IMPACT OF LEARNING ENVIRONMENT ON JUNIOR SECONDARY SCHOOL STUDENTS' PERFORMANCE IN CIVIC EDUCATION IN KOGI STATE, NIGERIA

BY

OLAWUMI MARY IBITOYE

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,

ZARIA, NIGERIA

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BY

Olawumi Mary IBITOYE
B.A Social Studies (UNIJOS, 2008)
M.ED/EDUC/46118/2012-2013

SUPERVISORS:
DR. (MRS) H. O. YUSUF
DR. A. F. MOHAMMED

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DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA, NIGERIA

AUGUST, 2017

DECLARATION

I hereby declare that the work in the dissertation entitled "Impact of Learning Environment on junior secondary school students' performance in Civic Education in Kogi State, Nigeria" has been carried out by me in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other Institution.

_____ _____

IBITOYE, Olawumi Mary Date

CERTIFICATION

This dissertation entitled IMPACT OF LEARNING ENVIRONMENT ON JUNIOR SECONDARY SCHOOL STUDENTS' PERFORMANCE IN CIVIC EDUCATION IN KOGI STATE, NIGERIA by OLAWUMI MARY IBITOYE meets the regulations governing the award of the degree of Master in Education (Curriculum and Instruction) of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

_____ _____

Dr. (Mrs.) H. O. Yusuf — Date
Chairperson, Supervisory Committee

_____ _____

Dr. A. F. Mohammed — Date
Member, Supervisory Committee

_____ _____

Prof. B. A. Maina — Date
Head of Department
Educational Foundations and Curriculum

_____ _____

Prof. S. Z. Abubakar — Date
Dean, School of Postgraduate Studies

DEDICATION

This research work is dedicated to my darling husband, Mr. Caleb Didam Thomas and to my lovely children Shansan Oluwagbemiga Caleb and Shindung Olorunfemi Caleb.

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ABSTRACT

The study investigated the Impact of Learning Environment on junior secondary school students' performance in Civic Education in Kogi State, Nigeria. The study was carried out to: determine the impact of learning environment on students' performance in civic education in urban and rural junior secondary schools in Kogi State; ascertain the impact of class size on the performance of students in civic education in junior secondary schools in Kogi State; examine the impact of learning materials on students' performance in civic education in junior secondary schools in Kogi State; and determine the impact of learning environment on the performance of male and female students in civic education in junior secondary schools in Kogi State. In line with the above stated objectives, four (4) corresponding research questions and four (4) hypotheses were formulated and tested for the study. The study adopted ex-post facto research design. The total population of the study comprised 10,295 students, out of which a sample size of 375 respondents was used for the study. The instrument tagged Learning Environment and Students' Performance Questionnaire (LESPQ) and students' End of term examination scores were used to obtain data for the study. The instrument was pilot-tested and a reliability coefficient of 0.85 was obtained. Data collected were analyzed statistically using descriptive statistics which include mean and standard deviation, while inferential statistics of t-test was used to test the formulated hypotheses at 0.05 level of significance. Findings revealed among others that learning environment have impact on students' performance in civic education in urban and rural junior secondary schools in Kogi State and class size have impact on performance of students in civic education in junior secondary schools in Kogi State. In view of the findings from this study, conclusion was made that unconducive learning environment has negative impact on students' academic performance. In addition, a good school location with accessible road, good field of play, neat toilet and large classroom with lighting and library stocked with up-to-date textbooks have positive impact on students' performance. Recommendations were made among others that Kogi State government should make secondary schools in the state more conducive for learning by providing facilities such as up to date text books, teaching aid, good playing field, resource person and neat toilet. Adequate classrooms should be provided with chairs and desks to correspond with the yearly increase of students' enrolment.

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LIST OF ABBREVIATIONS

AIDS	:	Acquired Immune Deficiency Syndrome
BDNF	:	Brain-Derived Neurotropic Factor
ETES	:	End of Term Examination Scores
HIV	:	Human Immunodeficiency Virus
JSS	:	Junior Secondary School
MAMSER	:	Mass Mobilization for Self Reliance, Social justice, and Economic Recovery
ND	:	No Date
NOA	:	National Orientation Agency
UNICEF	:	United Nations Children's Fund
WAEC	:	West African Examination Council

OPERATIONAL DEFINITION OF TERMS

Civic Education is known as citizen education or democracy education.

Civic Knowledge refers to citizens understanding of the workings of the political system and of their own political and civic rights and responsibilities (for example; the rights to freedom of expression and to vote and run for public office, and the responsibilities to respect the rule of law and the rights and interests of others).

Class size is the number of students a teacher has in his/her class at a given time.

Learning Environment is a conducive classroom building with different and adequate learning materials and equipment such as current textbooks, map, good furniture, charts, pictures, specimen, up to date library, laboratory equipment, audio-visual aid like computer, television and overhead projectors.

Learning Facilities are all the things that are needed for effective teaching – learning process to take place.

Conducive Environment in the context of this study refers to the teaching and learning environment filled with sunlight and stimulating educational facilities.

Unconducive Environment refers to an environment without windows or decoration and are lacking good and functional educational materials.

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Quality education at all levels, primary, secondary and tertiary, is desired of all Nigerians. At the junior secondary school level, quality education is absolutely necessary because it serves as the foundation for senior secondary school and tertiary level and for people to provide self-employment if they cannot continue with the tertiary level. If that basic foundation is weak it will lead to national catastrophe as progress in the society becomes very difficult. Hence all concerned with secondary education should make their best input in order to ensure that a very solid foundation is laid.

Environment has been discovered as the major source of cognitive development and also responsible for intellectual acquisition of a child. Environment includes those things which are found around man or which surround him and are capable of affecting his social development. He also commented that among the things which constitute man's social environment are families, peer groups, community, religion, school and health service, public utilities such as transport and communication network system and recreational centre. Environment is a place where a child functions; this could be the home, the school, the peer group, the classroom and the totality of the child's upbringing including his spiritual life, physical needs, social needs and psychological needs (Akem & Ortese, 2004).

As soon as a child is born, the effects of environment begin to affect him/her. Every child inherits certain capacities for growth. The way in which these capacities are developed is influenced by the opportunities afforded by the environment. If the environment did not provide adequately for the child's social and psychological needs, his development will rather become too slow. The longer he remains in an unstable

environment the more retarded he becomes. The environment shapes the individual development in the sense that it promotes the growth of certain capacities and neglects the growth of others. For example, if a child's parents and his school allocation play great emphasis on the academic performance, the child will improve in his learning activities.

School environment place a vital role in effecting positive change in the behaviour of students. Absence of this could lead to various negative behaviour such as, vandalism, drug and alcohol abuse, examination malpractice, violence, secret cults, stealing, truancy, sex abuse and the likes. Today's youth of the moral decadence is tomorrow's adults' criminality unless the ugly school environment is enriched. The environment in which learning is to take place whether within or outside the classroom should be a stimulating environment which will encourage exploration, discovery, investigation as well as challenges students to become problem solvers and rational decision makers.

Civics instruction across the nation varies widely in its structure, content, and quality. Societies have long had an interest in the ways in which their young are prepared for citizenship and in how they learn to take part in civic life. Today, that interest might better be described as a concern-in fact as a growing concern, particularly in democratic societies. There is evidence aplenty that no country, including Nigeria, has achieved the level of understanding and acceptance of the rights and responsibilities among the totality of its citizens that is required for the maintenance and improvement of any constitutional democracy. Civic education is an important component of education that cultivates citizens to participate in the public life of a democracy, to use their rights and to discharge their responsibilities with the necessary knowledge and skills. Nigerian schools have advanced a distinctively civic mission since the earliest

days of this Republic. It was immediately recognized that a free society must ultimately depend on its citizens, and that the way to infuse the people with the necessary qualities is through education. As one step of this education process, education has been assuming the mission to foster citizens with the spirit to lead (Babchuk, Babchuk, Boggs & Al., 2007).

The learning environment in this context focuses on the school physical and social environment in terms of the school building, size of the classrooms, assembly halls, laboratories, workshops, libraries facilities, staffroom, toilets, school compound, play ground and so on. They also include teaching aids, chairs, tables, devices such as modern educational hardware and software in the form of magnetic tapes, films, and transparent stripes. The physical environment should be both appropriate and attractive to teachers and students in the school (Allen, 2009). Learning facilities are all the things that are needed for effective teaching and learning process to take place. They are designed to enhance the process of teaching. The absence of learning facilities implies the non-existence of any set up that may be referred to as school.

For a school to be functional, its location and social environment should be appealing and attractive to learners. This will motivate students to rise up to their academic challenges. Musaazi and Okam (2009) commented that the school social environment if adequately planned and maintained enhances effective teaching and learning in such schools. Also, a good learning environment is the one in which there are different and adequate learning materials and equipment such as current textbooks, map, good furniture, charts, pictures, specimen, up to date library, laboratory equipment, audio-visual aid like computer, television and overhead projectors and conducive classroom buildings. An effective teaching and learning of any subject depends majorly on how conducive her environment is. A professional teacher is

equipped with the necessary principles and techniques in education that will help him/her to deliver his/her lesson effectively. A professional teacher's attitudes play a significant role in student's academic performance.

Academic performance refers to the academic capabilities of learners to perform a certain task over a period of time having undergone instructions. Academic performance according to Larin cited in Okereke (2005) refers to some methods of expressing a student's scholastic standing. This can be regarded as a source or subject grade, an average for a group of subjects in a programme of study for example, Civic education. The theory further stresses, that there are two dimensions to academic performance namely; good and poor performances. Good academic performance leads to success while poor academic performance leads to failure. Each of these two performances are experienced by students in one form or the other. This study therefore, examined the impact of learning environment on junior secondary school students' performance in Civic Education in Kogi State, Nigeria.

1.2 Statement of the Problem

The successful implementation of any educational programme depends mostly on the quality of the learning environment that are provided for such programme. Today, most of the learning facilities such as instructional materials, furnitures, current textbooks, classrooms among others that are supposed to promote and enhance teaching and learning in junior secondary schools are inadequate and where available are in bad shape. This has hindered better students' academic performance in secondary schools in Kogi state. Meanwhile, the type of atmosphere required for effective learning is that consisting of better school buildings, more and better teaching facilities because the

quality of education that children get bears direct relevance to the availability or the lack of physical facilities and overall atmosphere where the learning takes place.

A conducive learning environment contributes to the success of every student in any school. In a study carried out by Hale (2002), revealed that students in classrooms with large windows, natural lighting and well designed skylights were found to perform well from 19 to 25% better than their peers in classrooms without these feature. Not only environmental conditions in schools affect the students but also the inoperative heating system, inadequate ventilation and poor lighting system. The overall building condition, the age of the building, and the windows in the instructional areas were positively related to students' performance in learning (Bullock, 2007). It is evident that students' performance depended upon the physical school facility, its age, the design and the condition of the school. Today, most of the school facilities in Kogi state which are supposed to promote and enhanced teaching and learning in secondary education are obsolete in form thereby creating a serious challenges to the 21st century educational needs of the learners.

In spite of the various efforts put by government and stakeholders in education to achieve the objectives of education, it seems that attempts are not yielding positive results in junior secondary schools in Kogi State. One cannot help but observe the learning environment, equipment and facilities in schools, the unhealthy nature of the buildings, uncompleted, old and antiquated, sometimes unattractive buildings, overcrowded and un-conducive, unsightly and unhygienic toilets, inadequate laboratories and workshops. The students start learning in already deprived and disadvantaged school environments with population explosion, insufficient desks, overcrowded classrooms, inadequate learning materials, preponderance of unqualified teachers, poorly educated and ill-motivated teachers characterized the entire system

(Ajayi, 2001). This study seriously assumes that unconducive learning atmosphere or deteriorating facilities in the places of study, forms a serious constraint to students' academic performance upon this background, this study was carried out to examine the impact of learning environment on junior secondary school students' performance in Civic Education in Kogi State, Nigeria.

1.3 Objectives of the Study

The main focus of this study was to examine the impact of learning environment on junior secondary school students' performance in Civic Education in Kogi State, Nigeria. Precisely, the study was conducted to:

1. determine the impact of learning environment on students' performance in civic education in urban and rural junior secondary schools in Kogi State;
2. ascertain the impact of class size on the performance of students in civic education in junior secondary schools in Kogi State;
3. examine the impact of learning materials on students' performance in civic education in junior secondary schools in Kogi State; and
4. determine the impact of learning environment on the performance of male and female students in civic education in junior secondary schools in Kogi State.

1.4 Research Questions

The following research questions were stated to guide the conduct of the study:

1. What impact does learning environment have on students' performance in civic education in urban and rural junior secondary schools in Kogi State?
2. What is the impact of class size on the performance of students in civic education in junior secondary schools in Kogi State?

3. What is the impact of learning materials on students' performance in civic education in junior secondary schools in Kogi State?
4. To what extent does learning environment have impact on the performance of male and female students in civic education in junior secondary schools in Kogi State?

1.5 Research Hypotheses

The following null hypotheses have been postulated for the conduct of this study:

$H0_1$: There is no significant difference in the impact of learning environment on students' performance in civic education in urban and rural junior secondary schools in Kogi State.

$H0_2$: There is no significant difference in the impact of class size on the performance of students in civic education in junior secondary schools in Kogi State.

$H0_3$: There is no significant difference in the impact of learning materials on students' performance in civic education in junior secondary schools in Kogi State.

$H0_4$: There is no significant difference in the impact of learning environment on the performance of male and female students in civic education in junior secondary schools in Kogi State.

1.6 Basic Assumptions

The study was based on the assumptions that:

1. learning environment have impact on students' performance in civic education in urban and rural junior secondary schools in Kogi State.
2. class size have impact on the performance of students in civic education in junior secondary schools in Kogi State.

3. learning materials have impact on students' performance in civic education in junior secondary schools in Kogi State.
4. learning environment have impact on the performance of male and female students in civic education in junior secondary schools in Kogi State.

1.7 Significance of the Study

The findings of this study would benefit the following stakeholders, ranging from Kogi State Ministry of Education, secondary school principals, teachers, students, parents, educational administrators and planners, and researchers. Findings of this study would be of importance to Kogi State Ministry of Education as it would reveal or exposed the need to ensure a conducive learning environment. Since education is dynamic both in content and methods, educational facilities need to be constantly evaluated and modified, not only to remove absolute and unattractive structure but also to ensure that such facilities continue to meet the modern and ever changing educational needs, changing technology and the dynamic socio-political and economic environment. The need to add aesthetic value to educational facilities not only to enhance their utilization value but also to make them more healthy, safe and convenient to use and maintain.

