IMPACT OF LEARNING ENVIRONMENT ON THE PERFORMANCE OF STUDENTS IN SOCIAL STUDIES IN JUNIOR SECONDARY SCHOOLS IN TARABA STATE, NIGERIA

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A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A MASTER DEGREE IN CURRICULUM AND INSTRUCTION, DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM, FACULTY OF EDUCATION AHMADU BELLO UNIVERSITY, ZARIA -NIGERIA

MARCH, 2015

DECLARATION

I declare that the work in this thesis entitled "Impact of Learning Environment on the Performance of Students in Social Studies in Junior Secondary Schools in Taraba State" has been carried out by me in the Department of Educational Foundations and Curriculum. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree or diploma at this or any other institution.

_____ _____

Nuhu, ADAMU Date

CERTIFICATION

This thesis entitled "Impact of Learning Environment on the Performance of Students in Social Studies In Junior Secondary Schools in Taraba State" by Nuhu, ADAMU meets the regulations governing the award of the degree of Master in Curriculum and Instruction of the Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to my beloved late parents Hajiya Hauwa Adamu Masinja (mother) and Alhaji Adamu Masinja (father) who were the pillars behind my success today. I pray that God Almighty forgives their sins and reward them for their good deeds.

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ABSTRACT

This study examined the Impact of Learning Environment on the Performance of Students in Social Studies in Junior Secondary Schools in Taraba State, Nigeria. Four (4) objectives which include, to determine the impact of classroom building on the performance of JSS students in Taraba State and to determine the impact of the adequate class furniture on the performance of JSS students in Taraba State were formed to guide the study, four (4) research questions and four (4) hypotheses were formulated in line with the objectives. Population for the study comprised twenty five thousand three hundred (25, 3000) JSS students from two hundred (200) public secondary schools in Taraba State. Purposive sampling technique was used to select two renovated and two dilapidated schools. Thereafter, two large sized classes of JSS III were selected from two of the schools, another two small sized classes were selected from the other two schools, giving a total of 4 intact classes and students from these classes formed the sample size of 200 for this study. Quasi-experimental research design involving pre-test, post-test and non-equivalent design group was used for the study. The research instrument used for data collection was Social Studies Achievement Test (SSAT) that contained 20 items and was adopted from Junior Secondary School Certificate Examination (JSSCE) conducted in Taraba State between 2008 and 2012. Independent t-test was used to test the hypotheses at 0.05 level of significance, while mean and standard deviation were used to analyze the research questions. Findings from the study showed that all the hypotheses were rejected. The findings revealed that there was a significant difference in the performances of the two groups (Experimental and Control). This revealed that a classroom building; class with adequate furniture; class with small class population and the use of instructional materials were found to have positive impact on the performance of students in Junior Secondary schools in Taraba State. Based on the findings of the study, the researcher concludes that conducive learning environment is very essential for effective teaching and learning and recommendations were made among which includes, that government and other education stakeholders should make concerted efforts to build more classrooms in secondary schools that would help to reduce problem of overcrowding and create enabling teaching and learning environment; that adequate furniture should be provided and students should be oriented on how to maintain these facilities because most a times students destroy these facilities by themselves.

Operational Definition of Terms

Impact: As used here, impact means a noticeable effect of school facilities on the teaching and learning in junior secondary schools.

Physical Facilities: here refers to facilities that are available to facilitate students' outcome. It includes Classroom/Desk and Chairs, Staffroom/Tables and Chairs, Laboratory/ equipment, Workshop/equipment, Instructional materials, Toilet, Kitchen, Dining Halls, Assembly Halls, power plant, School farm/Garden, Pitch, Sports equipment, Sources of water and others.

Academic Performance: simply means the outcome of the educational goals that are achieved either by the students or teacher. It is a measurement in terms of specific and desirable results in examination.

Learning: Activity of obtaining knowledge or connection between response and stimuli.

School: A school is an institution designed for the teaching of students under the direction of teachers.

Learning Environment: this refers to the diverse physical locations, contexts and culture in which students learns. In other words, it is the condition and influence which a learner comes in contact with, resulting in a series of complex interactions and ensuring change in behavior.

Classroom: this is a room that is found in educational institutions of all kinds, in an attempt to provide a safe space where learning can take place uninterrupted by other distractions.

Small Class Size: this is the lower average number of students per class in a given school.

Large Class Size: this is the higher average number of students per class in a given school.

Instructional Materials: these are the devices developed or acquired to assist or facilitate teachers in transmitting organized knowledge, skills and attitudes to learners within the instructional situation.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is the most important component of human resources development and is accorded a pride of place in many countries' developmental activities. There is no doubt that the importance of education cannot be underscored because there is no country that has succeeded without educating its people. Education according to Osokoya (2009) helps to improve security, health, prosperity and ecological balance in the world. It encourages social, economic and cultural progress, tolerance, national and international cooperation. Akomolafe (2009) describes education as a single most effective means of curbing population growth, reducing child mortality, eradicating poverty and ensuring democracy, peace and sustainable development.

Education is an instrument for the acquisition of appropriate skills, ability and competence both mental and physical also as equipment for individual to live and contribute to the development of his/her society (Lawal, 2003). Also, in the views of Usha (2007) it is the process of teaching and training of the child which has to do with imparting and acquisition of skills for a particular trade or profession in which applicable methods are used.

From what has been viewed as education by different authorities based on their own perceptions, we can say that education is a process by which an individual acquires physical and social capabilities demanded by the society in which he/she is born into in order to be useful to him/her and contribute to the development of the society at large.

The primary purpose of teaching and learning process is to bring about in the learner desirable change in behaviour through critical thinking. This process however, does not take place in vacuum but in an environment structured to facilitate learning. OECD (Organization for Economic Co-operation and Development) (2009) described learning environment as a physical space that supports multiple and diverse teaching learning programmes including current technologies, one that demonstrates optimal, promotes effective performance and operation over time; one that respects and is in harmony with the environment; and one that encourages social participation, provide a healthy, comfortable, safe, secure and stimulating setting for its occupants.

Thus, learning environment has also been emphasized as an essential requirement for smooth teaching and learning process to take place (National Teachers' Institute, NTI 2008). This is because students' study habits are to a large extent tied to it. A good learning environment presents learning as a lifelong enterprise and enables students to discover appropriate value system that can be

their compass for self-awareness and national consciousness. The study conducted by Akhtar (2010) on public school in Islamabad Pakistan revealed that teaching through technology based learning environment enhanced the achievement level of the students.

However, the societal expectation of quality outputs from the training institution makes students the primary focus of attention in any instructional programme, and the better the learning environment (school), the better it can meet the goals of education and the society in general. Such goals include equipping students with desirable skills, knowledge and attitudes that will enable them to work and live in the society of knowledge (National Policy on Education, 2004). Teachers are expected to make teaching the learners' cantered and create enabling environment for students to interact with learning materials in order to concretize their knowledge and skills so that they can become self-confident and self-reliant, and contribute meaningfully to the socio-economic development of the society.

There is a general believe that the condition of school's learning environment including infrastructure has an important impact on teachers' effectiveness and students' academic performance. The facilities that are needed to facilitate effective teaching and learning in an educational institution include the classrooms, offices, laboratories, conveniences and other buildings as well as furniture items and sporting equipment. Comfortable classroom temperature and

smaller classes enhance teachers' effectiveness and provide opportunities for students to receive more individual attention, ask more questions, participate more fully in discussions, reduce discipline problems and perform better than students in schools with substandard buildings by several percentage points (Earthen, 2002). According to Mitchell (2008) the environment in which you study can have a big effect on how efficient your study time is. He identified noise, interruptions, lighting, temperature, neatness, comfort, instructional materials, facilities such buildings and equipment to have potential effect on study habits.

However, to determine performance of students in any of the subjects offered in junior secondary schools, a performance test is to be conducted. Singer (2001) described performance test as the type of mental test in which the subject is asked to do something rather than to say something. Again, Drever (2002) mentioned that performance test is the type of test which throws light on the ability to deal with things rather than symbols. Then, for academic performance of students, it can be regarded as the observable and measurable behaviour of a student in a particular situation. For example, the academic performance of a student in social studies includes observable and measurable behaviour of student at any point in time during a course. In social studies academic performance consists of individual scores at any particular time obtained from either a teacher-made test or a standardized test. This statement is synonymous to the views of Simpson and Weiner (2009) who described academic performance as the

observable and measureable behaviour of a person and animal in a particular situation usually experimental situation. According to Bruce and Neville (2005) academic performance measures the aspect of behaviour that can be observed at a specific period. This can be obtained with the use of either teacher-made test or standardized achievement test developed for school subjects.

Social studies as one of the core subjects in junior secondary school curriculum in Nigeria represents one of the modern curricular arrangements which focuses on interdisciplinary study that seeks to solve the complex problems of man in totality. The idea of introducing social studies as a subject in Nigeria came up before the civil war, when the social development of Nigerians could no longer cope with the level of colonial destructions. This situation led to indiscipline among youths and adults.

