	14	3.24	0.85	Accepted	
5.	Students in schools with a better school climate have higher achievement and better socio emotional health.	78	131	24	17	3.08	0.82	Accepted	
Cluster mean/Standard Deviations							3.19	0.88	

METHODOLOGY

Survey research design was adopted for the study. The study is confined to zone A Senatorial District of Benue State which

Students who do feel secured in a school environment hardly achieve in their academics. Positive interpersonal relationships and optimal learning opportunities in a school environment can increase achievement levels of students. Moreso, culturally

conscious school climate can significantly shape the degree of academic achievement level of students and that students in schools with a better school climate have higher achievement and better socio emotional health. The cluster mean of 3.19 with the standard deviation of 0.88 was also found to be above the cut-off point of 2.50. This implies that school climate influence the academic achievement of secondary school students in zone A Senatorial District of Benue State

Research Question Three: Discipline of teachers has no significant influence on academic achievement of secondary school students?

The data that provided answer to the research question are presented on Table 3.

Table 2 Mean Ratings and Standard Deviations on the influence of discipline of teachers on academic achievement of secondary school students

Item No	Item Description	SA	A	D	SD	\bar{x}	ST.D	Decision
6.	Lack of discipline affects the students' academic achievement and their progress in school.	93	99	31	27	3.03	0.97	Accepted
7.	Indiscipline among teachers results to retarding students' academic achievement.	103	76	53	18	3.06	0.96	Accepted
8.	Unapproved study leave with pay, drinking, drug taking and sexual immorality are serious threat to students' academic achievement.	114	68	47	21	3.10	0.99	Accepted
9.	Lack of punctuality, abscondment from classes by both learners and teachers tends to have tremendous influence on students' academic achievement.	152	64	21	13	3.42	0.85	Accepted
10.	Effective discipline in school result to good academic achievement	119	84	30	17	3.22	0.91	Accepted
Cluster mean/Standard Deviations						3.17	0.94	Accepted

Data presented on Table 2, showed that the mean ratings of items 6-10 are 3.03, 3.06, 3.10, 3.42, and 3.22 respectively with the corresponding standard deviations of 0.97, 0.96, 0.99, 0.85 and 0.91.

All the mean ratings are above the cut-off point of 2.50. This means that the respondents agreed that lack of discipline affects the students' academic achievement and their progress in school. Indiscipline among teachers results to retarding students' academic achievement. Unapproved study leave with pay, drinking, drug taking and sexual immorality are serious threat to students' academic achievement. Moreso, lack of punctuality, abscondment from classes by both learners and teachers tends to have tremendous influence on students' academic achievement and that effective discipline in school result to good academic achievement. The cluster mean of 3.17 with the standard deviations of 0.94 was also found to be above the cut-off point of 2.50.

Table 3 Mean Ratings and Standard Deviations on the influence of school physical facilities on academic achievement of secondary school students

Item No	Item Description	SA	A	D	SD	X	ST.D	Decision
11	Adequate provision of infrastructures makes students learn with ease thus bringing about good academic achievement.	100	92	38	20	3.08	0.94	Accepted
12	Poor and inadequate physical facilities, obsolete teaching techniques, overcrowded classrooms leads to poor academic achievement of students.	86	111	32	21	3.05	0.90	Accepted
13	School facilities when provided will aid teaching learning programme and consequently improve academic achievement of students.	122	57	43	28	3.09	1.05	Accepted
14	Facilities form one of the potent factors that contribute to academic achievement of students in the school system.	84	104	39	23	3.00	0.93	Accepted
15	Unattractive school buildings and overcrowded classrooms contributes to poor academic achievement of the students in primary school	90	98	44	18	3.04	0.91	Accepted
Cluster mean/Standard Deviations							3.05	0.95

This implies that discipline of teachers influence academic achievement of secondary school students.

Research Question Three: What is the influence of school physical facilities on academic achievement of secondary school students?

The data that provided answer to the research question are presented on Table 4.

Data presented on Table 3 showed that the mean ratings of items 11-15 are .08, 3.05, 3.09, 3.00, and 3.04 respectively with the corresponding standard deviations of 0.94, 0.90, 1.05, 0.93 and 0.91.

These means are all above the cut-off point of 2.50. This means that the respondents agreed that adequate provision of infrastructures makes students learn with ease thus bringing

Poor and inadequate physical facilities, obsolete teaching techniques, overcrowded classrooms leads to poor academic achievement of students. School facilities when provided will aid teaching learning programme and consequently improve academic achievement of students. Moreso, facilities form one of the potent factors that contribute to academic achievement of students in the school system and that unattractive school buildings and overcrowded classrooms contributes to poor academic achievement of the students in primary school. The cluster mean of 3.05 with the standard deviations of 0.95 was also found to be above the cut-off point of 2.50. This implies that school physical facilities influence academic achievement of secondary school students.