Apparently the result of this research will encourage the secondary school principals and teachers in playing a sensitive role aimed at improving the standard of education through the provision of a conducive learning environment. Teachers as a major stakeholders in the school system, who play an intermediate role seek to work harmoniously with the school in encouraging the students to use the facilities. This could be to solve assignments, observe practical knowledge and in the acquisition of essential skills. And hence, ensure that the right type of facilities are made available at

the right time and place for the right type of teaching – learning activities. Since these have been known to have significant bearing on teaching – learning effectiveness, the right educational specification must be brought to bear on the provision of these facilities to meet the desired objectives. Similarly, teachers will also benefit from the findings of the study since the teachers are the major implementers of curriculum in the schools and thus qualitative learning materials and a conducive learning atmosphere will help them on their job performance.

Hence, students could also benefit from the study because a conducive learning atmosphere and adequate learning materials are geared towards the improvement of quality of students learning process. The findings of the study will provide useful information to the state policy makers and school administrators on the importance of a captivating learning environment in secondary schools in Kogi State. The finding of the study will be useful to the school administrators and how they can employ it to enhance effective maintenance of facilities in secondary schools in Kogi State. It will afford other researchers to look into grey areas not covered in the present study and seek ways of improving over it.

1.8 Scope of the Study

This study investigated the impact of learning environment on junior secondary school students' performance in Civic Education in Kogi State, Nigeria. The subject of the study are the JSII students of public junior secondary schools in Kogi state. The reason for choosing this level is because they are considered to be more stable compared to JSI who are just coming into the school and JSIII who will soon be writing their junior secondary school certificate examination. Hence, this study is delimited to students from Ijumu, Okene and Lokoja local government areas of Kogi State. The

study also examines variables like learning environment, class size, students' performance, and civic education.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter discussed literatures that are relevant and related to the study under the following sub-headings: Conceptual framework; Concept of learning environment; Concept of Civic Education; Students' academic performance; Theoretical framework; Civic Education Curriculum; Components of learning environment; Importance of learning environment to Teaching and Learning; Impact of learning environment on student's academic performance; Management of School Facilities for Teaching and Learning; Empirical studies; and Summary.

2.2 Conceptual Framework

Schools exist for the purpose of teaching and learning. Human and material resources are deployed for this purpose. The realization that the transfer of knowledge does not only take place in the four walls of the classroom from the teacher to the students but rather that learning takes place through discovery, exploration, interaction with the internal and external environment has necessitated the creative and innovative development of teaching and learning facilities that reflect these changes. Schools exist to serve socio-economic and political needs of the ever-changing society, consequently, they are in constant interaction with their external environment. They receive inputs from the external environment in the form of human and material resources, processes them and empty same into the society as finished products and services. The quality of the products bears a direct relationship with the quality of the learning environment in the process of the production. This demands that learning environment be conducive enough in order to prepare school leavers for life in the global village.

2.2.1 Concept of Learning Environment

Learning environment includes school buildings (classrooms, assembly halls, labouratories and workshops, libraries and so on) teaching aids and devices such as modern educational hardwares and their softwares in the form of magnetic tapes, films and transparencies (Ogbodo, 2005). They are therefore, materials things that facilitate teaching and learning processes in the school. These facilities enable a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided (Castaldi in Auta, 2012). These facilities are therefore related directly to school curriculum. The programmes of the school are expressed as they were through the school site, the buildings, play grounds, the arrangement and design of the building and so on. A well designed functional school building with a wide array of teaching aids thereby provide effective delivery of the schools' curriculum and are positively related to academic performance (Bloom in Auta, 2012).

Learning environment should be properly planned, developed and maintained in order to ensure its relevance to the school curriculum and its effective teaching and learning in any educational institutions (Dare, 2010). Educational facilities are indispensable as far as the industry is concerned. They are essential for the well being and comfort of teachers' and the students' in the teaching-learning process. According to Kochler in Auta (2012), "there are no two opinions on the idea that a school building must be spaciously planned, functional and with pleasing architectural features". He further stated that buildings are to education as the body is to the mind. This is to say that a fine building makes a fine learning atmosphere and poor buildings, a poor learning atmosphere. From the above assertion, we can agree that a school should be housed in beautiful buildings which are not only stimulating centres of education for

children but also vital centres of community life. This can only be achieved through excellent planning of school facilities. School facilities embrace both temporary and permanent structures of school sites. School facilities consist of basic systems and structures which a viable school needs in order to function effectively and to fulfill the purpose for which it was established.

At times, students and teachers find themselves in a physical environment that adversely affects their morale and in some cases, their health. For example, if the science laboratory is getting deteriorated, it will create fear for both students' and teachers' to conduct practical inside. Also, if the toilet is bad, the odour will convey sickness to both students and teachers. When a school building is in disrepair, students' achievement suffers, for example, a swinging door classroom with broken glass windows is a source of danger to students when they run up and down in the class. People are affected and influenced by their environment. Students exposed to environment condition in the school facilities are no exception.

Learning environment also comprise of those basic infrastructures and all educational equipments that are provided in the school in order to cater for the general and specific needs of students as well as to ease the process of teaching and learning both in class and outside the classroom. Uga cited in Ibrahim (2013), attempts a classification of these educational facilities into two broad types, viz; physical facilities and learning facilities or curriculum resources. Physical facilities include classroom, school bay clinic, libraries, laboratories, administrative offices, auditoriums, toilets, cafeteria, common rooms, workshops, parking lots, power and water plants, transportation facilities, classroom furniture's, first aid box, sport and recreational grounds, refuse disposal facilities, drainage facilities, gardens and so on, curriculum

resources or learning facilities are visual aids, audio aids and audio-visual aids. Uga cited in Ibrahim (2013), adds that the latter is used during the process of instruction.

The realization that the transfer of knowledge does not only take place within the four walls of the classroom from the teacher to the students but rather that learning takes place through discovery, exploration, interaction with the internal and external environment has necessitated the creative and innovative development of teaching learning facilities that reflect these changes (Fenker, 2004). Schools exist to serve socio-economic and political needs of the ever-changing society; consequently they are in constant interaction with their external environment. They receive inputs from the external environment in the form of human and material resources, process them and empty same into the society as finished products and services. The quality of the products bears a direct relationship with the quality of the facilities deployed in the process of the production. According to Porpst in Ibrahim (2013), useful types of resources are to be contacted by the planners and the management team. These are acoustical design engineering, audio-visual design engineering, behavioural sciences, building systems, designs, community and press relations, ecological studies, electrical data processing of hardware, specification electrical data processing for programme development, use of facilities training and financial planning, information management, installation supervision, interior design, laboratory planning and engineering lighting design, management consulting, project planning, safety engineering, site planning and technical equipment specialization.

Ani (2007) stressed that learning environment could be taken as the location of the school building, the equipment in the school and other material resources provided in the school or, it could mean the site where the school programmes and activities takes

place. Ogunsaju (2004) describes the school facilities as the space interpretation of the school curriculums. The programmes of the school are expressed as it were through the school site; the buildings, play ground, the arrangement and design of the buildings, A well designed, functional school building with a wide array of teaching aids provides effective delivery of schools curriculum and are positively related to students. Asiyai (2012) conducted a study on accessing learning environment in relation to school facilities in public Secondary Schools in Delta State, Nigeria. The purpose of this study was to find out the state of the facilities. The study employed the use of ex-post-facto research design and questionnaire was used to collect data from 640 respondent selected through stratified sampling techniques from all the 356 public secondary schools in the state. Findings reveals that learning environment in relation to school facilities in the schools are general in a state of disrepair. The findings further revealed the maintenance carried out on school facilities were inadequate for majority of the facilities.

2.2.2 Concept of Civic Education

The ultimate goal of Civic Education is to prepare generations for the essential principles and values of democracy embodied with a high sense of responsibility and active engagement in the issues related to the society, community, or state in their everyday life (Center for Civic Education, 2004:1). Civic education, whenever and however undertaken, prepares people of a country, especially the young, to carry out their roles as citizens. Civic education is, therefore, "the cultivation of the virtues, knowledge, and skills necessary for political participation" (Gutmann, 2007:287 in Tigran & Marcie, 2008). Student service learning the participatory part of civic education, bridging classroom activities with the community. However, service learning is no replacement for civic education. Although commonly associated with schooling

civic education is not the exclusive domain of schools. Hence, both students and communities benefit from student involvement in community based learning activities. The most effective civic education design includes the direct teaching of the scholarly content knowledge and the balance of participatory skills with the modeling and teaching of civic values and dispositions.

Civic education (also known as citizenship education or democracy education) in democracy is education in self-government (Awoniyi & Francis, 2014). Democratic self-government means that citizens are actively involved in their governance. The ideals of democracy are most realised when every member of the political community shares in its citizen. Members of the political community are its governance. Membership implies participation but not participation for participation sake. Citizen's participation in a democratic society must be based on informed, critical reflection, and on the understanding and acceptance of the rights and responsibilities that go with that membership. According to Carpini and Keeter (2008), Civic Education is concerned with three (3) different elements:

1. civic knowledge;
2. civic skills; and
3. civic disposition.

Civic knowledge refers to citizens understanding of the working of the political systems and of their own political civic rights and responsibilities (for instance, the right to freedom of expression and to vote and run for public office, and the responsibilities to respect the rule of law and the rights and interests of others). Civic skills refer to citizens' ability to analysis, evaluate, take and defend positions on public issues, and to use their knowledge to participate in civic and political processes (for example, to

monitor government performance, or mobilise other citizens around particular issues). Civic dispositions are defined as the citizen traits necessary for a democracy (for example, tolerance, public spiritedness, civility, critical mindedness and willingness to listen, negotiate and compromise).

The most wide spread application of civic education according to Branson and Quigley (2006) is in formal school education. It is being as part of the regular curriculum in primary schools and secondary schools around the world, and there are extensive pedagogical resources available from the many civil society organisations involved in promoting this aspect of the approach. They further argued that civic education was an important component of education that cultivates citizens to participate in public life of a democracy, to use their rights and to discharge their responsibilities with the necessary knowledge and skills. Societies have long had an interest in the ways in which their young are prepared for citizenship and in how they learn to take part in civic life. Today that interest might better be described as a growing concern, particularly in democratic societies.

Civic education is essential to sustain constitutional democracy (Branson, 2004). The habits of the mind, as well as "habits of the heart," the dispositions that inform the democratic ethos, are not inherited. As Alexis de Toqueville (2010), pointed out, each new generation was a new people that must acquire the knowledge, learn the skills, and develop the dispositions or traits of private and public character that undergird a constitutional democracy. Those dispositions must be fostered and nurtured by word and study and by the power of example. He further mentioned that Democracy was not a "machine that would have go itself," but must be consciously reproduced, one generation after another. According to Galston (2006), civic education in a democratic

society most assuredly needed to be concerned with promoting understanding of the ideals of democracy and a reasoned commitment to the values and principles of democracy. That does not mean, however, that democracy should be presented as utopia. Democracy is not utopian, and citizens need to understand that lest they become cynical, apathetic, or simply withdraw from political life when their unrealistic expectations are not met.

To be effective, civic education must be realistic; it must address the central truths about political life. It is reasonably clear that good citizens are made, not born. The question is how, by whom, to what end? Galston (2006) stated that, civic education programs have the potential to convey political knowledge to students. However, the extent to which knowledge is gained through these programs depends upon students' civic learning experience. According to Komalasari (2009), civic competence referred to someone's wish to become an active member of a democracy and it was also known as social conscience. A person who possesses civic competence is involved in the community and has patriotic feelings about his country. It helps to become a better citizen and competent people are more likely responsible for their actions because they are aware of their rights and obligations. Civic competence could be described as a person's understanding and desire to be an active member of a democracy. Developing civic competence is developing a social conscience. This included becoming involved in the community, appreciating diversity and patriotism, ability to make informed decisions and an understanding of the rights and responsibilities of citizenship.

The historical background of the Civic Education Curriculum could be traced to the period after 1999 when the democratic system of governance was reintroduced in Nigeria (Simfukwe, 2010). The teaching and learning of Civic Education will help

pupils recognise the profound role that this subject plays in our constantly changing world. The Ministry of Education hope that through Civic Education learners will be equipped with knowledge, skills and values which will enable them to practice their civic rights and perform duties as responsible Nigerian citizens (Simfukwe, 2010).

Civic Education syllabus cover a cross section of political, economic, social and cultural issues that are key to Nigerian's democratic system of governance. Some of the themes and topics covered in the civic education syllabus include: National ethics, discipline, rights, obligation, emerging issues in the society, government system, processes and global issues. It is taught in schools as a compulsory subject. The themes and topics covered in civic education curriculum are based on the set goals of the National Policy on Education (Educating our Future, 1996). Civic education will enable school leavers to gain the civic knowledge and acquire skills that will enable them understand and practice their civic values, rights and obligations as responsible Nigerian citizens (FRN, 2013). Civic education remains an important means of teaching the populace about individual rights and what duties and responsibilities the governed and leaders should do. The reintroduction of Civic Education as a subject to be taught in primary and secondary schools in Nigeria is expected to further deepen democratic culture and encourage qualitative participation of the average Nigerian in the governance process.

Teachers are very crucial to the success of this bold initiative. Theirs is to inculcate the right kind of values through effective teaching of civic education. Teachers, irrespective of what subject they teach, are a great asset to any nation. By virtue of their profession and their selfless commitment and dedication to duty since the beginning of time, they belong to a special class and should therefore be acknowledged

and appreciated. According to Adenipekun (2010), the new Senior Secondary School Education Curriculum (SSEC) that contains civic education and whose implementation is to commence from September 2011 has thrown up a big challenge to teacher educators in the nation's Colleges of Education, Polytechnics and Universities as they have to review their teacher preparation programmes in the context of knowledge of subject matter, teaching skills and competencies. Since that is yet to be done, the responsibility of teaching the new civic curriculum may rest squarely on the Social Studies teachers. This paper therefore presents the rationale, curriculum contents of civic education and the challenges which the implementation of the new curriculum poses to the social studies teachers.