To minimize this and socialize the citizens in such a way as to build a strong, united and discipline Nigeria, the type of education that will help the citizens to know more about the society became very important. Social studies sees the need for students to be given the necessary information for enlightenment, to be taught to have respect for law and order, to appreciate the need to be honest and diligent and to cooperate in their community. NERDC (Nigerian Educational Research and Development Council) (2009) has identified the following as objectives of social studies as to help individuals understand their

environment, find out its problems and be able to solve the problems; to help individuals to understand the importance of hard work and honesty within the society; to acquaint individuals with the knowledge to understand the laws of our country and be able to obey them; to help citizens understand the importance of cooperating with our family, peer group and leaders; to help individuals understand the needs of our nation and think of ways in which they can carefully contribute to its growth and development; to help individuals understand the wealth of their culture and find ways in which they can use the past and present experience to plan and improve the quality of lives; to help individuals understand the usefulness of being good citizens in our country (Nigeria); to help individuals learn, acquire useful skills, habits and attitudes towards each other and the nation; to make individuals appreciate and understand the role of races, religions and cultures of the world; to enable individuals acquire desirable skills in order to solve our environmental problems and to train citizens to understand one another, tolerate one another despite their differences.

In a different opinion of Davis (2002), one important purpose of social studies is helping young people to develop the ability to make informed and reasoned decisions for the public good as citizen of culturally diverse democratic society in an independent world. Okonkwo (2000:p.12-13) has identified general objectives of social studies education as creation of awareness in the learners about their immediate surroundings; development of specific fundamental dispositions such

as attitudes, values and norms of the society; promotion of effective and active citizens; promotion of understanding of social problems of the locality and finding possible solutions to them; helping the learners to develop the right attitudes towards people in position of authority; creation of understanding of individual roles during election especially on how to discharge his/her duties efficiently; and demonstration of flexibility and willingness to accept necessary changes within a system for the common good of all.

From the above stated objectives of social studies education, it can be said without missing words that the subject can enable learners to become nationally conscious, better informed and effective citizens. It can inculcate national unity; imbibe the right type values and attitudes for self and national survival and the acquisition of necessary skills, abilities and competencies which individuals need in order to be able to contribute to national development.

Meanwhile, social studies is one of the core subjects in Nigerian junior secondary schools education. Thus, secondary education is the pivot around which the development of the nations' economy revolves. It is the engine room that provides the input resources into the nations' economy and higher (tertiary) education production system. Thus, National Policy on Education (2004) described secondary education as the education children receive after primary education and before the tertiary stage; the broad goals of secondary education

shall be to prepare the individual for: a useful living within the society, a higher education.

However, it went further and stated in specific term that, secondary education shall provide all primary leavers with the opportunity for education of higher level irrespective of sex, social status, religious or ethnic background; offer diversified curriculum to cater for the differences in talents, opportunity and further roles; provide trained manpower in the applied science, technology and commerce at sub-professional grades; develop and promote Nigerian languages, arts and cultural heritage; inspire its students with a desire for self- improvement and achievement of excellence; foster national unity with an emphasis on the common ties that unite us in our diversity; rise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as god citizens and provide technical knowledge and vocational skills necessary for agriculture, industrial, commercial and economic development.

Finally, it is obvious that secondary education is important and necessary for the survival of individuals and the society at large. Broadly speaking, secondary education prepares individuals for useful living within the society and prepares the individuals for higher education.

Therefore, the researcher being a teacher, has been motivated to conduct this research on learning environment because of what is considered as deplorable conditions of the learning environment especially the physical aspects in spite of its unquantifiable roles in facilitating teachers' instructional delivery and students' academic performance. Thus, this study closely looked at the learning environment especially the physical facilities in Taraba State and seen its impact on the performance of students in social studies in junior secondary schools. However, for the purpose of this study, only the physical learning environment was considered.

1.2 Statement of the Problem

It has been observed in the recent past that secondary schools in Nigeria are not living up to expectation in delivering quality education expected of the system. A lot of problems seem to be bedevilling the secondary school system ranging from inadequate facilities, old and dilapidated structures, inadequate instructional materials and unqualified teachers there by making the system ineffective (Wanjobi, 2011). Schools need to be effective so as to be able to deliver the good things expected of them at every point in time. School effectiveness in this context refers to the extent to which schools are able to accomplish their pre-determined objectives. School effectiveness transcends beyond students passing examinations. It also encompasses students' attainment

in other domains of learning (the affective and the psychomotor domains) (Bandele, 2002). He further stated that, these other domains, apart from having influence on the cognitive achievement, also make the beneficiaries of the education system live a fulfilled life and contribute meaningfully to the development of the society.

However, it has indeed, been observed today that there is persistent poor performance of students in both internal and external examinations. Researchers such as Yusuf (2002) and Adeyemi (2008) have all shown in their various studies that the extent of poor performance of students in public examination has no doubt made parents lost confidence in the ability of the public schools to produce good products.

Experience has shown that there is a high rate of indiscipline in secondary schools. It has also been observed that lateness to school, absence from school, noise-making, quarrelling, rudeness to school authority, deliberate physical harm to others, forgery, cheating in examination and a host of others, are daily happenings in our secondary Schools. All these tend to make the schools ineffective. According to Oladele (2003) the evidence of students' moral paucity are more conspicuously seen as high crime in the society and that of the institutions of learning. He further posited that the root cause of these moral

laxities translating in higher crime waves is traceable to the non-teaching of ethics, when the students are at the primary schools.

Adewuyi (2002) submitted that conducive learning environment can have effect on both the attitudes and achievement of students. He further added that a positive learning environment is found to be a very important factor of school effectiveness. Therefore, it is against this background information that the researcher examined the Impact of Learning Environment on the Performance of Students in Social Studies in Junior Secondary Schools in Taraba State

1.3 Objectives of the Study

The following are the objectives of the study:

1. determine the impact of classroom building on the performance of students in junior secondary schools in Taraba State.
2. determine the impact of adequate class furniture on the performance of students in junior secondary schools in Taraba State.
3. ascertain the impact of small class population on the performance of students in junior secondary schools in Taraba Stata.
4. ascertain the impact of the use of instructional materials on the performance of students in junior secondary schools in Taraba State.

1.4 Research Questions

The following questions are raised with regard to this research:

1. what is the impact of classroom building on the performance of students in junior secondary schools in Taraba State?
2. what is the impact of the provision of adequate class furniture on the performance of students in junior secondary schools in Taraba State?
3. what is the impact of small class population on the performance of students in junior secondary schools in Taraba State?
4. what is the impact of the use of instructional materials on the performance of students in junior secondary schools in Taraba State?

1.5 Research Hypotheses

The following are the research hypotheses:

1. there is no significant difference in the performances of students taught social studies in classroom buildings and those in dilapidated buildings in Taraba State.
2. There is no significant difference in the performances of students taught social studies in class with adequate furniture and those without furniture in Taraba State.

3. there is no significant difference in the performances of students taught social studies in a small class population and those in a large class population in Taraba State.
4. there is no significant difference in the performances of students taught social studies using instructional materials and those taught without instructional materials in Taraba State.

1.6 Basic Assumptions

The following assumptions are raised with regard to this research:

1. classroom building can stimulate and facilitate effective learning and help to improve students' performance.
2. classroom with adequate furniture can create a conducive condition for students to learn and can positively influence their performance.
3. classroom with small population creates undistracted and noise free environment that allows effective learning to take place which in turn can improve students' performance.
4. use of instructional materials such as picture, map, chart and so on can positively affect students' performance.

1.7 Significance of the Study

Over the years, environment of Nigerian secondary schools have suffered neglect in consideration of issues of renovating dilapidated classrooms, construction of new classroom buildings and provisions of other necessary facilities. This is obvious in the way that students in some secondary schools are learning in dilapidated classrooms or under the tress with little or no seats, no instructional facilities with unqualified teachers among others. Therefore, this study will be of great importance in providing relevant information that can be used by government at whatever level (federal, state and local) who is seen as the principal actor in terms of educational development in the society to provide adequate facilities and maintenance strategies in secondary schools. Secondly, findings of this study will be of relevance to students because it will provide insight into the problems whose solutions might help in taking specific actions which will efficiently and effectively address the poor performance of students as a result of poor nature of our secondary schools in Nigeria today.

Again, findings of this study are of relevant to teachers who are the principal agents of curriculum implementation because it provides recommendations that would help them to make appropriate utilization of learning environment to create conducive atmosphere that would enhance effective teaching and learning. It is a fact that people work better in places where they feel

comfortable and it is believed that the results of this work offered recommendations on how to better up poor conditions of schools thereby creating enabling environment for teachers' job satisfaction which no doubt will have positive effect on students' learning outcome. The work is of great advantage to non-governmental organization such as United Nation Children and Education Fund (UNICEF), United Nation Educational Scientific and Cultural Organization (UNESCO) and other related agencies to see the poor conditions of secondary schools in Nigeria and intervene where necessary.

Also, in a situation where government has been incurring a lot of expenditure in her budget in order to enhance educational programmes for individual and national development and for the attainment of educational goals in general. But, only to discover that her efforts have not been yielding the desired results. This kind of situation is usually not a healthy one hence calls for immediate solutions of which the results of these findings might be of help to government to compare its allocation of resources to education and what is obtainable in reality and adjust where necessary.

The work made recommendations that would help school heads (principals) on how to maintain facilities of learning environment appropriately in order to create enabling and friendly environment for the purpose of enhancing learning process and realization of educational objectives. The study also added to

the body of literature on learning environment and students' academic performance which would serve as a source of reference for people who will conduct research in related areas.

Curriculum developers and school plant planners would hopefully benefit from the outcome of the findings of this study because both the school plant planners and the curriculum developers need information about the current state of learning environment especially the physical aspects either for the purpose of developing new school buildings or for reviewing or developing a new curriculum. However, it is essential to take into consideration the available instructional materials, facilities and equipment of the physical learning environment before reviewing or developing a new curriculum.