Testing Hypotheses

Research Hypothesis One: School climate has no significant influence on academic achievement of secondary school students in Zone 'A' Senatorial District of Benue State

Table 4 Chi-square (χ^2) test of influence of School Climate on Academic Achievement of Secondary School Students

Opinions	Observed Frequency	Expected Frequency	Df	χ^2 -cal	χ^2 -tab	Level of Sig	Decision
No Influence	197(79)	125(100)	12	0.05	139.99	21.03	Ho
Influence	63(21)	125 (100)					Rejected

Values in parentheses are percentages ($\chi^2 = 139.99$, $df = 12$, $p = 0.05 > 0.00$)

Table 4 showed that, the descriptive and inferential statistics of percentages and chi-square (χ^2) test were used to test the influence of school climate on academic achievement of secondary school students in Zone ‘A’ Senatorial District of Benue State. The results indicated that 79% of the respondents agreed that school climate has significant influence on academic achievement of secondary school students in Zone ‘A’ Senatorial District of Benue State as against 21% of the respondents who disagreed.

The table also showed that the chi-square (χ^2) calculated value of 139.99 is greater than the chi-square (χ^2) tabulated value of 3.84 tested at 0.05 level of significance and at 1 degree of freedom. Therefore, the null hypothesis which states that school climate has no significant influence on academic achievement of secondary school students in Zone ‘A’ Senatorial District of Benue State is rejected. This implies that school climate has significant influence on academic achievement of secondary school students in Zone ‘A’ Senatorial District of Benue State.

Research Hypothesis Two: Discipline of teachers has no significant influence on academic achievement of secondary school students

Table 5 Chi-square (χ^2) test of Influence of Discipline of Teachers on Academic Achievement of Secondary School Students

Opinions	Observed Frequency	Expected Frequency	Df	χ^2 -cal	χ^2 -tab	Level of Sig	Decision
No Influence	199(80)	125(100)	12	0.05	156.28	21.03	
Influence	26(20)	125(100)					Rejected

Values in parentheses are percentages ($\chi^2 = 156.28$, $df = 12$, $p = 0.05 > 0.00$)

Table 5 showed that, the descriptive and inferential statistics of percentages and chi-square (χ^2) were used to test the influence of Discipline of teachers on academic achievement of secondary school students.

The results showed that 80% of the respondents agreed that discipline of teachers has significant influence on academic achievement of secondary school students as against the 20% respondents who disagreed. The table also indicated that the chi-square (χ^2) calculated value of 156.28 is greater than the chi-square (χ^2) tabulated value of 3.84 tested at 0.05 level of significance and at 1 degree of freedom. The null hypothesis which states discipline of teachers has no significant influence on academic achievement of secondary school students is rejected. This indicates that discipline of teachers has significant influence on academic achievement of secondary school students.

Table 6 Chi-square (χ^2) test of Influence of Discipline of Teachers on Academic Achievement of Secondary School Students

Opinions	Observed Frequency	Expected Frequency	Df	χ^2 -cal	χ^2 -tab	Level of Sig	Decision
No Influence	192(77)	125(100)	12	0.05	133.06	21.03	
Influence	33(23)	125(100)					Rejected

Values in parentheses are percentages ($\chi^2 = 133.06$, $df = 12$, $p = 0.05 > 0.00$)

Research Hypothesis Three: School physical facilities has no significant influence on academic achievement of secondary school students

Table 6 showed that, the descriptive and inferential statistics of percentages and chi-square (χ^2) were used to test the influence of school physical facilities on academic achievement of secondary school students.

The results showed that 77% of the respondents agreed that school physical facilities have significant influence on academic achievement of secondary school students as against the 23% respondents who disagreed.

The table also indicated that the chi-square (χ^2) calculated value of 133.06 is greater than the chi-square (χ^2) tabulated value of 3.84 tested at 0.05 level of significance and at 1 degree of freedom. The null hypothesis which states school physical facilities has no significant influence on academic achievement of secondary school students is rejected. This indicates that school physical facilities have significant influence on academic achievement of secondary school students.

DISCUSSION OF FINDINGS

The first finding of this study revealed that school climate has significant influence on academic achievement of secondary school students in Zone ‘A’ Senatorial District of Benue State. This finding agrees with the views of Megan (2002:78), whose “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”.

The second finding of this study is that discipline of teachers has significant influence on academic achievement of secondary school students. This finding agrees with the views of Okeke (2004) who state that 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.

The third finding also revealed that school physical facilities have significant influence on academic achievement of secondary school students. This finding is in consonance with the opinion of Hallak (1990) who states that 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.

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 Zone 'A' Senatorial District of Benue State, Nigeria.

Recommendations

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

1. Appropriate school authorities should enable to provide a conducive school environment that has good climate for 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. Benue State Government should provide adequate school physical facilities in primary schools to enhance teaching and learning processes. 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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