Nigerians also should realize that civic education is essential to sustain our constitutional democracy. The habits of the mind, as well as "habits of the heart," the dispositions that inform the democratic ethos, are not inherited. As Alexis de Toqueville pointed out, each new generation is a new people that must acquire the knowledge, learn the skills, and develop the dispositions or traits of private and public character that undergird a constitutional democracy. Those dispositions must be fostered and nurtured by word and study and by the power of example. Democracy is not a "machine that would go of itself," but must be consciously reproduced, one generation after another. Civic education, therefore, is-or should be a prime concern. There is no more important task than the development of an informed, effective, and responsible citizenry. Democracies are sustained by citizens who have the requisite knowledge, skills, and dispositions. Absent a reasoned commitment on the part of its citizens to the fundamental values and principles of democracy, a free and open society cannot succeed. It is imperative, therefore, that educators, policymakers, and members of civil

society make the case and ask for the support of civic education from all segments of society and from the widest range of institutions and governments (Branson, 2008).

It is relatively easy for a society to produce technically competent people. But the kind of society Nigerians want to live in and the kind of government they want to have requires effort and commitment on the part of its citizens. Nigerians want a society and a government in which human rights are respected; individual's dignity and worth are acknowledged; the rule of law is observed; people willingly fulfill their responsibilities; and the common good is the concern of all. Making that kind of society and government a reality is the most important challenge Nigerians face and the most important work they could undertake. Civic Education is no longer an abstract or generic objective in the Nigerian National Curriculum, but an actual school subject accompanied with useful materials and training assistance. The materials give substance and durability to the course of civic education.

The humanities within the civic education have a role in supporting the intellectual and social development of students as thoughtful humans able to contribute to their civil society—through inquiry, analysis, critical understanding, and reflection. Moreover, the goal of civic education is to create young people who are capable of being informed, engaged, and participatory citizens of their communities, nation and the world (Taylor-Thoma, 2000 in Tigran & Marcie, 2008) Citizens in democracy are responsible for their education, they should be able to define their own goals and strive for those goals, evaluate their actions in the society and reflect on their behaviour. The civic education discipline is diagnosed as an educational sphere through which students develop citizenship characteristics including the above mentioned concepts , skills, and dispositions.

2.2.3 Students' Academic Performance

Students' performance can be worked on with the using a conducive learning environment in the teaching and learning of civic education. Nigeria Educational Research and Development Council (NERDC, 2007), noted that the use of a conducive learning environment in the teaching-learning process is the best way to facilitate the teaching and learning of civic education. Assessment of students' performance with a view of determining the attainment of the set objectives was one of the main components of any well designed educational curriculum. This could be accomplished with the aid of standardized test developed by experts and administered to the students that had completed a good course of study. The result obtained from such assessment provides an insight on whether the curriculum objectives were achieved or not. The results of previous studies on performance of students in civic education in various public senior secondary school certificate examination in the study area were generally low (Abdullah, 2010).

The emphasis on marks raises three concerns: measurement, competition and time. The focus on marks causes teachers to focus on measuring pupils' attainments, which leads to giving pupils feedback mainly in the form of marks. It is imperative that teachers also record information that both teachers and pupils can use to improve learning. As Watkins (2007) points out, performance is a key factor for teachers in determining not just what pupils need to learn, but also how best they can learn it. Second, by focusing on marks, teachers are more likely to give feedback to pupils, including those who are lower attainers, mainly in the form of marks. However, literature has shown that feedback in the form of marks and grades are not beneficial to pupils, particularly lower attainers (Black & Wiliam, 2008; 2006a; Butler, 2008). Clarke

(2005) states that giving grades and marks for every piece of work leads to inevitable complacency or demoralisation leading to regression in progress. Whilst, pupils who continually receive high grades such as 'A' and 'B' may become complacent, lower attainers who get low marks will become demoralised.

In the advises of Assessment Reform Group (ARG, 2002), teachers should be to be mindful of the impact of comments, marks and grades on learner's confidence and enthusiasm and should be as constructive as possible in giving feedback to learners. For teachers' feedback to be effective, the focus should be on the learning or success criteria, aim at closing the gap, and give specific guidance about how to improve. As a result of his review of literature about performance and the link with pupil motivation, Clarke (2005) concluded that: The greatest motivational benefits will come from focusing feedback on the qualities of the pupil's work, and not on comparison with other pupils; specific ways in which the pupil's work could be improved; improvements that the pupil has made compared to his/her earlier work (p.70-71). The academic performance plan should encourage teachers to use information to help each pupil to improve.

However, given that the 1987 Education reforms model the Nigerian education system, which is known for its frequent assessments (Harlen & Crick, 2003), it is not strange that continuous assessment emphasises the grading function rather than improvements in learning. Calfee and Masuda (2007) synthesized literature about classroom assessments in the USA and concluded that, assessment as practised in that country was more akin to appraisal than inquiry, driven by neither curiosity nor the aim of improving conditions. Calfee and Masuda argued that, in the inquiry model the teacher is driven by professional impulse to understand and shape pupils' learning. Such

teachers take full responsibility for assessment; they switch from an activity-driven model “assessment is something that you do” to a conceptual model “assessment is a way of thinking about teaching” (p.83).

As Weeden, Winter, and Broadfoot (2002) have argued, when teachers spend so much time on paperwork they have less time to help pupils to improve. In line with this, Farrell (2007) states that in order to assess the progress pupils are making on the curriculum successfully it is necessary for schools to have a conducive learning atmosphere and a carefully planned curriculum and accompanying record sheets which enable pupils’ progress to be recorded clearly and without taking up too much time. Also, Stakes and Hornby (2000) suggest that records should be straightforward to keep and simple to access.

Academic performance could be assessed through classroom instruction (Bennet, 2000). According to the author, assessment is a systematic process of determining the extent to which instructional objectives are achieved by learners. This definition which assumed assessment to be a systematic process implies that controlled observation of learners is not considered. It is therefore, not easy to judge clearly the nature and extent of students to learning without determining the objectives for which they are assessed. Assessment was a comprehensive and inclusive evaluation strategy of students’ progress over a period of time. It covers all types of data such as past record achievement, range mental ability scores, observation and students’ ratings. It also involves the use of quantitative and qualitative description of data and making value judgment concerning the worth of the data obtained.

The influence of community resources in promoting students’ academic performance and teaching and learning in educational development is indisputable. The

teaching of civic education in Nigerian secondary schools needs to be properly handled. It has been reported that the non – availability of materials in schools serve as barrier to effective teaching (Adeyemi, 2007), this leads to persistent poor performance of students in many subjects over the year. Different scholars have defined the concept of community resources in different ways. A conducive learning environment could extend the scope and power of instruction. It could also help to bridge the gap between the teacher and students in terms on understanding different concepts in the lesson, thereby making learning more immediate and more relevant. A well-planned environment is inviting and interesting and conveys a message. A conducive learning environment, according to Judy (2004), ‘’gives children meaningful developmental learning experience’’.

Poor academic performance of students can be attributed to the fact that civic education is taught by unqualified teachers and which compromise issues of quality and quality in terms of education standards since only competent civic education teachers can competently deliver content of civic education (Long, Ibrahim & Kowang, 2014). Therefore, the noted poor performance in civic education in junior secondary examination in Kogi state could reflect the incompetence of teachers in classroom interaction with students (Smaldino, Lowther & Russell, 2008; Long *et at*., 2014). Since students’ performance is one of those most relevant and qualified sources of determining whether or not classroom learning experience are productive, informative, satisfying or meaningful, it is justifiable to suggest that the observed poor performance could possibly be as a result of such incompetence of teachers. Students’ performance provides legitimate indicators of students’ academic performance and satisfaction even

though some researchers have argued that they are not direct measures of students' effectiveness and performance (Lamdin, 2006; Myers, 2000).

Poor performance in civic education could be attributed to poor provision of learning resources such as textbooks. Lack of textbooks impairs students' performance as students may not have additional literature to consolidate the acquired knowledge (Farrant & Ndimbirwe in Angstone, Mlangeni & Chiotha, 2015). Availability of textbooks offers students to expand their understanding of particular concepts or principles being studied beyond the teachers' ability of delivery (Farrant in Angstone, Mlangeni & Chiotha, 2015). It helps mastering concepts and principles.

2.3 Theoretical Framework

This study adopts the behaviourist learning theory which has a long tradition in education policies. Many aspects of general and special education such as curriculum, pedagogy and assessment have been shaped by the principles of behaviourist learning theory. The behaviourists, according to Smith (2009) view learning as a change in behaviour and the purpose of learning is to produce a behavioural change in a desired direction. The teacher's role is to arrange the environment to elicit the desired responses and assessment is used to ascertain whether all pupils, including lower attainers, have achieved the desired responses. According to James (2006), behaviourism considers the environment for learning to be the determining factor. Learning is viewed as the conditioned response to external stimuli. Rewards and punishments, or at least the withholding of rewards, are powerful ways of forming or extinguishing habits. Praise may be part of such a reward system. These theories also take the view that complex wholes are assembled out of parts, so learning can best be accomplished when complex

performances are deconstructed and when each element is practised, reinforced and subsequently built upon.

Behaviourist theorists according to James (2006) are interested in observable behaviour and claim that this is sufficient. From this perspective, achievement in learning is often equated with the accumulation of skills and the memorization of information (facts) in a given domain, demonstrated in the formation of habits that allow speedy performance. The implication is that the teacher's role is to train pupils to respond to instruction correctly and rapidly. With respect to assessment, the implications are that progress is measured through unseen timed tests with items taken from progressive levels in a skill hierarchy. Performance is usually interpreted as either correct or incorrect and poor performance is remedied by more practice in the incorrect items, sometimes by deconstructing them further and going back to even the basic skills.

This view is endorsed by Harlen (2006a) who suggests that since behaviourism is based upon the principle of reinforcing required behaviour with rewards and deterring unwanted behaviour with punishments, pupil assessment is generally used as the vehicle for applying these rewards and punishments. For their part, Torrance and Pryor (2002) state that in this model, teachers decide on the subject matter, provide instruction, pace the lesson, correct, assess and reinforce pupils' responses. In this context, pupils play a passive role in their assessment.

However, Sebba, Byers and Rose (2003) explain that adherents to behavioural approach to teaching identify three suppositions which lie behind the methodology. One of the suppositions is that, in order to be effective, teachers need to prescribe clear objectives for learners. A neat cyclical process is proposed whereby teachers establish

and maintain control over the learning process. Teachers assess learners; set objectives which describe, in terms of observable behaviours, the learners' next steps on the learning ladder; and make records, on the basis of new assessments, of progress measured against performance criteria which are teacher-defined in the first place.

2.4 Civic Education Curriculum

The practical side of teaching Civic Education has a societial imperative. The practical consequences are vital in forming new social relationships. The schools should enable their students to implement community learning projects, search and find community actual problems, propose sound solutions to those identified problems and change them throughout their life. The practical experience will develop active citizenship skills and dispositions among students, willingness and skills for realizng personal responsibility as a citizen. The school graduates should be able to analyse various situations independently, express and defend personal opinions and attitudes, and develop action plans (Gyulbudaghyan, Petrosyan, Tovmasyan & Zohrabyan, 2007:6).

The civic education discipline is aimed at giving learners an opportunity to shape such a worldview that symbolizes the Nigerian culture and takes into consideration the humanistic values at the same time. The content should support the development of patriotic and citizenship upbringing, evaluate and protect the national and world cultural heritage and human values. Moreover, the classroom practice should not be limited within the school walls. The learning should take place in nature, streets, business organizations, governmental offices, cultural sites, public and private libraries. The school itself is considered as a model of a democratic institution, where the citizens should shape, practice and improve their analytical, creative, participatory decision

making, leadership, and active citizenship skills and abilities. Additionally, in this uncertain world, Civic Education is the channel through which the citizens of anew generation develop the peace culture, where the national values are protected (Gyulbudaghyan, Petrosyan, Tovmasyan & Zohrabyan, 2007:7).

The necessity of re-introducing civic education in the Nigerian primary and secondary schools has become very obvious because of dwindling national consciousness, social harmony and patriotic zeal. Since the 1980s, it became evident that the lack of civic education and patriotic orientation had led to disorientation in schools and the larger society. The consequences were being felt at all strata of our society. The prevalence of trend of corruption, indiscipline, disrespect for both elders and the rule of law, indifference to duty are some of the manifestations of negative trends in the Nigerian society are clear examples. Events of the recent past have indicated that Nigeria is facing the threat of loosing its much cherished sense of nationhood, cultural identity and indeed, hospitable spirit (Adeniran, 2010 cited in Jekayinfa, Mofoluwawo & Oladiran, 2014). There is therefore need for urgent value re-orientation because of their far reaching impact on national development. To do these, the school has a great role to play. That was probably, why the Political Bureau set up by the Babangida administration recommended, in March 1987, the establishment of a Directorate for Social Mobilization (Mass Mobilization for Self Reliance, Social justice, and Economic Recovery - MAMSER) which eventually transformed into the National Orientation Agency (NOA).

The 2009 botched bombing of a US airliner by a young Nigerian is a challenge to the nation particularly in this regard. The incidence has among other issues thrown up the question of our national value system. Who could think that a Nigerian would want

to embark on suicide mission? The introduction of Civic Education as a compulsory subject according to Sam Egwu, the former Minister of Education is part of President Umaru Yar'Adua's 7-point reform agenda geared towards the enhancement of the human capital development. The introduction of the subject is designed to refocus, re-invigorate and reposition our great country to further realize her full potentials as envisioned by our founding fathers. Specifically, civic education seeks to expose our pupils and students to the tenets and rudiments of citizenship education. It is envisioned that the teaching of the subject in our schools will lay a strong foundation for effective citizenship education and public participation in governance and other ethical issues that affect our lives (Jekayinfa, Mofoluwawo & Oladiran, 2014).

As a subject, Civic Education helps people to deal with the world around them in a more capable and confident way. It covers a wide range of issues, topics and legislation that impact on people's lives and daily living at all time and these are areas that are covered under Civic Education. The subject teaches young people how to get the best out of their world. It teaches them to stand up for their rights and opinions and how to help other people to do so. It teaches tolerance of opposing viewpoints and that there is no such thing as "the right answer". It teaches them to recognise their responsibilities to the government, other individuals and the environment. It covers areas of life like voting, taxes, the justice system, prisons, other peoples and their cultures, international relations and so on (Azebamwan, 2010).