1.8 Scope of the Study

The study was conducted to examine the impact of learning environment on the performance of students in social studies in junior secondary schools in Taraba State. Thus, the study used JSS III students of Government Day Junior Secondary School, Wukari, Yakasen Government Junior Secondary School, Wukari, Government Junior Technical Training School, Wukari and Government Day Junior Secondary School Central, Wukari.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter brought into focus what scholars and authorities have said or written in respect of the different aspects of the study at hand. It included theoretical framework, concept of learning environment, relevance of learning environment, component of learning environment, concept of academic performance, how to evaluate academic performance, empirical studies and summary.

2.1 Theoretical Framework

The theoretical framework for this study is based on the theory of Stimulus -Response as propounded by Ivan Pavlov (1849 – 1936) and John Watson (1878-1958). Papalia, Feldman and Olds (2007) asserted that Stimulus-Response is a type of learning which is based on the association of stimulus that does not ordinarily elicit a particular response with another stimulus that does not elicit a response. While studying the functioning of the digestive system, Ivan Pavlov encountered an unforeseen problem. The dogs in his experiment salivated not only upon actually eating but also when they saw the food, noticed the man who usually brought it or even heard his footsteps. Pavlov began to study this phenomenon, which he called ‘conditioning.’’ Since the type of conditioning

emphasized was a classical one quite different from the conditioning emphasized by other psychologists at the later stage, it has been renamed classical conditioning.

In one of his experiments, Pavlov kept a dog hungry for a few days and then tied it to the experimental table which was fitted with certain mechanically controlled devices. The dog was made comfortable and distractions were excluded as far as it was possible to do so. The observer himself remained hidden from the dog but was able to view the experiment by means of a set of mirrors. Arrangement was made to give food to the dog through an automatic mechanism. He also arranged for a bell to ring every time food was presented to the dog. When the food was put before the dog and the bell was rung, there was automatic secretion of saliva from the mouth of the dog. The activity of presenting the food accompanied with the ringing of the bell was repeated several times and the amount of saliva secured was measured.

After the several trials the dog was given no food but the bell rung. In this case also, the amount of saliva secreted was recorded and measured, it was found that even in the absence of food (the natural stimulus), the ringing of the bell (an artificial stimulus) caused the dog to secret the saliva (natural response).

The above experiment thus, brings to light four essential elements of conditioning process. The first element is a natural stimulus, technically known as

unconditioned stimulus (US) that is food. It results in a natural response called the unconditioned response (UR).This response constitutes the second element. The third element is artificial stimulus that is the ringing of the bell which is technically known as a conditioned stimulus (CS). It is substituted for the natural stimulus (food). To begin with, the conditioned stimulus does not evoke the desired response, (CR). The fourth element is the chain of the conditioning process. However, as a result of conditioning, one learns to produce behaviours in the form of a conditioned response to the conditioned stimulus.

The theory of conditioning as advocated by Pavlov, thus, considers learning as habit formation and is based on the principle of association and substitution. It is simply a stimulus-response type of learning where in place of a natural stimulus like food, water etc., and an artificial stimulus like the sound of a bell, sight of light of a definite colour, etc, can evoke a natural response. When both the artificial or natural stimulus (ringing of bell) and the natural stimulus (food) are brought together several times, the dog becomes schooled or conditioned to this situation. A perfect association occurs between the types of stimuli presented together. As a result, after some times, the natural stimulus can be substituted or replaced by an artificial stimulus and this artificial stimulus is able to evoke the natural response.

Supporting Pavlovs' ideas on conditioned responses, through his experiments, Waston tried to demonstrate the role of conditioning in producing as well as eliminating emotional responses such as fear. In one of his experiments, Watson took an eleven month old child named Albert as his subject. The baby was given a rabbit to play with. The baby liked it very much and was pleased to touch its fur. He carefully observed the pleasant responses of the baby. After some times, in the course of the experiment, as soon as the baby touched the rabbit, a loud noise was produced to frighten the baby. The loud noise was repeated every time he tried to touch the rabbit, and this gave rise to a fear response. After some times the baby began to fear the rabbit, even when there was no loud noise hence it touched the rabbit. In this way, the baby learned to fear the rabbit through conditioning.

Implication of Classical Conditioning

In our day to day life, we are usually exposed to simple classical conditioning. Fear, love and hatred towards an object, phenomenon or event are created through conditioning. A father who, when he comes home from workplace, always rebukes and punishes his child without caring to know the basic reasons may condition his child to fear him, or develop anxiety reactions at the time of return to home. The child may further develop a feeling of hatred towards his father or even discontent and a hostile attitude towards his home.

Similarly, a teacher with his defective methods of teaching or improper behaviours may condition a child to develop distaste and hatred toward him, the subject he teaches and even the school environment. On the contrary, affection, a loving attitude and sympathetic treatment given to the child by the parent at home or by the teachers at school may produce a desirable impact on him through the process of conditioning.

Most of our learning is associated with the process of conditioning from the beginning. A child learns to call his father "daddy", his mother 'mummy', and his dog 'Montu' through the process of conditioning i.e. Stimulus-Response association and substitution. As a result of stimulus generalization, he may attribute the name of daddy to all adult males, mummy to all adult females and call all dogs by the name Montu. Gradually, he comes to the stage of stimulus discrimination and then learns to discriminate and recognize and attribute different names to different person, animals and objects. This phenomenon of stimulus generalization and discrimination goes on up to quite a late stage in our life.

Thus, much of our behaviour in the shape of interest, attitudes, habits, sense of application or criticism, moods and temperaments, is fashioned through conditioning. The process of conditioning not only helps us in learning of undesirable habits, unhealthy attitudes, superstitions, fear and phobias through

reconditioning. An individual who hates a particular person or object may be made to seek pleasure in their company. Another individual who thinks it is a bad sign if a cat crosses his path can be made to give up his superstitious belief.

Based on the theory of Stimulus-Response, education researches proved the impact of school structural characteristics on the academic performance and students' achievements. For instance, researchers such as (Brown & Evans, 2002; Neal, 2009; Crosnoe, Johson & Elder, 2004; Earthman, 2002; Dupper & Meyer-Adams, 2002; Goldmith, 2004) through their analysis of students individual behaviour and school structural characteristics, their studies had identified elements shown to have motivational effects on the learners' interest and positively affect their academic achievements.

However, investigating individual-level and school structural characteristics that influence academic achievement is important because students spend a great deal of time in school, and therefore schools and school-related activities play key roles in the socialization of students and serve as the primary social setting for students (Brown & Evans, 2002).

Coleman, (2000) argued that it is possible for school context to promote or reduce students' academic performance. He further states that school attachment, school motivation, school involvement, peer attachment and parental school involvement can influence academic performance.

Schneider (2003) found that participation in extra curriculum activities, such as sport, drama, and journalism clubs is associated with increased level of students' academic performance. It is believed that conducive and positive learning environment can stimulate, promote and facilitate effective learning that will result to positive outcome, safety and conformability of its occupants.

2.2 Concept of Learning Environment

Learning environment encompasses all resources human and material, programmes and opportunities, for students to use these resources creatively and imaginatively to learn and develop their potentials. According to Oduwaye (2011), learning environment refers to the context in which learning takes place. It is the surrounding circumstance which effects learning. An environment in which learning occurs can be as wide as particular society and it may be viewed as an educational institution. A learning environment is the condition and influence which a learner comes in contact with, resulting in a series of complex interactions and ensuring a permanent change in behaviour. This implies that an individual's acquisition of skills, knowledge and competencies would occur under certain conditions and influences (Nwadiani, 2000). In the views of Obanya (2007), education does not occur in vacuum. It grows in a socio-political-economic environment and there can be no education without a society. Thus, a society provides a macro environment in which a school is located and from

which it draws it resources. Within the school, there is also a macro environment which influences the operation and the extent to which educational objectives can be achieved.

Therefore, the development of an individual, through knowledge and skills acquisition in school, could be influenced positively or negatively by the socio-political and economic conditions of the environment. This is probably why Akubue (2006) stated that "A good learning environment has the advantage of fostering desirable behaviour and attitude; developing problem solving, skills and creative thought; encouraging students' interrelationship and fostering- centred methods. School environment reflects the physical and psychological aspect of the school that are more susceptible to change and provide the pre-conditions necessary for teaching and learning to take place (Junggle, 2003). Tshui and Cai (2011) described learning environment as an orderly environment in which the school family feels valued and able to pursue the schools mission free from concern about disruptions and safety.

Conducive learning environment has been identified as essential for effective teaching and learning to take place. Olutola (2008) postulated that school learning environment which includes instructional spaces, administrative spaces, circulation spaces, spaces for conveniences and accessories are essential in facilitating teaching-learning process. Over the last decade, research studies

from a range of historically somewhat fields (e.g., risk prevention, health promotion, character education, marital health, and social-emotional learning) have identified research-based school improvement guidelines that predictably create safe, caring, responsive and participatory schools (Sanoff, 2009).

In the opinions of Cohen (2006) learning environment is the quality and character of school life. It is based on patterns of school life experiences and reflects norms, goals, values, interpersonal relationships, teaching, learning and leadership practices, and organizational structures. A sustainable, positive school environment fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. This climate includes norms, values, and expectations that support people's feelings socially, emotionally and physically safe.