The main justification for teaching Civic Education according to Azebamwan (2010) derives from the very nature of our nascent and fledging democracy. Democracies need active, informed and responsible citizens. Citizens who are willing and able to take responsibility for themselves and their communities and contribute to

the political process. These capabilities may not develop unaided or without active stimulation. They have to be learned. While a certain amount of citizenship may be picked up through ordinary experience in the home or at work, it can never in itself be sufficient to equip citizens for the sort of active role required of them in today's complex and diverse society. If citizens are to become genuinely involved in public life and affairs, a more explicit approach to Civic Education is required - this approach, according to Azebamwan (2010), should be:

Inclusive: an entitlement for all young people regardless of their ability or background

Pervasive: not limited to schools, but an integral part of all education for young people

Lifelong: continuing throughout life.

Civic Education also brings benefits for schools, other educational organisations and for society at large. For schools and other educational organisations, it helps to produce motivated and responsible learners, who relate positively to each other, to staff and to the surrounding community. For society, it helps to create an active and responsible citizenry, willing to participate in the life of the nation and the wider world and play its part in the democratic process. Civic education has the good aims and purposes. It is the education which aims to help people learn how to become active, informed and responsible citizens. More specifically, it aims to prepare them for life as citizens of a democracy. Different characteristics are required by citizens in different types of political systems. The characteristics required of people living as free and equal citizens in a democratic society differ significantly from those of people living under a totalitarian or communist regime. In a democratic setting, citizens should be aware of their rights and responsibilities as citizens; informed about the social and political world; concerned about the welfare of others; articulate in their opinions and arguments;

capable of having an influence on the world; active in their communities; and responsible in how they act as citizens.

Azebamwan (2010) opined that the curriculum content of civic education could cover but should not be limited to: The concept of Nationhood; Democracy; The process of government; Types of government; Different arms of government and the balance of power; Unity in diversity; Dealing with conflict; The legal system; Security; Political Parties and the elective process; The role of the Legislature; Devolution of Powers; Pressure Groups and Sectional Interests; Child Labour; The Media and Public Opinion; Human Rights; Local Government; Crime and Society; Young People and the Law; Freedom of Speech; and The comity of nation states and the place and role of Nigeria in it. Civic Education focuses on topical everyday issues that concern young people as citizens - that is, as members of society with legal rights and responsibilities, for example, education, health, public transport, policing and law enforcement, immigration, international relations and the environment.

According to Rielbergen-McCracken (n.d), the overall goal of civic education is to promote civic engagement and support democratic and participatory governance. The idea behind civic education is to promote the demand for good governance (that is, an informed and engaged public), as a necessary complement efforts to improve the practice of good governance. Civic education has been used to address a wide variety of political and governance issues (for example, corruption, civic apathy or post-conflict reconciliation) as well as important social issues (for example, domestic violence, drug abuse, and HIV/AIDS). Civic education is concerned with three different elements: civic knowledge, civic skills and civic disposition. Civic knowledge refers to citizens' understanding of the workings of the political system and of their own political and

civic rights and responsibilities (for example, the rights to freedom of expression and to vote and run for public office, and the responsibilities to respect the rule of law and the rights and interests of others). Civic skills refer to citizens' ability to analyze, evaluate, take and defend positions on public issues, and to use their knowledge to participate in civic and political processes (for example, to monitor government performance, or mobilize other citizens around particular issues).

Civic dispositions are defined as the citizen traits necessary for a democracy (for example, tolerance, public spiritedness, civility, critical mindedness and willingness to listen, negotiate, and compromise). Civic Education issues according to Azebanwan (2010) are real because they actually affect people's lives. They are topical, current today and relevant. The issues are also sensitive because they can affect people at a personal level, especially when family or friends are involved. Civic issues are controversial since people disagree and hold strong opinions about them. The issues are moral, because they relate to what people think is right or wrong, good or bad, important or unimportant.

2.5 Components of Learning Environment

Learning environment/facilities according to Auta (2012) are categorized into three (3) different components which bear direct influence on the teaching – learning process and are therefore considered of prime priority among other school facilities. These components are Infrastructural facilities, Instructional facilities, and School physical environment.

2.5.1 Infrastructural Facilities

Infrastructural facilities include buildings such as administrative block, (which comprises the principals' office, vice principal and staff rooms, classroom) laboratory,

stores, sick-bay, records office, school shop, library, music room, cafeteria, Introductory technology laboratory, security post, staff quarters' and school farm as well as storage house, electricity, water supply, sport field.

a. Building Facilities in Secondary Schools

School buildings are made for different purposes to enhance teaching and learning. The building may be categorized as follows.

1. Buildings for theoretical teaching

These include classrooms, lecture theatres and auditoriums among others.

(a) Classroom: This is a place where students come together for formal learning. Abosede (2001) observed that classrooms should be specious with proper arrangement of furniture to allow staff and students easy movement. They should be airy and well-ventilated. They should be attractive, workable and flexible to allow for variety of activities. They should be arranged in a single row with windows on the opposite side of each room opening into sunlight and fresh air. There should be veranda on one side giving access and shade to the entrance doors. No class should open directly into another. The length of a classroom should be about 9.144 meters and breadth of 7.62 meters for about 36-40 students and a height of 3.66 meters. The length of doors should be about 2.14 metres and a breadth of 1.53 meters, with a width of about 1.22 meters. The window of a classroom should face the east or northwest and that if a classroom is facing the north direction there should be a veranda to guide against intensive heat of the sun.

(b) Lecture theatre: This is a multipurpose built space, complete with audio visual equipment, with seatings for students and an impressive projection screen. The lecture theatre is ideal for lectures, seminars and dramatization.

2. Buildings for practical teaching

This is the type of building where the practical aspect of teaching and learning takes place, example of which is the laboratories, workshops and so on.

(a) Laboratory: Aiyepeku in Ibrahim (2013), reported that laboratories should be part or of a separate block for sciences. They should be located in such a way that gasses flow from them into the air outside and not into other laboratories around them. Laboratories should be separated from each other with full walls, not glassed partition as may be done for classrooms. If the science block is in a story building, then the laboratory should be at the ground floor for ease of escape in case of danger and for ease of installations of heavy equipment. The size of a laboratory should be determined by the number of students likely to use it at a given time and the space to be occupied by the furniture and equipment. Each student should be allowed 7.8 – 9.4m2. For a class of 35 an adequate laboratory should be about 14.4m – 15.6m long and 7.2m – 7.8m wide.

There should be provision of the following special rooms attached to the laboratories:

i. Preparation rooms
ii. Stores
iii. Staffroom
iv. Inflammable store room for dangerous inflammable chemicals kept outside the main building. The store room should be of brick constructed with iron lockable doors, protected lighting and concrete shield but no windows.
v. A balance room with air conditioning. There should be cupboards, first aid boxes, shelves, work benches and desks with drawers at one end.

(b) Workshop: Edem in Ibrahim (2013), suggested that workshop should located a bit far from academic area to prevent noise distraction. There should be heavy concreting of walls and flooring. They should have iron roofs and be well ventilated. There should be heavy electrical wiring and spacious for installations of machines and tools. There should be separation of wet and dry activity workshop. There should be special room for bulky equipments.

3. Buildings for conveniences

These are buildings designed for the convenience nature of the learner as well as the school staff. These buildings includes: Toilets, Urinary, Kitchen, and Dining halls.

(a) Toilets: Teresi (2002) viewed toilet as plumbing fixture and disposal system primarily intended for the disposal of the bodily wastes and urine. Additionally, vomit and menstrual waste are sometimes disposed off in toilets in Western societies. The word toilet describes the fixture and, especially in British English, the room containing the fixture. A room with only a toilet and a sink is sometimes called a half-bathroom, a half bath, and a powder room. In a local school environment where there is no constant supply of water, a pit latrine would be an alternative to avoid unnecessary environmental odour. This is constructed to reduce the environmental hazard and also to improve the health condition of the students as a healthy environment produces a sound mind. The height of the toilet should at least be 3.66 meters, and the length 8 by 6 ft while the width should be 6 by 6 ft and should have constant cleanliness and prompt supply of water to ensure hygiene.

(b) Provision of Kitchen: This is a room where food preparation/cooking takes place. In the school system, the building is a large one constituting a dining hall where students

are served their meals most especially in the boarding house, in most cases the building has an attachment of stores where food items are kept.

4. Provision for buildings for sleeping or living

These are the buildings constructed in the school for the staff and students to observe their rest. These include administrative block, hostels, dormitories and staff quarters.

(a) Administrative block: Mohenjo in Ibrahim (2013) describe administrative block as type of school buildings that aims to make the life of heads of schools, administrative staff and teachers easier, saving time while increasing accuracy, efficiency and professional outcome. Administrative block puts school administration in its place – quietly supporting the life of the school while educators can focus on developing the minds of the learners.

(b) Dormitory: Often called Hostel or shortened to dorm, this is a residence hall consisting of sleeping quarters or entire buildings primarily providing sleeping and residential quarters for large numbers of people mainly students, often boarding school, having beds and attached toilets to the buildings for students' conveniences.

(c) Staff quarters: This is a school residential building mainly for teachers to live within the premises of the school. The living accommodation is of different categories depending on the rank and qualification of the teaching staff, it could be duplex of 2, 3 or even 4 bedrooms depending on plan.

5. Provision of buildings for recreation

This is a school building constructed in the school premises as a recreation environment for both teachers and students for conveniences such as the school common room. Common room is a large room decorated and arranged with furniture

for comfort and relaxation. Where possible television and satellite services are connected to help in socializing students and staff and keeping them abreast with national and international happenings.

6. Buildings for offices

This is a school building constructed for teachers, administrators and supporting staff for safe preparation of their job for example, staffroom, principal's office, vice principals' office, clerks' office and guidance and counsellors office.

7. Buildings for store

These are the types of buildings constructed in the school for safe keeping of school properties; the building is expected to be given all protection to avoid damage and theft.

8. Buildings for study

This is a building constructed for the purpose of studies and research by staff and students such as library. Oyedeji (2008) stresses that a library should be desirable to accommodate at least 20% of the students' population at a time. It should have a space of 2.3mg per student. There should be 80% open access books at 2.3 m2 per person. Selection section should be 7.4 m2 per person, clerical staff 3 .72 m2 per person and library information office 13.94 m2.

b. Sporting Facilities in Secondary Schools

Mathner (2010) views sporting facilities as those facilities used in exercise like hockey soccer, badminton, tennis, baseball, handball table tennis which have inherent value for human health. David (2010), reported that there is strong correlation between regular sporting activities and solid score on Maths and reading exams among

secondary school students. Moreover, another biological study demonstrated that sport was not only capable of providing increase blood volumes to the brain but also of delivering elevated levels of neurotransmitters to facilitate faster responses among neurons (Thase & Micheal, 2010).

Oloyede (2005) stated that a dynamic and positive approach towards sports is becoming increasingly importants in healthful living among students. He further explains that Nigerian students are not properly oriented in variety of sports and important influences of sporting activities as vital instrument of maintaining organic fitness. Sport is fundamental to healthful and happy life that forms the ground for moral integrity, mental soundness, emotional stability, and reduction of tension and fatigue. He adds that one cannot underestimate how important sporting activities are in improving the function and performance of the brain. Exercise stimulates human gray matter to produce miracle-gro for the brain. The 'miracle-gro' is a brain chemical called brain-derived neurotropic factor, or BDNF. When playing sport the working muscles send chemicals into the bloodstreams, including a protein known as IGF-I. Once in the brain, IGFI orders the production of more BDNF. The additional BDNF helps new neurons and their connections grow. In addition, levels of other neurotransmitters are increased after a strenuous exercise session thereby making the brain ready for assimilation.

The impact sport has on education as been debated. Over the years some say the impact is positive, while others say it is negative. Early analysis of the effect of participating in sports on student's education produced inconsistent evidence (Broh, 2002). There was inconsistent evidence, but most researches tend to lean on the idea that participating in sport improve health fitness. The result of one particular study

indicated that "with, the exception of a few sub-groups and outcomes participation in sports is generally unrelated to educational achievement". Additional information from thus study has found that playing sport in secondary schools has significant effect on grades or standardized test score in the general students' population (Broh, 2002).

c. Recreational Facilities in Secondary Schools

Recreational facilities typically comprises gymnasia, swimming pools, exercise equipments, handball courts, squash courts and climbing walls, as well as other facilities that offer a multitude of opportunities for students to engage in a wide range of physical activities. In addition, recreational facilities often include amenities such as locker rooms, saunas, steam rooms, food concessions, conges and study areas. There is little doubt that recreational facilities are not popular among secondary schools students in Kogi State as the like of it is not seen in must of the secondary schools in Kogi State. Anecdotal and published usage data attested that attractiveness with consistent reports of usage rates of recreational centre in Europe is greater than 70% and ranging to as high as 95% (Bryant, Banta & Bradly, 2005). At least four aspects of recreational facilities offerings likely contribute to these high rates of usage in Europe, that is, physical fitness, skill development, competition, and social interaction.

Recreational facilities in the schools relates to students' learning, development, and academic success (Artinger, Clapham, Meigs, Sampson & Forrester, 2006; Beleh, Gebel & Mass, 2001; Bryant, Banta & Bradley, 2005; Haines, 2001; Hall, 2006: Lindsey & Sessoms, 2006). Several of these studies specifically examined the recreational facilities usage and quantifiable measures of students' success, including persistence and grade point average. From the surveys of 2,586 students at six colleges, Bryant, Banta and Bradly (2005) found 30% of the respondents reporting recreational

facilities to be an important factor in both college selection and persistence. The authors concluded that recreational facilities, facilitates social integration by crating wide range of opportunities for members of the school communities to interact. Beleh *et al.*, (2001) compares recreational facilities usage of three cohorts of first year students (11, 076 total) against institutional records to compare academic success and persistence of recreational facility users versus non-users. They reported higher academic success among recreational facility users and high rate of persistence among recreational facility users, except for Asia American students. They attributed the results to the social nature of recreational facilities and the different perception of the user.

Although these studies were conducted in Europe, and focused on the users, of recreational facility, the used approached different from the parameters for measuring this study couple with geographical difference. Hence the outcome of this study will vindicate the extent to which learning environment (recreational facilities) can influence students' academic performance in civic education in Kogi State.

2.5.2 Instructional facilities

Instructional facilities according to Auta (2012) are teaching materials and equipment, that comprises labouratory equipments, introductory technological equipment, wall clock, puzzles, television, radio, VCD plates and players, piano, flute, chalkboard, cardboards, duster, apparatus for science practical, models, picture charts, and so on. Instructional materials or instructional facilities are easily identifies with direct teaching functions. They serve essentially as centres for learning and teaching in the school set up. Instructional material is a systematic way of designing, carrying out and evaluating the total process of learning and teaching in terms of specific objective to bring about more effective learnings. Good learning situations are those that make it

possible for pupils to use materials through which they can learn more effectively. Instructional materials in terms of textbook, teaching aids and equipment are essential to effective teaching-learning.

The lists of instructional materials that teachers can use are inexhaustible. The teacher's level of resourcefulness, creativity and imagination is, in fact, the limit. Instructional materials will, therefore include all forms of information carriers that can be used to promote and encourage effective teaching-learning activities. These are textbooks, supplementary books, work books, reference books, charts, magazines, maps, journals, periodicals, pamphlets, newspapers, posters, programmed texts and non-print materials like film, filmstrips models, mock-up, slides, pictures, audio and video tapes, records, transparencies, globes, board and a host of others. There are also the range of instructional materials such as science apparatuses and chemicals (NERDC, 2010 in Ibrahim, 2013).

However, on the issues of the facilities, it has only being partially provided in some schools, but nothing has been done as stated in the policy in the area of implementation in secondary schools in Kogi State. Apart from these civil facilities which are useful in the teaching process, other categories can be identified. There are other equipments and materials which are essential in the school for physical infrastructure facilities to be put into educational use. Faculties such as furnitures, laboratory, equipment and materials have direct significance in the teaching-learning process (Enaohwo & Eferakeya, 2008 in Ibrahim, 2013).

2.5.3 School physical environment

The constituents of school physical environment include building and scrape parking lot, play ground, sport field, agricultural farm, fire extinguisher, school bus, car

park and sand bath. Also, school facilities include mechanical material like technological machines, generator, photocopier machines, computer machines, plumbing materials like water taps, bore hole, electrical telecommunication like speakers, radios, network system, security and fire suppression systems.

Facilities for academic and non-academic activities needs to be properly put in place to provide an optimal and sanitary environment which save and conducive for physical, mental and emotional health of the students in order to achieve maximum benefits from educational programmes. Jones (2003) viewed facilities as that which operate sewage system or sewage treatment, receptacle or bin system that collect, treat and dispose the waste in the school environment. The facilities are installed or made available to ensure clean school environment free from diseases that could likely affect students' performance. He further classified the disposal system into liquid and solid waste generated through use of a urinal, water closet, garbage disposal, or a similar sanitary fixture used in a residential, commercial and institutional which he called 'Blade water'. He concludes that sanitation interventions help students to focus on their studies as many of them will also not absent themselves from school because they kept diseases at bay (Osnat, 2000). Aremu (2012) also observed that sanitation status of the said schools is varied considerably in quantity, quality and usage of sanitation facilities within the school compounds.

More so, toilets are another waste disposal system which, according to Teresi (2002), are viewed it as plumbing fixture and disposal system primarily intended for the disposal of the bodily waste and urine (Joshua, 2004; Vernon, 2003). Human excreta which forms an important cause of environmental pollution need to be properly disposed through modern methods that are socially and culturally acceptable to the

people (UNICEF, 2009; Dworsky, 2007). Apart from its availability, the facilities should proportionately meet the demand of both student and members of staff in each school. Provision of toilet facility is considered a privilege rather than a necessity by school authorities; which may affect school programme failing their roles to address health issue of the students but rather concentrating on the academic pursuit of this students. Inadequate or lack of toilet facilities has its health implications, some of these may be bacterial, viral and parasitic in origin, such as typhoid and paratyphoid fever, dysentery, diarrhea, cholera, hook worm, ascariasis, viral hepatitis, schistosomiasis, guinea worm diseases, genitor-urinary tract infections and a host of others intestinal and parasitic infections and even eye infections like trychoma (caused by Chlamydia trachomatis which is caused by flies that breeds in dirty environments) which may lead to blindness, which can occur due to environmental pollution as a result of indiscriminate disposal of human excreta and inadequate sanitation. The burden of disease due to poor toilet facilities may incur huge financial losses to the individual, parents and the nation as a whole in terms of cost of ill health investigation and treatment.

Moronkola and Okanlawan (2003) observed sewage as waste emanating from domestic, industrial, commercial and institutional effluent. It could also be mixture of waste from the human body and used water that is carried away by sewers consisting of faeces and urine which are important sources of pathogens responsible for food and water borne diseases. The aesthetic value of schools is usually rated low when fragrant disposal of excreta attract flies support maggot development and create nuisance due to unwholesome odour and unnecessary display of waste which could expose the students to the risk of housefly, cockroaches and rats and be infected with other deadly diseases

that could carry the students away from school and consequently affect their schooling. Mackean and Jones (2003) opines that, refuse and garbage are names given to solid waste that accumulates as a result of domestic and institutional disposal activities. It includes paper cantons and cans and many unused food materials that can harbor microorganism and feed creatures such as flies, cockroaches, rates etc. which act as disease vectors that could be infected with pathogens which could be spread to healthy students thereby weakening their mental and body alertness.

2.6 Importance of Learning Environment to Teaching and Learning

The importance of learning environment according to Saiyidain in Sidhu (2009) was quoted thus:

> "A school or a college is a vital and life-giving environment to the extent that it brings into the life of its students' an abiding love and appreciation for all that I best and most significant in national and human life" (p.43).

School learning environment is so important in the life of any educational institutions because the children cannot get desired benefit from the school, if they are not housed properly, if they have no playgrounds, if they are taught in an unhealthy surroundings or if the entire equipment provided them are uncomfortable (Sidhu, 2009). Taking into considerations that, schools cannot just be set up everywhere and anywhere. This is because it is not all environments that educate, and the character of school buildings and grounds remain an important elements in the child's education.

Kochler in Auta (2012) asserts that, as school heads and their academic staff plan and think together about the present and future needs of school facilities as vital factor that can contribute to the enrolment of students in the school. He further observes that through adequate planning of school facilities, they can determine the type of instructional materials teachers' would need for effective instructions and whether the

available classroom are adequate for the anticipated number of students'. Momoh in Auta (2012) is of the view that facilities can limit educational programmes, but when properly planned, it can only enhance the day-to-day learning process, at the sametime, pave the way for launching a new educational programmes in any school. Therefore, it promotes effective school climate and management. It enhances quality teaching and learning and boosts teachers' and pupils' morale. Adesina in Auta (2012) reports that, planning of school facilities helps the government and the individual school to avoid wasteful imbalance that arises out of projection based on unreliable data.

The school building presents a different experience to each of the individual members involved. To educational administrators, it is a building of certain size for a defined set of students and having detailed schedule of furnishings. To students it is a place where a large part of their lives are spent and other children and teachers are encouraged. To teachers, the school building is primarily a selection of rooms, perhaps inadequately equipped and serviced. To parents, it may be dominantly the assembly halls where their children are performing on a platform along with other children. To caretakers or cleaners it is often a place of problem about how to keep things clean. In whichever perspective the school is looked at, its facilities must be harmonized to promote the development of desired outcomes. A physically attractive, comfortable and usage school building will not only facilitate teaching and learning process in the school but also meet the needs of teachers and students for acceptance friendship, recognition and achievement.

Robinson (2003) opines that the existences of school facilities in the school are as important as the existence of teachers in that school. Learning goals can change because of the availability or otherwise of certain facilities in a school. Adesina (2000)

lists the availability of municipal, such as light, sewage and freedom from health hazards, noise vibrations and distractions as one of the demanding high priority consideration of school plant planning. He is of the opinion that the above do not only facilitate teaching and learning process, but also contribute to the well being of the occupants of a school. In the same vein, Candil in Ibrahim (2013), maintained that the facilities planning starts and ends with the students, and that the building are to be designed to satisfy the students' physical and emotional needs. In order to meet the physical needs of the students, a sage structure, adequate sanitary facilities, a balanced visual environment, an appropriate thermal environment and sufficient shelter space for work and play should be provided. The students will learn more and work harder when these facilities are adequately provided, but in the absence of these essential facilities, the students and their staff will always be anxious of not feeling at ease to carry on with the teaching and learning process.

A study on the effect of heat and humidity on learning showed that student in classroom with controlled temperature did better than those in the uncontrolled ones, (Burcher in Ibrahim, 2013). Stuart and Curtis in Udoh and Grang (2000), in a similar study found that students in controlled classrooms were more comfortable and also superior in standardized achievement tests than students in non-climate controlled schools (Adeogun, 2007; Ikoya & Onoyase, 2008). Studies show the condition of school facilities has a strong effect on students. Chan in Ibrahim (2013) found that students who were thought in modernized buildings scored consistently higher across a range of standardized test. Adeboyeje (2000) reported that schools with well coordinated plant planning and maintenance practice recorded better student performance. Burkett and Bowers in Ibrahim (2013) reported that students in newer and adequate school facilities

schools out performed students in older and inadequate facilities. Conducive school teaching environment could enhance student school attendance, involvement in academic activities positively. Adesina (2000:65-66) in his contribution to the significance of school facilities and equipments opines that, "The quality of education that our children receive bears direct relevance to the availability or the lack of physical facilities and equipment, and overall atmosphere in which this learning takes place.

Scotoson in Ibrahim (2013), in his argument for facilities in schools, maintains that there are many practical implications of studies of space in schooling. One is contained in the idea of environmental competence. A person's ability to be aware of the surrounding environment and its impact on him, and his ability to change his settings to help him achieve his goals without appropriately destroying the setting or reducing his sense of effectiveness on the people around him is also an essential part of the learning process. In instructional approaches where the learning message is sit and listen, environmental competence is hampered by a number of factors, according to Scotoson in Ibrahim (2013):

a. Chaotic and congested arrangements of furniture;
b. Lack of free movement by the teacher and pupils;
c. Absence of facilities in direct association with learning spaces; and
d. In this type of situation also, many teachers accuse the pupils of being un-responsive when in fact both the school environment and the specific classroom environment do not encourage students' responses (Meighan, 2001).

Asiabaka and Mbakwem (2008), conducted a study on assessment of facility needs of government primary schools in Imo state. All the 27 local government council in the state participated in the study. Five (5) schools from each local government area

were selected and this gave a sample size of 125 schools. Findings reveals that there is dearth of instructional facilities in most of the school. Findings showed that only football field were the sporting facilities available in the school. It also found that most of the schools still had mud walls, without doors and windows. The study concluded that there were inadequate facilities in the primary in the state. Students enter school without varying abilities and teachers need facilities such as audio visual aid to help them cope with these situation individual differences effectively. These facilities can help in optimizing not only communicating and instructing, but also the bringing out clearly of their mistakes and values through instance feedback.

2.7 Impact of Learning Environment on Student's Academic Performance

As mentioned earlier, learning environment/facilities according to Auta (2012) are categorized into three (3) different components which bear direct influence on the teaching – learning process and are therefore considered of prime priority among other school facilities.

(i) **Buildings:** School building provide adequate accommodation for the various purposes. Its structure should be safe and stable for effective teaching and learning process. The rooms should be provided with proper ventilation and lighting arrangements. In order to meet various requirements, there should be the provision of the following rooms in the designated school building: (a) Administrative offices (b) Library and Reading room (c) Assembly hall (d) Science Labouratories (e) Vocational workshops (f) Audiovisual Rooms (g) Stores (h) Dispensary (i) Sports Room) (j) Classrooms and (k) Subject rooms for special subject among others. It is needles to add that there should be adequate and safe drinking water facilities in each of these school buildings alongside proper sanitary arrangements.

Availability of these facilities determine the physical standard of such schools to cope with the implementation of the curricula. It however, becomes a setback for any school that is not adequately capable to provide most of these facilities, as against achieving the three domains of learning at the expense of the other. Important to note in the selection of building (school) site are the surroundings, scope for future expansion, shape and purpose of the building type, and service conditions. "Buildings are to education as body is to the mind". A sound mind can only be there in a sound body. "This could be a better phrase to qualify the essence of any type of building in the school settings. School should be housed in beautiful buildings, which are not only stimulating centre of education for children but also vital centres of community life.

(ii) **Equipment**: The classrooms, labouratories, and subject rooms should be equipped with adequate furniture. It should be convenient for work and suitable for the correct postures of young students. The libraries should be well stocked with all types of relevant books, labouratories with well-equipped scientific apparatuses to meet the laid down specifications and the audio-visual aids filled the language lab. The equipment makes a great impact only when they stimulate and facilitate self-study on the part of the students.

(iii) **Machinery**: Such as workshop machines and tools, duplicating and other secretariat machines and so on.

(iv) **Furniture**: If the school plant is to function effectively suitable furniture and equipment has to be provided. It plays an extremely important part in the physical, moral and mental welfare of the scholars. Proper furniture and equipment are essentials for the successful working of a school. Improper seating arrangements lead to physical deformities and thus, endanger the health of the learners. The fact that furniture may

need to be shifted frequently in today's secondary classroom implies that it may be movable besides being flexible, adaptable and durable. It is true that sufficient furniture, good apparatus and useful appliances in the hands of a first class teacher can produce results which cannot be obtained under any other circumstances.

A conducive learning environment could extend the scope and power of instruction. It could also help to bridge the gap between the teacher and students in terms on understanding different concepts in the lesson, thereby making learning more immediate and more relevant. A well-planned environment is inviting and interesting and conveys a message. A conducive learning environment, according to Judy, (2004), ''gives children meaningful developmental learning experience''. The influence of community resources in promoting students' academic performance and teaching and learning in educational development is indisputable. The teaching of civic education in Nigerian secondary schools needs to be properly handled. It has been reported that the non – availability of materials in schools serve as barrier to effective teaching (Adeyemi, 2007), this leads to persistent poor performance of students in many subjects over the year.