Secondary school is a formal organization where teachers and learners activities are planned, organized and controlled both internally and externally. It is a formal learning environment which is influenced internally and from outside physically. (Rohana, 2009).

According to Esan, Obashoro and Osondu (2008) the school as a learning environment comprises physical, academic, social and cultural environments. The physical environment is made up of school location, physical features and structures within and outside the school. For example a school may be located in

urban or rural areas, noisy or quiet areas. Buildings, equipment and infrastructures available within a school and its surroundings also constitute its physical environment.

Learning environment is reflected by curricular and co-curricular activities in which teachers and learners engage in classrooms, libraries, laboratories and other places in the school. Social environment is created through interaction among teachers and learners in classrooms and other places in the school. The cultural environment consists of rules, regulations, values and discipline. It also includes all school activities which are meant to initiate learners into societal culture and the dominant among these features is the physical environment as described by mark (2007) and Ajayi (2007) that school physical features consists of the basic systems and structures which are viable and are needed by schools or institutions in order to function effectively and to fulfil the purpose for which it was established.

Physical learning environment if adequately provided and maintained its' capable of influencing students and teachers positively as suggested by Olagboye (2004) physical learning environment reflects the political, social, economic and intellectual activities of given school. He referred to them as physical resources, school plant or school facilities. Bosque and Dore (2008) teaching and learning environment out to implement six functions: inform, communicate, collaborate,

produce, scaffold, and manage. They added that conceptually speaking, the learning environment refers to the whole range of components and activities which learning happens.

OECD (Organization for Economic Co-operation and Development) (2009) described learning environment as a physical space that supports multiple and diverse teaching and learning programmes and pedagogies, including current technologies; one that demonstrates optimal, cost effective building performance and operation over time; one that respects and is in harmony with the environment and stimulating setting for its occupants.

Learning environment in its narrow sense is a conventional classroom and in its widest sense, is a combination of formal and informal education system where learning takes place both inside and outside the school for the purpose of achieving the set objectives (Manninen, 2007). The concept of physical learning environment with respect to physical structures relates to spaces, equipment and tools within the school (James, 1997). Dikko (2008) suggests that learning environment is a complex structure that includes teaching equipment, sources of information and events within and outside the schools where students can take part in the learning process both directly and virtually.

Looking at the learning environment is about more than the structures, it is about the social relationship within the space. Elis (2005) asserted that space can

be conceptualized as being an interaction between physical and social space. Also the concept of learning environment has been viewed by Sariola (2011) as an environment for the teachers and students activities within which learning is seen as an active process in a multi-information and co-operational network environment.

Moreover, technology is often considered valuable for increasing educational benefit and instructional quality (Dexter, Anderson, & Becker, 2009). Mobile devices, wireless communications, and network technology have recently advanced significantly, and have been integrated into various wireless learning environments that attract many individuals' attention and expectations (Rochelle & Pea, 2002); Norris & Soloway, 2004). For instance, many studies have been predicted that wireless learning environments have the potential to create something new and significant impact on education (Roblyer, 2003; Rochelle, 2003; Penual, Tatar, & Rochelle, 2004).

Wireless learning environments, offer many educational possibilities that are not easily achieved in other learning environments. Mobile devices enable both the teachers and students to employ computing power without time or location constraints while the internet and wireless technologies enable mobile devices to interconnect seamlessly with each other or with other computing devices. Wireless learning environments have the following features based on

seamlessly linking various computing power with mobile learning devices at hand which include, enhancing availability and accessibility information networks; engaging students in learning related activities in diverse physical locations; supporting group work in projects; improving communication and collaborative learning in the classroom; and supporting quick content delivery (Liang, 2005; Zurita, Nussbaum & Salinas, 2005). Therefore, wireless learning environments are regarded as more suitable than ordinary classroom or computer classroom for supporting teaching and learning based on learner-centred teaching methods which Rochelle (2003) and Zurita et al (2005) described as active, productive, creative, and collaborative learning methods.

Environment of an organization has all elements relevant for its operations and they include direct and indirect action elements. School facilities constitute the major components of both direct and indirect elements in the environment of learning. Learning environment is a controlled environment that facilitates the teaching and learning process through the various elements that exist within it and as well protect the well-being of its occupants (Hawkridge, 2006). Fenker (2004), Bob (2012) and Creemers (2004) all posited that a safe and orderly environment is the one that is free from threat of personal harm and conducive to teaching and learning.

2.3 Relevance of Learning Environment

The totality of internal and external influences surrounding a school constitutes its environment. The appropriateness of a learning environment is a key both to safety and to effective learning and development (Liu & Zumbo, 2006). According to Teacharnet (2008), the surrounding in which students learn can greatly influence the academic performance and well-being of the learners.

The architecture, layout, and facilities of the school play a vital role in shaping the learning environment and promotion of effective teaching and learning. Again, Michael (2007) argued that the learning environment can serve as a tool for influencing behaviour and as an aid to the teacher in the management tasks. Michael submitted that students learn better in a well-manage classroom environment. Rutter, Dukor & Fair (2009) and Adewuyi (2002) submitted in their various studies that conducive learning environment can have effect on both the attitudes and achievement of students.

Positive learning environment is relevant for students to achieve their educational goals and teachers to meet their instructional objectives as indicated by Asiabaka (2008) who argued that the school physical facilities and other elements are the determinant factors in the attainment of educational goals. Also, Nwagwu (2006) and Ogusanu (2004) maintained that the quality of education that children receive bears direct relevance to the availability or lack of physical

facilities and overall atmosphere in which learning takes place. The school facilities consists of all types of buildings for academic and non-academic activities, areas for sports and games, landscape, farms and gardens including trees, roads and parts. Others include furniture and toilet facilities and packing lot, security, transportation, ICT, cleaning materials, food storage facilities and social facilities for the physically challenged persons.

Positive learning environment needs to be actively created and sustained by members of the student, parent and school personnel groups in school, and supported by the community at large. When the school community works together to understand and improve learning environment, collective action powerfully supports positive youth development and learning and promotes the underlying 21st century skills and knowledge (James, 2005).

Learning environment promotes students learning. Positive learning environment powerfully affects students' motivation to learn. For example, activities like community service-learning and students' value, and students' engagement can enhance learning environment by providing students with opportunities to participate in the learning process and construct their own knowledge of social and government system.

Moreover, when such activities are presented in a supportive and collaborative learning environment, they encourage students to build upon one

another's ideas in productive and engaging ways. Together, the experience realistically represents the social situation that they may find themselves part of the greater civil society (Bandele, 2002). In an overlapping manner, positive learning environment promotes cooperative learning, group cohesion, respect and mutual trust, (Bandura, 1991). These facilities play pivotal role in the actualization of the educational goals and objectives by satisfying the physical, emotional, cultural, social, educational and psychological needs of students as well as the general educational goals of the society. Bickel, (2007) emphasized that the physical needs are met through provision of safe structure, adequate sanitary facilities, a balanced visual environment, appropriate thermal environment, and sufficient shelter space for his work and play. Learners' emotional needs are met by creating pleasant surroundings, a friendly atmosphere, and a spring environment.

In fact, 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. Learning environment is also relevance to its occupants and the society where it exists because of its multipurpose facilities which can be used for academic activities during school hours, and may be available for community use during or after school hours. Such facilities may

be used for continuing educational programmes, social activities and recreation. Through appropriate scheduling multipurpose facilities may be available to the community during school hours. This will eliminate the burden of duplication of such facilities as conference halls, gymnasium, library, theatre and sporting facilities. Such integrated effort is effective and brings the community closer to the school.

Again, decent facilities in our learning environment make additional contributions to teacher's work. Siegal (2004) asserted that there is a direct relationship between architecture and the collaboration of teachers. The availability of relevant and recent facilities and equipment in a conducive school climate can influence teacher's abilities and increase the formation of social and professional relationship and sharing of information and knowledge.

Learning environment reflects the shared ideas, assumptions, values, beliefs and practices that define its culture and standards for expected behaviour. A school climate that contributes to learning focuses on essential components, including safety and strong relationship between teaching and learning. A positive school climate means that students, staff, and visitors all feel safe. Threats to their physical and emotional safety (example, building) can take a great toll on students, leading some to be fearful of attending school and ultimately impacting negatively on students' learning. A school climate that builds a culture of mutual

trust and respect, engage participants, and supports a relationship between teaching and learning that can improve childhood health and academic performance. Ensuring that a school learning environment is sensitive to its culturally and linguistically diverse student body, result in stronger connections between each student and teacher.

Finally, from the foregoing contributions of different authorities on the relevance of learning environment we can sum up that, positive learning environment promotes student learning, academic achievement, school success and healthy development, as well as effective risk prevention, positive youth development and increase teachers relation.

2.4 Components of Learning Environment

Learning environment characterizes the organization at the school building and classroom level. It refers to the "feel" of a school and can vary from school to school within same district. Several aspects of school's physical and social environment comprise its components. Cotton, (2006) has identified components of learning environment as appearance and physical plants; faculty relations; leadership and decision making; environment that is welcoming and conducive for learning; environment that promotes communication and interactions; environment that promotes a sense of belonging and self-esteem and the environment that promotes learning and self-fulfilment.

He characterized environment that is welcoming and conducive by school building as to contain normal class population, students should feel safe and comfortable everywhere on school properties, class orderliness should be maintained, classrooms and grounds are clean and well-maintained, noise free environment, classrooms are furnished and staff members have sufficient books. He further characterized environment that promotes interactions by good interactions among the occupants of the environment, teachers are collegial and students grouping are diverse, parents and teachers are partners in the education, teachers are opened to students' suggestions and students are offered the opportunity to participate in decision making and but staff and students are trained to prevent and resolve conflicts.

However, he characterized environment that a sense of belonging and self-esteem by interactions of teachers and other staff members with students' caring, responsiveness, supportive and respectful, students trust teachers and other staff members, moral is high among teachers and staff, school is opened to diversity and welcoming to all cultures, teachers, other staff members and students are respected and valued, also teachers, staff and students feel that they are contributing to the success of the school, there is a sense of community, the school is respected and valued by teachers, staff, students and families and parents perceive the school as warm, inviting and helpful.

He also characterized environment that promotes learning and self-esteem by emphasis on academic, but all types of intelligence and competence are respected and supported, expectations are high for all students and all are encouraged to succeed, progress is motivated regularly, results and assignment are used to evaluate and redesigned teaching procedure and content, results and assessment are promptly communicated to students and parents, achievement and performance are awarded and praised, and teachers are confidently and knowledge.

However, the various aspects or components of learning environment do not operate independently of one another. For example, the physical environment can encourage or discourage social interaction. Similarly, social interaction facilitates a warm affective environment. Collectively, the physical, social, and affective environments contribute to, and are impacted by, the academic environment. Thus, for the purpose of this study only the physical learning environment was considered.

Learning environment includes all of the factors that can affect the learning within and outside the classroom (example, method of presentation, involvement of students, materials and resources, then outside the classroom example, sports, social clubs, social and cultural interaction (Cheter, 2008). OECD (Organization for Economic Co-operation and Development) (2011)

Considered components of learning environment as learning space and its operational environment within its flexible and modifiable learning spaces and their learning environments which are formed through pairs of dimension. They are all interactive and totally supportive of one another.

2.5 Concept of Academic Performance

Academic performance really means three things; the ability to study and remember facts, being able to study effectively and see how facts fit together and form larger patterns of knowledge and being able to think for yourself in relation to facts and thirdly, to be able to communicate (Coulson, 2008). According to Pruett (2010) is the level of achievement attain via the combination of inputs from student motivation and conduct. In views of Adediwura and Tayo (2007) academic performance is generally referred to how well a student is accomplishing his or her tasks and studies, but there are quite a number of factors that determine the level and quality of students' academic performance. This no doubt supports the view of Nicholas (2004) that the most current information on improving academic performance shows that there are three environmental influences linked to levels of academic performance among school students.

These influences according to the information includes high quality parenting (the degree to which a young star is provided with an enriched, warm and responsive learning environment which includes appropriate control and

discipline over children, and are closely associated with both higher grade reading and mathematics skills); high quality child-care environments (stimulating activity and nurturing as reflected in high quality parenting) and high quality first-grade classrooms (with a focus on literacy instruction, evaluative feedback, instructional conversation, and encouraging child responsibilities). Academic Performance Index (2010) revealed that academic performance is how students deal with their studies and responsibilities given to them by their teachers. Louis (2012) academic performance is the ability of students to obtain high grades and standard test scores in school courses, especially courses that are part of the core academic curriculum.

2.6 Learning Environment and Academic Performance

A school is a learning environment where teamwork is prevalent, diversity is incorporated, and individuals care about, trust, and respect for each other, community members share a vision for the future of the school, a common sense of purpose, and a common set of values. Wighting and Lucking (2004) theorized that sense of community in an educational setting includes two underlying dimensions, which one can label social community and learning community.

Social community represents the feeling of the community of students regarding their spirit, cohesion, trust, safety, interactively, interdependence, and sense of belonging. Learning community consists of the feelings of community

members regarding the degree to which they share group norms and values and the extent to which their educational goals as contained in the National policy Education (Federal Republic of Nigeria, 2004) and expectations are satisfied by group membership. Tinto (2007) maintained that students require academic, social, and personal support from their school. As supported by Astin's (2004) theory of involvement suggests that students learn more when they are more involved in both the academic and social aspects of the school experience. Consequently, learning has important social and cognitive dimensions and occurs most effectively when the school provides a positive social environment with a strong sense of community.

However, a student's educational outcome and academic success is greatly influenced by the type of school that they attend. School factors include school structure, school composition, and school climate. The school one attends is the learning environment that sets the parameters of a students learning experience. Depending on the environment, a school can either open or close doers that lead to academic achievement. Crosnoe, Johnson and Elder (2004) suggested that school sector (public or private) and class size are two important structural components of school. Private schools tend to have both better funding and smaller class size than public schools. The additional funding of private schools leads to better academic performance and more access to resources such as computers, which has been shown to enhance academic achievement.

Smaller class sizes create more intimate settings and therefore can increase teacher-students bonding which has been shown to have a positive great effect on student's academic performance and can lead to attainment of educational objectives. Crosnoe et al (2004) and Krafter (2004) revealed that class size above 40 have negative effect on students' academic performance in school. Fafunwa (2010) postulated that there is a big gap in quality, resulting from large number of students in a crowded classroom, using inadequate and obsolete equipment and with disillusion teachers. Researchers such as Devis and Mayuri (2003), Egim (2003) and Obong (2007) revealed that quality of learning facilities available within the learning environment has positive relationship with the quality of teaching and learning activities which in turn influence students' academic performance.

The relative social class of a student also affects his/her academic achievement. Students from low socio-economic backgrounds who attend poorly funded schools most a times do no perform as well as students from higher social classes (Eamon, 2005). Students' motivation for learning is also regard as one of the most critical determinants, which contribute to the success and quality of any learning outcome (Mitchell, 2002).School composition or the general make up of a school is another important factor regarding academic achievement (Crosnoe et al, 2004; Bali and Alverez 2004; & Eamon 2005). The skill level of teachers is another indicator of student performance. Students who attend schools with a

high number of well qualified and committed teachers perform better (Bali & Alverez, 2004).

Light has been identified as another important element that increases students' motivation to learn and it has direct influence on students' performance (Samani, 2011). Today's school correct use of lighting includes daylight that promotes energy-saver and amenity as well as artificial interior lighting. The visual environment affects a learner's skill to observe visual stimuli and affects his or her mental manner, and then, performance. The fact is if students have motivation in their schools interior environment, they would be more academically successful (Fielding, 2010).

According to Pulay (2010) the positive effect of lighting on students learning performance occurs if it designed correctly. He further explained that a well-hit classroom includes galore control, balanced brightness, higher reflectance ratings, and accent on the focal wall. Students must read many different surfaces, like papers or computer monitors. Dunn (2005) persisted that the highly in schools environment must be considered as a very vital and dynamic element of the educational environment. Many elements have direct effect on students' performance from physical learning places of environment, but the influence of light is much more than other elements.

Ability of students to ponder and concentrate on instructions in schools depends on many factors and light is one of these factors that strongly influence

student's academic performance. Another important determinant, which shouldn't be neglected, is the family. Family is the primary social system for children of all cultures across the country in particular and Africa in general Jago and Tanner (2009). Rollins and Thomas (2009) asserted that high parental controls are associated with high achievement of academic activities. Religiosity as an aspect of the family environment is another independent variable possibly for influencing academic achievement (Wang, 2003). Cassidy and Lynn (2001) explored how family environment impacts motivation and achievement. This means that motivation serves as a mediating variable between home background, personal characteristics and academic achievement.

It is obvious that recent increase in population and quest for knowledge constituted problem in our secondary schools today, because Yusuf (2004) observed in a study conducted on effect of co-operative and competitive instructional strategies on performance of students that the poor performance of students is due to overcrowded classrooms. This problem is caused by increase in enrolment without increase in the provision of facilities, instructional and supportive personnel. Williams (2008) maintains safe and orderly classroom environment (aspect of instructional space), school facilities (accessories) are significantly related to students' academic performance in school. Glassman (2004) asserted that a comfortable and caring learning environment among other treatments help to contribute to students' academic performance.

Ducason and Achilles (2008) described teachers and the physical environment (plant space) are the two major tools that can bring about new outcomes in teaching and learning process. Rutter, Dukor & Fair (2009); Scheerens and Creemers (2009); Adewuyi (2002) submitted in their various studies that conducive learning environment can have positive effect on both attitudes and achievements of students.

Positive learning environment is found to be very important factor of school effectiveness. Glen (2006) however, revealed that physical facilities like buildings can exert great influence on the academic performance of students either positively or negatively by how the built environment either permits them to function or inhibits the process of teaching and learning.

2.7 How to Evaluate Academic Performance

Evaluation serves as a source of motivation for students' learning. Students are encouraged to learn more seriously when they know that their learning will be evaluated and when they realize that their efforts and achievements are being recognized. Elsevier (2010) asserted that evaluation is concerned more fundamentally with deciding on the value or worthwhile of a learning process as well as the effectiveness with which it is been executed. He maintains that usually, two basic areas are evaluated. First is the achievement of the students in relation to the philosophy and objectives of education he/she is

receiving. The second is how well the curriculum goals are been realized for the level of education.

Evaluation is the systematic process of determining the extent to which instructional objectives are achieved by students. Consequently, examination results and teacher's judgment are used to categorize or classify students. Irreversibly decisions are made regarding the students' worth and his future in the educational system. By this system of categorizing students, some are made to feel that they are deficient, bad and undesirable, while others feel that they are able, good and desirable. This labelling of individuals may likely have some unfavourable influence on a persons' self- concept (Lehman, 2007). Yusuf (2012) described evaluation as the collection and use of information as a basis for rational decision making on the curriculum which need to be improved, modified or terminated as the case may be. It is a quality control exercise to ensure that resources are used maximally. It is true that the process will yield information regarding the worthiness, appropriateness, validity, etc of something for which a reliable measurement or assessment has been made.