2.8 Management of School Facilities for Teaching and Learning

It is believed that when a skillful teacher works in a well designed and highly functional school building with necessary instructional facilities, he is likely to achieve a level of instructional effectiveness than when those facilities are not provided (Castaldi cited by Lawanson & Gede, 2011). School facilities therefore became vital tools or resources in teaching – learning effectiveness and there is need for their proper management. Maintenance and accurate record keeping are two important aspects of effective management of school facilities. School facilities management refers to all the

efforts put in place by school administrators to ensure that all available facilities in the school system are available in required number and are properly maintained against destruction or dilapidation. School management is the process of planning to meet the needs of the school physical facilities, constructing the facilities, maintaining and keeping such facilities always in good condition so that they can be put into operation when required for teaching and learning.

The need to improve physical facilities became imperative since education is dynamic both in content and methods, educational facilities need to be constantly evaluated and modified, not only to remove absolute and dilapidated structure but also to ensure that such facilities continue to meet the modern and ever changing educational needs, changing technology and the dynamic socio-political and economic environment. According to Nwachukwu cited in Auta (2012), management is defined as "getting things done through others". It can be more scientifically defined as the coordination of all the resources of the organization through the process of planning organizing, directing and controlling in order to attain organizational objectives. To Robert (2005), management is the process of working with and through others to achieve organizational objective in a changing environment. Resser cited in Peretomode (2001) gives an insight into the question when he suggested that managers are the people who:

i. Set objectives for using available resources.
ii. Formulate plan for achieving the objectives.
iii. Identify the activities to be performed.
iv. Organize the activities into group.
v. Define the task to be performed in each group.
vi. Groups the task into jobs or programmes.

vii. Initiate work activities.

viii. Supply incentives to stimulate productivity.

ix. Sets up controls to measure achievement of objectives.

x. Take remedial action if objectives are not being met.

2.9 Empirical Studies

In a study conducted by Aremu (2012) on the assessment of sanitation facilities in primary schools within Ilorin, Nigeria. Four research objectives were postulated for the study and four research hypotheses were tested. Simple random sampling technique was used to reflect the three local governments that comprised Ilorin and school ownership; public/governments and private owned. The cross sectional survey was carried out between February and April, 2011. Data for the study was obtained primarily from semi structured questionnaires which consisted of two parts. The first part focused on basic school information such as location, ownership, population of staff and students. The study reveals that 5.5%-26.5% of the schools have sanitation facilities that are adequate in quantity, quality or usage; 22.5%-24% have facilities that are bearable but need improvement; 38.5% -57.5% have facilities that are in a very poor state and need urgent improvement; while 12.5% have no sanitation facility.

The similarity of the previous research to the present study is that, both research centres on learning facilities; also, the previous study was conducted using simple random sampling technique which the present research used; both the previous and present research are also related as the previous study was conducted in a public schools, while the present study was carried out in a public secondary schools. Hence, despite these similarities, the study also differs in the following ways; the previous study was on the assessment of sanitation facilities in primary schools within Ilorin,

while the present research is on the impact of learning environment on students' performance in civic education in junior secondary schools in Kogi State; previous study was carried out in primary school while the current research wil be conducted in junior secondary schools.

Another study was conducted by Asiyai (2012) titled: assessment of school facilities in public secondary schools in Delta state, Nigeria. The study was conducted with five research objectives, while five null hypotheses were postulated for the study. The study employed the expost-facto research design. The questionnaire was the instrument for data collection from 640 respondents selected through stratified sampling technique from all the 358 public secondary schools in the state. Descriptive statistics was used to analyse the bio-data and answered the research questions, while ANOVA was used to test all the null hypotheses at 0.05 alpha level of significance. Findings revealed that school facilities are generally in a state of disrepair. The finding further revealed that the maintenance carried out on school facilities were inadequate for majority of the facilities.

However, the studies reviewed are related to this study as it focuses attention on the impact of learning environment on students' performance in civic education in junior secondary schools in Kogi State. It is worth noting that this work is unique in its sample size, location of study and methodology adopted in conducting it. Also, Assessment of Provision of Facilities Questionnaire (APFQ) was used to assess the provision and the condition of the facilities as instrument for generating quantitative data, while the present study used questionnaire and students' end of term scores to solicit for data from the respondents, they are also related as both studies used expost-facto research design. The study also differs in the following areas; the previous study

was conducted in Delta State, while the present study was carried out in Kogi state; and data for the previous study was analysed using ANOVA, while the present study will be analysed using t-test.

Kagoda (2011), carried out a study on the Influence of the Schools Learning Environment on the Performance of Teacher Trainees on School Practice - A Case of the School of Education, Makerere University, Uganda. The purpose of this study was to identify the nature of the schools' learning environments prevailing in Ugandan secondary schools and how they influence the performance of teacher trainees. The objectives are to both identify the physical infrastructure and teaching materials in schools, and to examine the relationships between, teacher trainees, and the teachers, administrators, supervisors and students they encounter. A qualitative approach was used to collect data, namely interviews and focus group discussions. Data collected were analysed using chi-square. The results reveal; (1) The poor infrastructure and sanitary conditions in some schools both government and private. The teaching materials which include textbooks, science equipment, audio visual teaching aids and other essential teaching material are inadequate in a number of schools. (2) The teacher trainees are not effectively supervised. (3) The quality of students in some schools is extremely good while in others wanting. (4) The time allocated to the internship is among other factors contributing to the performance of Teacher trainees.

The uniqueness of this study to present research is that; they both centred on Schools Learning Environment; also the previous study used chi-square for data analysis, while the present study used t-test. The two studies also differs in the sense that the previous study was conducted in order to determine the Influence of the Schools Learning Environment on the Performance of Teacher Trainees on School Practice,

while the present research was carried out to determine the impact of learning environment on students' performance in civic education in junior secondary schools; the previous study by Kagoda (2011), was carried out in Makerere University, Uganda, while the present study was conducted in the junior secondary schools in Kogi state; data gathered in the previous study was a qualitative data, while the present study collected both qualitative and quantitative data.

Shernoff, Tonks and Brett (2012), carried out a study titled: the Impact of the Learning Environment on Student Engagement in High School Classrooms. The study investigated the influence of research-based dimensions of the learning environment on students' engagement while participating in that environment; also examined student engagement in high school classes as captured by the experience sampling method (ESM) and linked to instructional episodes and corresponding characteristics of the learning environment assessed from videoed classroom observations. A total of five teachers and 140 students in two schools (referred to as School A and School B) participated in the study. In terms of the student sample, 36% were in the ninth grade, 11% in 10th grade, 37% in 11th grade, and 16% in 12th grade; 60% were female; 86% were Caucasian, 6% Hispanic, 5% Asian, and 3% African American; and 13% received free or reduced lunch. Data collected from the focus group discussions were analysed using Spearn-man ranking analysis. And findings show that; students' engagement as well as perceptions of involvement, contributing ideas, positive affect, engagement, challenge, skill use, clear goals, feeling accepted, and effort were all influenced by environmental complexity, in which environmental challenge and support are simultaneously present; also, optimal learning environments appeared to be marked by

environmental complexity and frequently created through structured tasks in individual or small group work with teacher monitoring.

Hence, this study is similar to the present study as it was conducted to determine the Impact of the Learning Environment on Student Engagement which is the main focus of the present study. The study is also similar as it uses students as one of the variable for the study. Despite the similarity, the work of Shernoff, Tonks and Brett (2012), differs in the following ways; the study was carried out in the teachers college, Columbia, while the present study was conducted in the junior secondary schools in Kogi state; Data for the previous study was collected through focus group discussion, while data for the present study was collected through a structured questionnaire and students' end of term scores; analysis of the previous research was done using Spearman ranking analysis, while the present study employed the use of t-test.

Ibrahim (2013), conducted a study on the assessment of provision of facilities in Secondary School in Minna Metropolis, Niger State. The study was conducted with the objectives to; Find out the provision of feeding facilities in Secondary Schools in Minna Metropolis, Niger state; Determine the provision of water facilities in Secondary Schools in Minna Metropolis, Niger state; Examine the provision of waste disposal facilities in Secondary Schools in Minna Metropolis, Niger state; Ascertain the provision of building facilities in Secondary Schools in Minna Metropolis, Niger State; Determine the provision of sporting facilities in Secondary Schools in Minna Metropolis, Niger State; and Verify the provision of recreational facilities in Secondary Schools in Minna Metropolis, Niger State. Also, corresponding research questions and hypostheses were postulated to guide the conduct of the study. The study collected primary data through the use of questionnaire from the principals of the fifteen

secondary schools in Minna Metropolis, Niger State which formed the sample of this study, and adopts descriptive analysis, frequencies and percentages to assess the provision of facilities in secondary schools in Minna Metropolis, Niger State. The study revealed among others that: There was low provision of feeding facilities, Building facilities, Water facilities and Recreational facilities in secondary schools in Minna Metropolis, Niger State.

However, similarities existed between the previous research and the present one. The previous study centred on school facilities which is the main focus of this study. The study is also similar because, the previous study was a survey research which is the same with the current study, it uses questionnaire for data collection which this study used in addition to students' end of term scores. Dissimilarities existed between them in the following ways; the previous study was on the assessment of provision of facilities in Secondary School in Minna Metropolis, while the present study is on the impact of learning environment on the academic performance of students. Also, the previous study does not use any inferential statistics for data analysis while t-test was used in the present study for data analysis.

Auta (2012), conducted a study titled: Impact of School Facilities on Teaching and Learning in Nigerian Airforce Secondary Schools. The purpose of this study was to find out how electricity, pipe-borne water, classroom and laboratory have impact on teaching and learning in Nigerian Airforce Schools. Four research questions were asked and four null hypotheses formulated and tested using ANOVA at 0.05 level of significant. The research design adopted in the study was descriptive survey. Structured questionnaire was designed by the researcher and administered in Airforce Secondary Schools Kaduna, Jos and Portharcourt. The major findings of this study revealed that

hypotheses one and two retained while the third and fourth hypotheses were rejected. Based on the findings, it was recommended that Nigeria Airforce directorate should make effort to supply electricity at all times in schools, provide enough classrooms and other facilities in all the Nigerian Airforce Schools.

However, this study is similar in the sense that both studies were concerned with learning environment/facilities. Data for the previous study was collected using questionnaire while the present study used a structured questionnaire and students' end of term scores. The previous study differs in the following ways; the previous school was conducted in a military school in Kaduna, while the present study was carried out in the public junior secondary schools in Kogi state. Data collected in the previous study was analysed using ANOVA, while the present study used t-test for data analysis.

2.10 Summary

The literature reviewed so far indicates that learning environment/facilities that is, infrastructural facilities, physical facilities, and recreational facilities have mediating effect on the academic performance of students in civic education. The study finds out the extent to which the facilities reviewed in the literatures regarding facility construction, adequate system, processes and its influence on students' education in junior secondary schools in Kogi State, Nigeria.

However, the previous studies reviewed shows some similarities with the present study. Also, some gaps existed in the reviewed work which the present research fits into. The present study identified gaps in the area of methodology used in the previous study; population of the study; sample and sampling technique; instrumentation; and the statistical tool used for data analysis in the previous studies. As such, this study on the impact of learning environment on junior secondary school

students' performance in Civic Education in Kogi State, Nigeria was carried out to fill those identified gaps.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter presented the methodology and procedure used under the following sub-headings: research design, population of the study, sample and sampling techniques, instrumentation, validity of the instrument, pilot study, reliability of the instrument, procedure for data collection, and procedure for data analysis.

3.2 Research Design

The research design adopted for this study was ex-post facto research design. The choice of this particular design was based on the premise that data was collected from a representative sample upon which inferences and generalizations was made on the entire population. Research design is important as to determine the type of data required, how to collect and collate them, as well as how to analyze and measure them (Razak & Ajayi, 2000). Ex-post facto research is a method of teasing out possible antecedents of events that have happened and cannot therefore, be controlled, or manipulated by the investigator. Researchers can report only what has happened or what is happening, by trying to hold factors constant by careful attention to the sampling.

3.3 Population

The population of this study consisted of all the two hundred and fifty-two (252) junior secondary schools in Kogi State with a total of ten thousand, two hundred and ninety-five (10,295) students, comprising of male population of (5291) and female population of (5004). The schools are categorized into boarding, day, single sex and mixed schools. Some schools have more structures than the others, some are more

conducive, while some are very physically attractive. The population of the study is presented on table 1:

Table 1: Population of Students in JSII in the Public Junior Secondary Schools in Kogi State

		Total No of JSS II Civic Education Students in Kogi State		
S/N	**L.G.A**	**Male**	**Female**	**Total**
1.	ADAVI LGA	221	192	413
2.	AJAOKUTA LGA	94	75	169
3.	ANKPA LGA	379	241	620
4.	BASSA LGA	41	43	84
5.	DEKINAL LGA	1107	1054	2161
6.	IBAJI LGA	147	106	253
7.	IDAH LGA	331	479	810
8.	IGALAMEL/ODULU LGA	111	96	207
9.	IJUMU LGA	187	224	411
10.	KABBA/BUNU LGA	231	142	373
11.	KOGI LGA	26	22	48
12.	LOKOJA LGA	610	628	1238
13.	MOPAMURO LGA	85	87	172
14.	OFU LGA	330	356	686
15.	OGORI/MAGONGO LGA	29	40	69
16.	OKEHI LGA	112	122	234
17.	OKENE LGA	362	385	747
18.	OLAMABORO LGA	325	367	692
19.	OMALA LGA	109	89	198
20.	YAGBA EAST LGA	253	167	420
21.	YAGBA WEST LGA	114	113	227
	TOTAL	**5291**	**5004**	**10295**

Source: *Kogi State Teaching Service Commission, Lokoja – School Enrolment for 2014/2015 Academic Session and Number of Teachers.*

3.4 Sample and Sampling Technique

A sample size of three hundred and seventy-five (375) respondents was used for the study. This sample size was determined using Krejcie and Morgan (1970:608)

sampling size table. They observed that as the population increases, the sample size increases at diminishing rate. To them a population size of about 10000-15000, a sample size of 375 suffices. This sample consists of both male and female students from Ijumu, Okene and Lokoja local government areas of Kogi State. These three hundred and seventy-five (375) respondents were systematically selected using stratified sampling technique in order to ensure ample representation. The researcher decided to use this technique to obtain an unbiased sample. Hence, Table 2 shows the sample distribution for the study.