However, various assessment or measurement tools and techniques may be used in evaluating teaching-learning process as well as the outcomes associated with it. Yusuf (2012) has identified instruments to be used in evaluating teaching learning process as test, observation, project, questionnaire,

interview, checklist and sociometric technique or sociometry. Alabi (2011) asserted that test is an important aspect of the educational process. It is the stage at which the learners' knowledge, skill, ability and competencies are assessed, and judgement is made about such performance. The outcomes of such judgement are used in diagnosing as well as placement of students.

Assessment of a person's performance when confronted with a series of questions, problems, or tasks set for him in order to ascertain the amount of knowledge that he has acquired, the extent to which he is able to utilize it, or the quality and effectiveness of the skills he has developed (Kobiowu & Alao, 2010). Scott (2001) stated that measuring academic performance can occur at multiple levels and serves multiple purposes. For example, classroom teachers often conduct formative and summative tests to evaluate students' mastery of course content and provide grades for students and parents. States tests are designed primarily to measure progress of the school and school district level.

Standardized observational assessment can guide teachers and administrators in promoting effective teaching and learning, enhance students social and academic development as well as assessing their level of academic outcomes (Megan, 2011). Centre for American Progress (CAP) (2012) advanced that students' performance can be measured through administrating achievement

test, analysing stated testing results, use informal surveys to measure academic achievement and look at grade reports.

2.8 Empirical Studies

There is no doubt that good academic performance is linked to the positive learning environment. It has been proved that positive learning environment is associated with a range of important outcomes for studies. Numerous studies have clearly demonstrated that positive learning environment is significantly related to students' academic performance.

Study conducted by Isaac, Haastrup and Osalusi (2011) titled "Learning Environment and Secondary School Effectiveness in Nigeria" population for the study was made up of all the secondary school teachers and principals of public secondary schools in South-West Nigeria with a sample of 1200 teachers and 60 principals selected from 60 secondary schools using multiple-stage, simple and stratified random sampling techniques. Two sets of instruments were used for the study and the design is descriptive research design of the survey type. The first instrument was a questionnaire tagged "Secondary School Effectiveness Questionnaire" (SSEQ) and the second instrument was a preformed design to collect students' results in the SSCE for 3 years (2005-2007). The instrument reliability coefficient stood at 0.87 and the data collected were analysed using

frequency counts, percentage score and Pearson Product Moment Correlation. The hypothesis was tested at 0.05 level of significance.

Findings from the study revealed that: there was a significant relationship between learning environment and school effectiveness, secondary schools in the south-west were to a large extent effective in the affective and the psychomotor domains of learning but not all are effective in cognitive domain. The study further concluded that positive learning environment can significantly improve the academic performance of students in secondary schools.

This study bears similarities with the study at hand because both are concerned with the relevance of learning environment to effectiveness of teaching and learning and students' academic performance. The two studies also focused on same level of education that is secondary school education. While Isaac et al (2011) focused on the entire Nigeria, the current study focused on Taraba Stat and the two studies differ in subject areas.

A study conducted by Samani (2011) on the influence of light on students learning performance in learning environment. The result from the study showed that it is essential to improve lightening in learning environments to enhance students' motivation to learn more.

The researcher utilized survey and measured the influence of lightening quality on students learning performance. Data were collected from 50 students from Alfa course in faculty of creative multimedia in multimedia university in Malaysia.

Going by the findings from the above study, it could be seen that the present study, just like the former, seeks to examine an important aspect of education, the learning environment which has significant impact on the academic performance of students because the former revealed how lightening as an aspect of learning environment influenced the academic performance of students. The researcher made use of survey method in conducting his study while the present study used Quasi-experimental involving pre-test post-test research design. Samani's study (2011) was located in Malaysia while the current study is located in Taraba State, Nigeria. One of the important factors for consideration again is that this study unlike the former focused on specific subject area (Social Studies).

Abdulraheem (2001) conducted a study on the effects of cooperative instructional strategy on junior secondary school students' performance in social studies, in Ilorin Nigeria. A quasi-experimental, non-equivalent pre-test, control group design using a 2*2*3 factorial design was adopted for the study. The subjects included all the third year students from two purposely selected secondary schools in Ilorin West Local Government Area of Kwara state. The treatment and control groups were made up of 48 and 48 students respectively.

The selected secondary schools were randomly assigned to treatment and control groups. The findings showed that the students taught using co-operative instructional strategies (COOPIS) performed significantly better than their counterparts who were taught using conventional instructional strategy.

The study conducted by Abdulraheem (2001) focused mainly on students' performance in social studies which is also the focus of the present study. The study conducted by Abdulraheem was specifically targeted at instructional strategy as an aspect of learning environment, while the present study examined the impact of learning environment (facilities) on the performance of students in social studies in junior secondary schools in Taraba State.

Kalyani and Radhakrishna (2002) conducted a study to find out the impact of classroom learning environment on the academic performance of Ashram school children. A sample of 180 Ashram children in the age range from 9-12 years was selected (85 Chenchu and 95 Lambada Sugali). The ravans coloured and standard progressive matrices were used for measuring the performance. The result indicated that, Sugali tribe was superior in performance compare to that of Chenchu tribe. As concluded by the researcher, some components of learning environment that were found to be correlated with students' academic performance included teachers characteristics, physical facilities and teaching methods. It was also revealed that conducive learning environment is associated

with superior performance. The two studies are similar because both of them focused on the impact of learning environment on students' academic performance. But, the two studies differ in location, subject area and number of objectives

Bello (2011) conducted a study on the effect of teacher-made instructional materials on the academic performance of Islamic studies students in senior secondary schools in Zaria Local Government Area of Kaduna state. A sample of 96 SS II subjects were randomly selected pretested and categorized into experimental and control groups. The subjects in the experimental group were taught Islamic studies using teachers made instructional materials while those in the control group were taught without it. Pre-test and post-test data were analysed to determine the group equivalent and achievement abilities of the students in the experimental and control groups. Two hypotheses were tested using t-test statistics with the following major finding: about 42% of the schools that offer Islamic studies with teachers-made instructional materials performed better than those taught without teacher-made instructional materials.

This study has significant relationship with present study because the former sought to establish the effect of teacher-made instructional materials on the academic performance of secondary school students in Islamic studies. While the current study examined the impact of learning environment on the

performance of students in social studies in junior secondary schools in Taraba State which is an indication that the two studies focused on the impact of school facilities on student's performance and the two studies used Quasi- experimental involving pre-test post-test non-equivalent research design. While Bello (2011) has conducted his study in Zaria LG area of Kaduna State, the present study was located in Taraba State and the subject areas are not the same.

2.9 Summary

The chapter reviewed essential areas that are related to the study at hand to gain an insight into the issues bordering on poor condition of learning environment especially the physical aspect. The literature was reviewed under the following headings: Introduction, theoretical framework, concept of learning environment, relevance of learning environment, components of learning environment, concept of academic performance, learning environment and academic performance, how performance is evaluated, empirical studies and summary.

However, in the light of the proceeding literature reviewed with its positive and negative revelation concerning the relationship between the learning environment and academic performance of students in junior secondary schools. The study would no doubt add to the knowledge of the readers upon the findings highlighted in the literature review of the related literature.

From the discussions presented in this chapter, it is clear that conducive learning environment can have positive effect on the academic performance of students in school. For example, it was shown that facilities such as library, classroom, laboratory, staffroom, instructional materials, workshops and a host of others can positively improve the performance of students in school. Also, the literature has identified that, secondary school students performance takes into cognizance both the quality and quantity of the results achieved. For students to be performing academically well, it implies that it is not just the number of graduates of the system that matters but how relevant and competent the graduates are in meeting the societal needs and aspiration. Empirical studies perused came from Nigeria and other developing countries like India and all of them stressed that strong relationship exist between learning environment and students' academic achievement.

CHAPTER THREE

RESEARCH METHODOLOGY

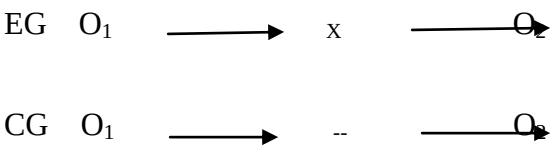
3.1 Introduction

This chapter focused on the research design employed in carrying out the study, population, sample and sampling techniques, research instrument, validity, reliability, procedure for data collection and methods of data analysis.

3.2 Research Design

A quasi-experimental research design, involving a pre-test, post-test and non-equivalent research design groups was used for the study. This type of research design is appropriate for studying how the peculiarities of a learning environment would affect the performance of different students groups at the secondary school level. In other words, the research design is appropriate to the type of research conducted which is largely an evaluation. The purpose of using this design agreed with Kolo (2003) who says that "experimental is to investigate possible cause and effect as well as relationship between two or more variables by the application of treatment which cannot be resolved by observation or description". Pp 6

Thus, Asika (2010) has identified the following conceptual model for this design



Key: EG: Experimental; CG: Control Group

O_1= Pre-test; X= Treatment; O_2=Post-test

3.3 Population

The target population for this study comprised students of public junior secondary schools in Taraba State. There are total of two hundred (200) public Junior Secondary Schools in Taraba State with twenty five thousand three hundred (25,300) students. The detail of the target population is given on table 3.1.