Table 2: Sample Distribution of Students

		Sampled JSS II Civic Education Students in Kogi State		
S/N	**L.G.A**	**Male**	**Female**	**Total**
1.	GOVT. SEC. SCHOOL, AYETORO	18	16	34
2.	COMM. HIGH SCHOOL, IYARA	20	17	37
3.	BAPTIST HIGH SCHOOL, EKINRINADE	20	18	38
4.	GOVT. DAY SEC. SCHOOL, ADANKOLO	18	12	30
5.	ARMY DAY SEC. SCH., LOKOJA	28	20	48
6.	MUSLIM COMM. SEC. LOKOJA	35	18	53
7.	GOVT. SEC. SCHOOL, OKENE	27	25	52
8.	LOCAL GOVT. SEC. SCHOOL, OKIANA	25	20	45
9.	GOVT. DAY SEC. SCHOOL, IRUVUCHEBA	20	18	38
	TOTAL	**211**	**164**	**375**

3.5 Instrumentation

To assess the impact of learning environment on junior secondary school students' performance in Civic Education in Kogi State, Nigeria, a researcher made instrument tagged Learning Environment and Students' Performance Questionnaire (LESPQ) and students End of term examination scores was used to collect data from

respondents. The LESPQ instrument was divided into two sections. The first section contains biographical data of the respondent such as gender, level of study, school location and school type among others. The second section contained items on the influence of learning environment, class size, infrastructural facilities and learning materials on students' performance in civic education in junior secondary schools in Kogi State. The respondents were directed to tick (√) under the modified likert scale of Strongly Agree, Agree, Disagree, and Strongly Disagree.

3.5.1 Validity of the Instrument

The Learning Environment and Students' Performance Questionnaire (LESPQ) was scrutinized by the researcher's supervisors and experts in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria and two Civic Education teachers from Kogi State junior secondary school. This was with a view of giving it both content and face validity.

3.5.2 Pilot Study

Following the validation of the instrument, pilot study was carried out in order to determine the reliability co-efficient of the instruments and to ascertain problem areas anticipated in the conduct of the main research. While conducting the pilot study, a total of twenty (20) students of Iyamoye Grammar School, Iyamoye were used. Therefore, the instrument was considered reliable because the reliability index of 0.85 obtained was closer to positive one. This is in line with the assertion of Mukherjee (2000) who stated that a research instrument can only be considered reliable when it falls between 0.5 and positive one (+1).

3.5.3 Reliability of the Instrument

In order to determine the reliability of the instrument (Learning Environment and Students' Performance Questionnaire - LESPQ), the instrument was administered twice within an interval of one week and data collected from pilot study was statistically analyzed for the purpose of determining the reliability coefficient. The reliability co-efficient was determined using PPMCC reliability technique and the reliability index of 0.85 was obtained. This shows that the instrument is reliable because the lesser the instrument to positive one (+1) the lesser the instrument becomes and the closer the instrument to positive (+1) the more reliable it becomes.

3.6 Procedure for Data Collection

Letter of introduction was collected from the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria to the sampled schools in order to enable the researcher obtain permission from the school authorities. The researcher employed three research assistants and organised a three day training programme for them. They were given specific instructions regarding the conduct of the research. After the training session, a total of three hundred and seventy-five (375) questionnaires were administered on the respondents. The researcher and the research assistants administered the questionnaire on the students in their respective schools. The researcher collected the responses of the students immediately so as to avoid loss of the questionnaires by the students and thereafter, the questionnaires were taken for analysis.

3.7 Procedure for Data Analysis

Data collected were analysed using both descriptive and inferential statistics. The bio-data and research questions collected was presented in a tabular form and

responses were calculated in percentages while the research questions were answered with the use of means and standard deviation. For the four null hypotheses, independent sample t-test was used to test each of them at p = 0.05 (5%) level of significance. This tool was used to compare the mean of students' responses on the impact of learning environment on students' performance.

CHAPTER FOUR
RESULTS AND DISCUSSION

4.1 Introduction

The data collected for the study were analysed, presented, and discussed under two main sections. The first section discussed issues raised concerning the research questions using mean, standard deviation and standard error mean, while the second section analysed the hypotheses tested using independent sample t-test. Also, considering the relevance of some demographic information of the respondents to this study, the researcher analysed and presented them in frequencies and percentages in a tabular form. A summary of the findings was later on presented in this chapter for easy understanding and towards drawing a valid conclusion. The chapter ended with a discussion of each research questions and hypothesis.

4.2 Description of Study Variables

The following tables shows the frequencies and percentages of the study variable which include gender (that is, male and female) and school location (that is, rural and urban).

Table 3: Frequency and percentages of respondents based on Gender

Gender	Frequency	Percentage
Male	211	56.3
Female	164	43.7
Total	375	100

As indicated by table 3, a total of 211 (56.3%) of the respondents are male while 164 (43.7%) are female. This means that the population is fairly distributed.

Table 4: Frequency and percentages of respondents based on school location

School Location	Frequency	Percentage
Urban	224	59.7
Rural	151	40.3
Total	375	100

Table 4 present the result of the analysis made on school location. Finding revealed that a total of 224 (59.7%) of the students used in the study are from urban school while a total of 151 (40.3%) are from rural schools.

4.3 Response to Research Questions

Research Question One: What impact does learning environment have on students' performance in civic education in urban and rural junior secondary schools in Kogi State?

In order to provide answer to this question, students' end of term examination scores and a structured questionnaire was used to obtain data for the study. The summary of analysis made in respect to research question one was presented on table 5.

Table 5: Mean score of respondents on the impact of learning environment on students' performance in civic education in urban and rural junior secondary schools in Kogi State

Variable	N	Mean	SD	Std. Error Mean
Students in Urban Schools	224	41.64	9.82	3.173
Students in Rural Schools	151	19.70	5.53	1.804

Based on the result on Table 5, it was evident that learning environment have impact on students' performance in civic education in urban and rural junior secondary schools in Kogi State as the response mean of students on the impact of learning environment was closer to the mean of students' end of term examination scores, meaning that the two

mean did not differ much. Therefore, the table shows the mean of 41.64 and standard deviation of 9.82 with the standard error mean of 3.173 for students in urban junior secondary schools, while students in rural junior secondary schools recorded the mean of 19.70, standard deviation of 5.53 and the standard error mean of 1.804. The implication of this result is that, a good school location with accessible road, good playing field, neat toilet and large classroom with lightening and library stocked with up-to-date textbooks have positive impact on students' performance.

Research Question Two: What is the impact of class size on the performance of students in civic education in junior secondary schools in Kogi State?

In order to provide answer to this question, students' end of term examination scores in addition to questionnaire was used to obtain data for the study. The summary of analysis made in respect to research question two was presented on table 6.

Table 6: Mean score of respondents on the impact of class size on the performance of students in civic education in junior secondary schools in Kogi State

Variable	N	Mean	SD	Std. Error Mean
Students' Opinion.	375	67.21	19.4	1.746
Students' end of term examination scores.	375	57.74	14.6	0.997

Table 6 revealed that class size have impact on students' performance in civic education in junior secondary schools in Kogi State as the mean response of students on the impact of class size was higher than the mean of students' end of term examination scores. Also, the table shows the mean of 67.21 and standard deviation of 19.4 with the standard error mean of 1.746 for students opinions on the impact of class size while students' end of term examination scores recorded the mean of 57.74 with standard

deviation of 14.6 and the standard error mean of 0.997. As a result of this, it can be inferred that whenever students are exposed to unhealthy atmosphere as a result of overcrowded classroom their performance can be negatively affected.

Research Question Three: What is the impact of learning materials on students' performance in civic education in junior secondary schools in Kogi State?

The students' end of term examination scores and a structured questionnaire was used to obtain data for the study. The summary of analysis made in respect to research question four was presented on table 7.

Table 7: Mean score of respondents on the impact of learning materials on students' performance in civic education in junior secondary schools in Kogi State

Variable	N	Mean	SD	Std. Error Mean
Students' Opinion.	375	130.5	28.08	4.274
Students' end of term examination scores.	375	96.82	18.83	3.211

Table 7 revealed that learning materials have impact on students' performance in civic education in rural junior secondary schools in Kogi State as the mean response of students on the impact of learning materials was higher than the mean of students' end of term examination scores. The table also presents the mean of 130.5 and standard deviation of 28.08 with the standard error mean of 4.274 for students opinions on the impact of learning materials while students' end of term examination scores recorded the mean of 96.82 with standard deviation of 18.82 and the standard error mean of 3.211. The implication of this result is that teaching and learning does not take place in a vacuum, therefore, learning materials give meaning to the planned curricula and extra-curricula activities.

Research Question Four: To what extent does learning environment have impact on the performance of male and female students in civic education in junior secondary schools in Kogi State?

To answer this research question, the students' end of term examination scores was analysed. The summary of analysis made in respect to research question five was presented on table 8.

Table 8: Mean score of respondents on the impact of learning environment on the performance of male and female students in civic education in junior secondary schools in Kogi State

Variable	N	Mean	SD	Std. Error Mean
Male students' performance	211	58.6	11.20	2.274
Female students' performance	164	58.3	10.68	3.211

The result on table 8 revealed the mean of 58.6 and standard deviation of 11.20 with the standard error mean of 2.274 for male students' performance in end of term examination scores. On the other hand, the female students had the mean of 58.3 with standard deviation of 10.68 and the standard error mean of 3.211 in their end of term examination scores. This result implies that learning environment does not have impact on the performance of male and female students in civic education in junior secondary schools in Kogi State because cleanliness, orderliness, and safety of the learning environment only aid effective learning thereby have impact on students' performance.

4.4 Hypotheses Testing

The result of the null hypotheses tested for the study was presented in this section. Altogether, there are four (4) null-hypotheses tested using Independent sample t-test. The summary of each of the hypotheses tested were presented in the following order.

Hypothesis One: There is no significant difference in the impact of learning environment on students' performance in civic education in urban and rural junior secondary schools in Kogi State.

The students' end of term examination scores and a structured questionnaire was used to obtain data for the study while t-test was used in testing the hypothesis. The Summary of data collected and analyzed in respect to null hypothesis one is presented in Table 9.

Table 9: Independent sample t-test on the impact of learning environment on students' performance in civic education in urban and rural junior secondary schools in Kogi State.

Variable	N	Mean	SD	Df	α	t-cal	t-crit	Sig.	Decision
Students in Urban Schools	224	41.64	9.82	373	0.05	2.82	1.96	.000	Rejected
Students in Rural Schools	151	19.70	5.53						

Source: *Field Study Data 2015/2016 Academic Session.*

As indicated in Table 9, it was evident that learning environment have impact on students' performance in civic education in urban and rural junior secondary schools in Kogi State. Hence, the table shows the mean of 41.64 and standard deviation of 9.82 for students in urban junior secondary schools while students in rural junior secondary schools recorded the mean of 19.70 with standard deviation of 5.53. The t-cal is 2.82 and t-crit is 1.96, while the p-value is 0.000 ($P<0.005$). The null-hypothesis is thus

rejected because there was a significant difference in the impact of learning environment on students' performance in civic education in urban and rural junior secondary schools in Kogi State. The implication of this result is that, a good school location with accessible road, good field of play, neat toilet and large classroom with lightening and library stocked with up-to-date textbooks have positive impact on students' performance.

Hypothesis Two: There is no significant difference in the impact of class size on the performance of students in civic education in junior secondary schools in Kogi State.

The students' end of term examination scores and a structured questionnaire was used to obtain data for the study while t-test was used in testing the hypothesis. The Summary of data collected and analyzed in respect to null hypothesis two is presented in Table 10.

Table 10: Independent sample t-test on the impact of class size on the performance of students in civic education in junior secondary schools in Kogi State.

Variable	N	Mean	SD	Df	α	t-cal	t-crit	Sig.	Decision
Students' opinion	375	67.21	19.4	373	0.05	12.66	1.96	.004	Rejected
Students' ETES	375	57.74	14.6						

Note: *ETES means end of term examination scores*

Table 10 revealed that class size have impact on students' performance in civic education in junior secondary schools in Kogi State as the mean response of students on the impact of class size was higher than the mean of students' end of term examination scores. The table shows the mean of 67.21 and standard deviation of 19.4 for students opinions on the impact of class size while students' end of term examination scores recorded the mean of 57.74 with standard deviation of 14.6. The t-cal of 12.66 is greater

than the t-crit of 1.96, while the p-value is 0.004 (P<0.005). The null-hypothesis is thus rejected because there was a significant difference in the impact of class size on the performance of students in civic education in junior secondary schools in Kogi State. This result entails that whenever students are exposed to unhealthy atmosphere as a result of overcrowded classroom their performance can be negatively affected.

Hypothesis Three: There is no significant difference in the impact of learning materials on students' performance in civic education in junior secondary schools in Kogi State.

The students' end of term examination scores and a structured questionnaire was used to obtain data for the study while t-test was used in testing the hypothesis. The Summary of data collected and analyzed in respect to null hypothesis four is presented in Table 11.

Table 11: Independent sample t-test on the impact of learning materials on students' performance in civic education in junior secondary schools in Kogi State.

Variable	N	Mean	SD	Df	α	t-cal	t-crit	Sig.	Decision
Students' opinion	375	130.5	28.08						
				373	0.05	7.41	1.96	.000	Rejected
Students' ETES	375	96.82	18.83						

Note: *ETES means end of term examination scores*

Table 11 shows the mean of 130.5 and standard deviation of 28.08 for students opinions on the impact of learning materials while students' end of term examination scores had the mean of 96.82 with standard deviation of 18.83. Likewise, the table presents the t-cal of 7.41 and t-crit of 1.96, while the p-value is 0.000 (P<0.005). The null-hypothesis is thus rejected because there was a significant difference in the impact of learning materials on the performance of students in civic education in junior secondary schools

in Kogi State. Consequently, it can be inferred that learning materials have impact on students' performance in civic education in junior secondary schools in Kogi State and that teaching and learning does not take place in a vacuum, therefore, learning materials give meaning to the planned curricula and extra-curricula activities.

Hypothesis Four: There is no significant difference in the impact of learning environment on the performance of male and female students in civic education in junior secondary schools in Kogi State.

Students' end of term examination scores and a structured questionnaire was used to obtain data for the study while t-test was used in testing the hypothesis. The Summary of data collected and analyzed in respect to null hypothesis five is presented in Table 12.

Table 12: Independent sample t-test on the impact of learning environment on the performance of male and female students in civic education in junior secondary schools in Kogi State.