Table 3.1 Population Distribution Based on the Educational Zone of Taraba State

S/NO	Educational Zone	No of Jnr. Sec. School	No of Students
1.	Wukari	25	3,300
2.	Takum	32	3,600
3.	Zing	21	2,900
4.	Sardauna	22	2,550
5.	Donga	22	2,750
6.	Jalino	33	4,650
7.	Karim	18	2,050
8.	Bali	27	3,500
	Total	**200**	**25,300**

Source: Department of planning, Research and Statistics. Taraba State Post Primary School Management Board (TSPPSMB), Jalingo Taraba State. (2013)

3.4 Sample and Sampling Technique

Purposive sampling technique was used to select two renovated schools and two dilapidated schools. Thereafter, two large sized classes of JSS III were selected from two of the schools and another two small sized classes from two other schools, given a total of 4 intact classes. Students from these classes formed the sample size for this study which stood at 200. This figure is the representation

of the population because Central Limit Theorem in Donald and Edward (1981) suggested that sample size should be greater or equal to 30 because according to them, CLT has taken care of the two most reliable measures of central tendency (Mean and Standard Deviation).The sample distribution is given in table 3.2:

Table 3.2 Sample Distribution in Selected Schools

S/NO	Name of schools	Group	
Sample			
1.	GDJSS Wukari	Experimental	35
2.	YGJSS Wukari	Experimental	40
3.	GJTT S Wukari	Control	60
4.	GDJSSC Wukari	Control	65
		Total	**200**

3.5 Instrumentation

The instrument used for this study was a Social Studies Achievement Test (SSAT) and a treatment package. The instrument was adopted from Junior Secondary School Certificate Examination (JSSCE) conducted in Taraba State between 2008 and 2012. It contained 20 items which the participants were required to answer within 30 minutes. The purpose of using SSAT was to determine the performance of the participants in social studies. The examination

(JSSCE) is usually conducted to assess the performance of students in various disciplines including social studies. The treatment package is such that utilized learning environment classified as conducive and unconducive. The experimental group subjected/accommodated in the conducive learning environment that is made up of all that is needed for effective learning to take place such as good lightening, adequate class furniture, ventilation, white chalkboard, average population and instructional materials. While the control group are housed in a dilapidated classroom environment that is not very conducive for learning with the students seating on bear floor, in an overcrowded population with rough chalkboard without instructional materials.

3.5.1 Validity 0f the Instrument

The instrument was scrutinized by the researcher's supervisors and found it useful for the study at hand. Equally, 3 senior lecturers in the faculty of education Ahmadu Bello University, Zaria have gone through and made some adjustment on the selection of the items and found it appropriate for this type of study.

3.5.2 Pilot Testing

Pilot testing was conducted in GDJSS Mutum-biu. One intact class of 30 JSS III Students was randomly selected and used for this purpose. First test was

administered and a day after, students were taught by the researcher in a conducive learning environment and after three days second test was given.

3.5.3 Reliability of the Instrument

In order to ascertain the reliability of the instrument, the results of the pilot testing in terms of their general performance were analyzed using Person Product Moment Correlation Coefficient (PPMCC). The choice of this statistic was formed by its appropriateness for the study at hand. James (1997) asserted that PPMCC is used for instrument which does not have yes/no items. He referred to it as the best technique for measuring internal consistency of an instrument. It also provides a unique estimate of reliability for a given instrument. The analysis of PPMCC for the instrument gave 0.944 for the first test and 0.944 for the second test respectively. Based on the standard indices for reliability coefficient (0.5), the coefficient obtained for the instrument (0.944 and 0.944), are an indication of high reliability, pointing to the suitability of the instrument.

3.6 Procedure for Data Collection.

The procedure used for collecting data was in four stages that is stage one, stage two, stage three and stage four.

Stage one

In the first stage, the researcher presented an introductory letter for permission to be obtained from the authorities of the schools that were involved for the use of their students and their lesson period once a week for a period of 8weeks, 4 weeks each in both experimental and control schools.

Stage Two

In this stage, the two groups that are experimental and the control were given the instrument to respond to as pre-test under the same condition. The results were collected with the help of a research assistant.

Stage Three

Eight (8) weeks lesson plans were prepared with topics such as political institution, weather and climate, socialization and physical environment of man that covered the items in the instrument. Thereafter, experimental groups were taught by the researcher for a period of 4 weeks in a classroom building with adequate furniture, and small size population using instructional materials. Another 4 weeks were also used in teaching the control group in a dilapidated classroom with over population, without furniture and instructional materials. But, the two groups were taught using the same teaching methods.

Stage Four

In this stage, post-test was administered to both experimental and control groups in all the sampled schools. In this case, the participants were given the instrument that contained 20 items to cycle the correct option from letter A-E within 30 minutes. The results collected were analysed.

3.7 Methods of Data Analysis

The data collected from the test administered to both experimental and control groups were subjected to both descriptive and parametric statistics. In this case mean and standard deviation were employed to explain the research questions while t-test was used to test the hypotheses. The researcher used t-test statistic in data analysis because it agreed with the opinion of Jibril and Nwanmou (2012) who suggested that t-test is appropriate when two independent variables have been used in research that is experimental and control groups.

CHAPTER FOUR
DATA ANALYSIS AND RESULTS

4.1 Introduction

This chapter presented the results of the descriptive and inferential analysis in such a way that the research questions were answered and the hypotheses were tested, thereby providing way for decision-making. Finally, summary of major findings, discussion of findings and recommendations based on findings for the study were presented.

4.2 Analysis

In data analysis, descriptive statistics such as mean and standard deviation were employed to explain the research questions, while inferential statistic such as t-test was used in testing the hypotheses.

4.2.1 Descriptive Analysis

The descriptive statistics were presented by way of answering research questions as follows:

Research Question 1: what is the impact of classroom building on the performance of junior secondary students in Taraba State?

Table 4.1 Descriptive Statistics for Pre-test and Post-test of Experimental Group in Wukari.

Group	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	35	23.3846	7.91101	.98124
Post-test	35	42.6923	19.14331	2.37444

Table 4.1 showed the descriptive statistics of the experimental group in Government Day Junior Secondary School, Wukari. Pre-test with 23.4 as mean scores and 7.91 standard deviation while the post-test with 41.7 as mean scores and 19.1 standard deviation. This shows a clear indication that a classroom building has impacted positively on the performance of junior secondary students in Taraba State.

Research Question 2: what is the impact of the provision of adequate furniture on the performance of junior secondary students in Taraba State?

Table 4.2 Descriptive Statistics for Pre-test and Post-test of Experimental Group in Wukari.

Group	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	40	24.6154	10.20523	1.26580
Post-test	40	41.6154	21.08590	2.61538

Table 4.2 showed the descriptive statistics of the experimental group in Yakasen Government Junior Secondary school, Wukari. Pre-test with 24.6 as mean scores

and 10.2 standard deviation while the post-test with 41.6 as mean scores and 21.1 standard deviation. This shows that class with adequate furniture impacted positively on the performance of junior secondary students in Taraba State.

Research Question 3: what is the impact of class with small population on the performance of junior secondary students in Taraba State?

Table 4.3 Descriptive Statistics for Pre-test and Post-test of Control Group in Wukari.

Group	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	60	20.3077	18.83060	2.33565
Post-test	60	39.0000	32.95594	4.08768

Table 4.3 showed the descriptive statistics of the control group in Government Junior Technical Training School, Wukari. Pre-test with 20.3 as mean scores and 18.8 standard deviation while the post-test with 39.0 as mean scores and 32.9 standard deviation. This shows that class with small class population impacted positively on the performance of junior secondary students in Taraba State.

Research Question 4: what is the impact of the use of instructional materials on the performance of junior secondary students in Taraba State

Table 4.4 Descriptive Statistics for Pre-test and Post-test of Control Group in Wukari.

Group	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	65	23.1538	23.92320	2.96731
Post-test	65	36.6923	31.37820	3.89199

Table 4.4 above showed the descriptive statistics of the control group in Government Junior Secondary School Central, Wukari. Pre-test with 23.1 as mean scores and 23.9 standard deviation while the post-test with 36.7 as mean scores and 31.4 standard deviation. This shows that use of instructional materials impacted positively on the performance of junior secondary students in Taraba State.

4.2.2 Inferential Statistics

Inferential statistics was conducted by way of using appropriate methods to test research hypotheses as follows:

Hypothesis 1: there is no significant difference in the performances of students taught social studies in classroom buildings and those taught in dilapidated buildings in Taraba State.

Table 4.5: t-test Statistics for Experimental and Control groups

Group	N	X	SD	DF	α	t-cal	t-crit	p	Decision
Exp.	**35**	**25.7688**	**12.35546**	**198**	**0.05**	**7.515**	**1.96**	**0. 000**	**Rejected**
Control	**60**	**22.6573**	**10.87935**						

Table 4.5 showed that there is a significant difference in the performances of experimental and control groups. The mean scores are 25.7688 and 22.6573, t- cal = 7.515 and t-crit = 1.96 which is less than the alpha (a) value of 0.05. Therefore, the hypothesis which states that there is no significant difference in the performance of students taught social studies in a classroom building and those in a dilapidated classroom in Taraba State is rejected. This means that classroom building has positive impact on performance of junior secondary students in Taraba State.