Variable	N	Mean	SD	Df	α	t-cal	t-crit	Sig.	Decision
Male students' performance	211	58.6	11.20						
Female students' performance	164	58.3	10.68	373	0.05	-.056	1.96	.302	Retained

Table 12 revealed the mean of 58.6 and standard deviation of 11.20 for male students' performance in end of term examination scores. On the other hand, the female students had the mean of 58.3 with standard deviation of 10.68 in their end of term examination scores. The table also show the t-cal of -.056 and t-crit of 1.96, while the p-value is .302 (P>0.005). The null-hypothesis is thus retained because there was no significant difference in the impact of learning environment on the performance of male and female students in civic education in junior secondary schools in Kogi State.

4.5 Summary of Major Findings

The following major findings emerged based on the hypotheses tested for the study:

1. learning environment have impact on students' performance in civic education in urban and rural junior secondary schools in Kogi State. Therefore, the hypothesis which says there was no significant difference in the impact of learning environment on students' performance in civic education in urban and rural junior secondary schools in Kogi State was rejected (p-value 0.000 < 0.005).
2. class size have impact on performance of students in civic education in junior secondary schools in Kogi State. Therefore, the hypothesis which says there was no significant difference in the impact of class size on the performance of students in civic education in junior secondary schools in Kogi State was rejected (p-value 0.004 < 0.005).
3. learning materials have impact on performance of students in civic education in junior secondary schools in Kogi State. Therefore, the hypothesis which says there was no significant difference in the impact of learning materials on students' performance in civic education in junior secondary schools in Kogi State was rejected (p-value 0.000 < 0.005).
4. learning environment does not have impact on the performance of male and female students in civic education in junior secondary schools in Kogi State. Therefore, the hypothesis which says there was no significant difference in the impact of learning environment on the performance of male and female students in civic education in junior secondary schools in Kogi State was rejected (p-value .302 > 0.005).

4.6 Discussion of Findings

The findings from this study support some of the researches made within the country and in other countries of the world. Therefore, the findings are discussed as follows: In view of the finding from hypothesis one, it was evident that learning environment have impact on students' performance in civic education in urban and rural junior secondary schools in Kogi State. Hence, the table shows the mean of 41.64 and standard deviation of 9.82 for students in urban junior secondary schools while students in rural junior secondary schools recorded the mean of 19.70 with standard deviation of 5.53. The t-cal is 2.82 and t-crit is 1.96, while the p-value is 0.000 ($P<0.005$). The null-hypothesis is thus rejected because there was a significant difference in the impact of learning environment on students' performance in civic education in urban and rural junior secondary schools in Kogi State. The implication of this result is that, a good school location with accessible road, good field of play, neat toilet and large classroom with lightening and library stocked with up-to-date textbooks have positive impact on students' performance. This finding was confirmed by the research finding of Shernoff, Tonks and Brett (2012) who revealed that optimal learning is a product of a conducive learning environment.

Finding on table 4.8 revealed that class size have impact on students' performance in civic education in junior secondary schools in Kogi State as the mean response of students on the impact of class size was higher than the mean of students' end of term examination scores. The table shows the mean of 67.21 and standard deviation of 19.4 for students' opinions on the impact of class size while students' end of term examination scores recorded the mean of 57.74 with standard deviation of 14.6. It was also revealed that the t-cal of 12.66 is greater than the t-crit of 1.96, while the p-value is 0.004 ($P<0.005$). The null-hypothesis was rejected because there was a

significant difference in the impact of class size on the performance of students in civic education in junior secondary schools in Kogi State. This result entails that whenever students are exposed to unhealthy atmosphere as a result of overcrowded classroom their performance can be negatively affected. This finding is in line with the study carried out by Hale (2002) who revealed that students in classrooms with large windows, natural lighting and well designed skylights were found to perform well from 19 to 25% better than their peers in classrooms without these feature. He further advised that provision should be made to provide enough classrooms and other facilities in schools so as to aid students' performance.

Table 4.9 shows the mean of 130.5 and standard deviation of 28.08 for students opinions on the impact of learning materials while students' end of term examination scores had the mean of 96.82 with standard deviation of 18.83. Likewise, the table presents the t-cal of 7.41 and t-crit of 1.96, while the p-value is 0.000 ($P<0.005$). The null-hypothesis was rejected because there was a significant difference in the impact of learning materials on the performance of students in civic education in junior secondary schools in Kogi State. Consequently, it can be inferred that learning materials have impact on students' performance in civic education in junior secondary schools in Kogi State and that teaching and learning does not take place in a vacuum, therefore, learning materials give meaning to the planned curricula and extra-curricula activities. This finding is in line with the assertion of Ibrahim (2013) who revealed that adequate supply of learning materials in schools brings about effective teaching and learning. Also, this finding is evident in the contributions of (Broome, 2005; Hughes, 2005; Lyons, 2001) that students performance depended upon the physical school facility, its age, the design and the condition of the school).

Finding of the analysis conducted using t-test on table 4.10 revealed the mean of 58.6 and standard deviation of 11.20 for male students' performance in end of term examination scores. On the other hand, the female students had the mean of 58.3 with standard deviation of 10.68 in their end of term examination scores. The table also show the t-cal of -.056 and t-crit of 1.96, while the p-value is .302 (P>0.005). The null-hypothesis was retained because there was no significant difference in the impact of learning environment on the performance of male and female students in civic education in junior secondary schools in Kogi State. This finding was as a result of the fact that cleanliness, orderliness, and safety of the learning environment not only aid effective learning but have impact on students' performance. The finding concurred with the finding of Asiyai (2012) whose finding revealed that school facilities are generally in a state of disrepair. On the contrary, the finding disagreed with finding of Kagoda (2011) who revealed that learning environment does not dictate the performance of students.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The study investigated the impact of learning environment on junior secondary school students' performance in Civic Education in Kogi State, Nigeria. Hence, the study was carried out to: determine the impact of learning environment on students' performance in civic education in urban and rural junior secondary schools in Kogi State; ascertain the impact of class size on the performance of students in civic education in junior secondary schools in Kogi State; examine the impact of learning materials on students' performance in civic education in junior secondary schools in Kogi State; and determine the impact of learning environment on the performance of male and female students in civic education in junior secondary schools in Kogi State. In line with the above stated objectives, four (4) corresponding research questions and four (4) hypotheses were formulated and tested for the study. The study adopted ex-post factor research design and out of the total of ten thousand two hundred and ninety-five (10,295) students, comprising of male population of (5291) and female population of (5004), a sample size of three hundred and seventy-five (375) respondents was used for the study. This comprised 211 males and 164 females students. The instrument tagged Learning Environment and Students' Performance Questionnaire (LESPQ) and students End of term examination scores was used to obtain data for the study. The instrument was pilot-tested and a reliability index of 0.85 was obtained, hence the instrument was considered reliable. Data collected were analyzed statistically using descriptive statistics which include mean and standard deviation, while inferential statistics of t-test was used to test the formulated hypotheses at 0.05 level of significance. Findings revealed among others that learning environment have impact on students' performance in civic

education in urban and rural junior secondary schools in Kogi State and class size have impact on performance of students in civic education in junior secondary schools in Kogi State.

5.2 Conclusion

In view of the findings from this study, conclusion was made that unconducive learning environment has negative impact on students' academic performance. In addition, a good school location with accessible road, good field of play, neat toilet and large classroom with lighting and library stocked with up-to-date textbooks have positive impact on students' performance and that whenever students are exposed to unhealthy atmosphere as a result of overcrowded classroom their performance can be negatively affected. In like manner, learning environment can be shown to have discernible effects on learners. In particular, inadequate temperature control, lighting, air quality and acoustics have detrimental effects on concentration, mood, well-being, attendance and, ultimately, attainment of students. Also, as teaching and learning does not take place in a vacuum, therefore, learning materials give meaning to the planned curricula and extra-curricula activities. As such cleanliness, orderliness, and safety of the learning environment not only aid effective learning but have impact on students' performance.

5.3 Recommendations

Based on the major findings of this study, the following recommendations if taken up would improve considerably the learning environment in secondary schools in Nigeria and Kogi State in particular.

1. Kogi State government should make secondary schools in the state more conducive for learning by providing facilities such as up-to date text books, teaching aid, good playing field, resource person and neat toilet.
2. Adequate classrooms should be provided with chairs and desks to correspond with the yearly increase of students' enrolment.
3. Government should ensure that rural schools are provided with necessary facilities such as library with up to date text books, laboratory with modern equipments and sport facilities like scrabble, and basket ball court to increase students' performance and thus bridge the gap of rural-urban educational disparities within the state.
4. Essential learning materials such as chart, projectors, films and computer that can improve students' learning should be provided in schools.
5. School environment should be appealing, attractive, friendly and safe for both male and female students.

5.4 Contribution to Knowledge

This study has contributed to the body of knowledge as it revealed or exposed the need to ensure a conducive learning environment. Since education is dynamic both in content and methods, educational facilities need to be constantly evaluated and modified, not only to remove absolute and unattractive structure but also to ensure that such facilities continue to meet the modern and ever changing educational needs, changing technology and the dynamic socio-political and economic environment.

5.5 Suggestions for Further Studies

The researcher hereby suggests the following topics for further studies:

1. Influence of the school learning environment on the performance of Teacher trainees on school practice.
2. Urban and Rural location of secondary school as a variable in students' academic performance.
3. Effect of class size on students academic performance in secondary schools.
4. Impact of a conducive learning environment on dysfunctional schools.

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APPENDIX A

INTRODUCTORY LETTER

Department of Educ. Found. & Curr.,
Faculty of Education,
Ahmadu Bello University,
Zaria, Kaduna state.

Dear Respondent,

I am a postgraduate student of the above school and department carrying out a research titled: "**Impact of Learning Environment on Students' Performance in Civic Education in Junior Secondary Schools in Kogi State**, **Nigeria**". Please, I solicit for your support in answering the questionnaire appropriately. The data collected through the use of this questionnaire shall be treated confidentially and shall be applied only for the purpose of this research work.

Thank you for your anticipated cooperation.

Yours faithfully,

IBITOYE, Olawumi Mary
M.ED/EDUC/46118/2012-2013

APPENDIX B

LEARNING ENVIRONMENT AND STUDENTS' PERFORMANCE QUESTIONNAIRE (LESPQ)

Bio-data Information

Instructions: Please tick (√) in the appropriate box that relates to you. Do not tick more than one good for each statement.

Section A: Bio-Data

1. Gender
   a. Male [ ]
   b. Female [ ]
2. School Ownership
   a. Private [ ]
   b. Public [ ]
3. School Type
   a. Day School [ ]
   b. Boarding [ ]
   c. Boarding/Day [ ]
4. School Location
   a. Rural [ ]
   b. Urban [ ]

Instructions: Please tick (√) in the appropriate box that relates to your opinion. Do not tick more than one good for each statement.

Section B: Influence of learning environment on students' performance in civic education in junior secondary schools in Kogi State.

S/N	Items	Adequate	Not Adequate	Not Available
1.	Large Classroom			
2.	Field of play			
3.	Pipe bone water			
4.	Library			
5.	Toilet			
6.	Good location			
7.	Access Road to the school			
8.	Electricity supply			
9.	Safety equipment			
10.	Lightening			

Section C: Influence of class size on the performance of students in civic education in junior secondary schools in Kogi State.

S/N	Item statement	SA	A	D	SD
1.	Class size sometimes influences students' performance in civic education in junior secondary schools in Kogi State.				
2.	There are short provision of classrooms in my school which do not correspond with the yearly increasing rate of students' enrolment.				
3.	Classrooms are inadequately constructed in my school with poor fittings due to the manner in which the contracts are awarded.				
4.	Most teachers do have the required knowledge and consciousness to use the provided classrooms				
5.	School facilities are usually not managed by a single but it takes a collaboration of number of relevant staff of the school system.				
6.	My school has an adequate laboratory that is capable of accomodating all the students at once.				
7.	Use of facilities do not assist the span in knowledge learnt by students.				
8.	To improve teaching and learning activities in my school, the management have always shown concern in the students' learning environment.				
9.	Textbooks in different subject-areas are readily provided for use in my school at any time.				
10.	Students are exposed to unhealthy atmosphere as a result of overcrowded classroom.				

Section D: Influence of infrastructural facilities on students' performance in civic education in junior secondary schools in Kogi State.

S/N	Item statement	SA	A	D	SD
1.	My school lack adequate water system (WCS) tailet and pit latrine facilities.				
2.	School with adequate football facilities and field enhanced students performance.				
3.	Adequate infrastructural facilities ensures greater academic standard in the school system and adds values to the school grade.				
4.	Electricity supply to schools have always distort the use of educational facilities.				
5.	When pipe-borne water are provided in a school, it helps to free the school environment of communicable diseases.				
6.	Students and indeed their teachers need a conducive environment to be able to teach and learn adequately and effectively.				
7.	Adequate staff quarters are provided in my school.				
8.	My school is provided with adequate water purification facilities.				
9.	Infrastructural facilities are usually renovated to avoid dilapidation and complete exigencies in my school.				
10.	Constant supply of electricity into my school has helped to aid effective teaching and learning activities.				

Section E: Influence of learning materials on students' performance in civic education in junior secondary schools in Kogi State.

S/N	Item statement	SA	A	D	SD
1.	Students' free access to the library facilities have greatly encouraged their learning process.				
2.	Learning cannot take place where facilities are not provided.				
3.	Material resources include: classroom, chalkboard, desk, and school and so on.				
4.	There is lack of orientation on the part of students on the use of library resources to aid their private learning activities.				
5.	School facilities give meaning to the teaching and leaning process.				
6.	The chalkboard for example, facilitates the imparting of information on the learner.				
7.	Provision of library services have not improve teaching-learning activities due to poor power supply into the centre.				
8.	Constant supply of electricity into my school has helped to aid effective teaching and learning activities.				
9.	Teaching and learning does not take place in a vacuum, school facilities give meaning to the planned curricula and extra-curricula activities.				
10.	Cleanliness, orderliness, and safety of an educational facilities aid effective learning.				

APPENDIX C
RELIABILITY RESULT OF LEARNING ENVIRONMENT AND STUDENTS' PERFORMANCE TEST – LESPT

```
VARIABLES = VAR00001
SCALE('ALL VARIABLES') ALL
MODEL = ALPHA.
```

Reliability
Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.85	25