Hypothesis 2: there is no significant difference in the performances of students taught social studies in class with adequate furniture and those taught in class without furniture in Taraba State.

Table 4.6: t-test Statistics for Experimental and Control groups

GROUP	N	X	SD	DF	α	t-cal	t-crit	P	Decision
Exp.	40	27.6250	13.44445	198	0.05	5.851	1.96	0.000	Rejected
Control	65	24.8750	11.73902						

Table 4.6 showed a significant difference in the performances of students of experimental and control groups. The mean scores are 27.6250 and 24.8750, t-cal = 5.851 and t-crit = 1.96 which is less than the alpha (a) of 0.05. Therefore, the hypothesis which states that there is no significant difference in the performance of students taught social studies in a class with furniture and those in a class without furniture in Taraba State is rejected. This means that classroom with furniture has impacted positively on the performance of junior secondary students in Taraba State.

Hypothesis 3: there is no significant difference in the performances of students taught social studies in a class with small class population and those taught in a large class population.

Table 4.7: t-test Statistics for Experimental and Control groups

GROUP	N	X	SD	DF	α	t-cal	t-crit	P	Decision
Exp.	35	63.3750	14.06886	198	0.05	3.970	1.96	0.000	Rejected
Control	65	33.0000	12.34130						

Table 4.7 showed a significant difference in the performances of students of experimental and control groups. The mean scores are 63.3750 and 33.0000, t-cal = 3.790 and t-crit = 1.96 which is less than the alpha (a) of 0.05. Therefore, the hypothesis which states that there is no significant difference in the performance of students taught social studies in a class with small population and those in a class with large population is rejected. This means a class with small population has positively impacted on performance of junior secondary students in Taraba State.

Hypothesis 4: there is no significant difference in the performances of students taught social studies using instructional materials and those taught without instructional materials in Taraba State.

Table 4.8: t-test Statistics for Experimental and Control groups

GROUP	N	X	SD	DF	α	t-cal	t-crit	P	Decision
Exp.	40	58.0000	19.51290	198	0.05	2.766	1.96	0.000	Rejected
Control	65	37.6250	15.09797						

Table 4.8 showed a significant difference in the performance of students of experimental and control groups. The mean scores are 58.0000 and 37.6250, t-cal = 2.766 and t-crit = 1.96 which is less than the alpha (a) of 0.05. Therefore, the hypothesis which states that there is no significant difference in the performances of students taught social studies using instructional materials and those without

instructional materials in Taraba State is rejected. This means that use of instructional material in teaching social studies has impacted positively on the performance of junior secondary students in Taraba State.

4.3 Summary of Major Findings

The findings of the study are summarized as follows:

1. The study revealed that there is a significant difference in the performances of students taught social studies in classroom buildings and those taught in dilapidated classrooms in Taraba Statea. This shows that classroom buildings have positively impacted on the performance of students in social studies in junior secondary schools in Taraba State , (t= 7.515, p = 0 .000).
2. The findings also revealed that there is a significant difference in the performances of students taught social studies in class with adequate furniture and those taught in class without furniture. This clearly indicates that class with furniture impacted positively on the performances of students in social studies in junior secondary schools in Taraba State, (t = 5.851, p = 0 .000).
3. The findings showed that there is significant difference in the performances of students taught social studies in class with small population and those taught in class with large population. This is an

indication that small class size has positive impacted on the performance of students in social studies in junior secondary schools in Taraba State, (t = 3.970, p = 0 .000).

4. The findings revealed that there is a significant difference in the performances of students taught social studies using instructional materials and those taught without instructional materials. This showed that the use of instructional materials has impacted positively on the performance of students in social studies in junior secondary schools in Taraba State, (t = 2.766, p = 0 .000).

4.4 Discussion of Findings

The issue of school physical facilities truly is paramount to meaningful implementation of educational programmes as well as actualization of students' educational objectives. Virtually, nothing can be achieved without adequate provisions of the school facilities required in order to facilitate the attainment of educational objectives. The study examined the Impact of Learning Environment on the Performance of Students in Social Studies in Junior Secondary Schools in Taraba State.

Research question one indicated that significant difference existed in the performances of students taught social studies in classroom buildings and those taught in dilapidated class buildings, mean scores 23.33846 and 42.6923.The

results showed that students that were taught social studies in a classroom building performed significantly better than those in a dilapidated classroom. Decaying classroom buildings such as peeling paints, crumbling plaster, non-functional toilet, poor lighting, inadequate ventilation, and inoperative heating and cooling system threaten the, safety and learning opportunities of students.

Relating this situation to secondary school environment in Taraba State, it is obvious that most of the public secondary schools especially in the rural areas are in poor condition. In most cases, students in the rural areas are learning under tress with the chalkboard hanging on the tree, during the dry season and during rainy season, less or no learning takes place. In few schools where you can have block of classrooms, mostly are in the cities and towns and these structures are built many years ago and because of their long duration without proper maintenance they remained in a dilapidated conditions.

Painting colour of these buildings is not recognise any more, leaking roof, open win doors, damaged floor, rough chalkboard among others. While good school facilities such as building appear to be important precondition for student learning. The above statement agreed with the opinion of Siegal (2004) and Fadipe (2000) who stated that school environment is an essential aspect of educational planning, he went further to explained that unless schools are well

situated, buildings adequately constructed and equipment adequately utilized and maintained, much and effective teaching and learning may not take place.

Nwagwu (2006) and Ogusanu (2004) also asserted that the quality of education that children receive bears direct relevance to the availability or lack of physical facilities such as classroom building, library, laboratory, instructional facilities and overall atmosphere in which learning takes places. Also, in the words of Asiabaka (2008) and Abdulkadir (1991) school physical facilities and other elements are determinant in attainment of educational goals. Ajayi (2007) concluded that the quality of education not depend on the teachers as reflected in the performance of their duties, but also in the effective condition of the school environment.

Teacher who has been the main force and the last person that ensure implementation of curriculum according to specification, his success or failure of actualizing instructional objectives depend to a large extent on the availability of good facilities such as good classroom building with adequate furniture, instructional facilities, and staffroom with adequate furniture among others. Bickle (2007) asserted that school physical conditions have direct positive and negative effects on teachers' moral, sense of personal safety, feelings of effectiveness in the classroom and on the general learning environment. He further stated that where the problems with working conditions are serious enough

to impinge on the work of teachers, they result in higher absenteeism, reduced levels of effort, and lower effectiveness in the classroom, lower moral, and reduced job satisfaction and where working conditions are good, they result in enthusiasm, high morale, cooperation, and acceptance of responsibility

Research question two showed a significant difference in the performances of students that were taught social studies in a class with adequate furniture and those without furniture, mean scores 24.6154 and 41.6154. The results revealed that students that were taught social studies in a classroom with adequate furniture performed significantly better than those in a classroom without furniture.

The physical characteristics of the school have a variety of effects on students, teachers and learning process. For instance class and staffroom furniture, library and laboratory furniture create conducive learning atmosphere when are available. Students on their part they need class furniture that would make them comfortable to receive lessons in the class to copy note on the chalkboard, to write exam, test, assignment and other class work that help greatly for their academic achievement. Poor facilities such as furniture make teaching and learning difficult.

Surely, the above statement agreed with the argument of Akubue (2006) that conducive learning environment where all necessary facilities for teaching and learning are made available has the advantage of fostering desirable behaviour

and attitudes, developing problem solving skills and creative thought, encouraging student's interactions and above all helping students to achieve their educational objectives. Also, in the words of Bandura (1991) school facilities play a vital role in the actualization of educational goals and objectives by satisfying the physical, emotional, cultural, social, educational and psychological needs of students as well as the needs of the society.

Research question three revealed a significant difference in the performances of students that were taught social studies in a class with small population and those in a class with large population, mean scores 20.3077 and 39.0000.

The result indicated that students that were taught social studies in a classroom with small class population performed significantly better than those in a class with large population. Overcrowded schools constitute a serious problem in school system. School over population is on the increase as a result of increase in population and demand for education and the less concern from the education stakeholders to make adequate provision of school facilities to cater for the growing need for education and overpopulation of the society.

Therefore, few classes in most of the public schools in Taraba State are not adequate to accommodate the number of students as such the school heads (principals) are left only with the option of combining students that supposed to be in two or more different classes in one single class, thereby making the class

over populated at the expense of student's academic achievement and overall educational objectives. Forgetting the fact that crowded classroom conditions not only make it difficult for students to concentrate on their lessons, but in variably limit the amount of time teachers can spend on innovative teaching methods such as cooperative learning and group work or, indeed smaller class size have been found more effective when instructional objectives that involve higher level of cognitive skill including application analysis, and synthesis.

Smaller classes provide for greater contact between students and teachers which appear to be most needed for students with low motivation, those with little knowledge of the subject matter, or those who have difficulty in grapping conceptual materials. Smaller classes are also more effective than large ones in affecting student's attitudes.

Krafter (2004) argued that class size above 40 has negative effects on student's academic achievement in school. Also Fafunwa (2010) opined that there is a big gap in quality resulting from large number of students in crowed classroom, using inadequate and obsolete equipment and with disillusion teachers. Nwagwu (2006) stated that a situation where a teacher teaches more than fifty students in a class as opposed to 35 in primary schools and 40 in secondary schools as provided in the national policy on education (2004) does not give room for effective teaching and learning

Research question four showed a significant difference in the performances of students taught social studies using instructional materials and those without instructional materials, mean scores 23.1538 and 36.6923. The influence of instructional materials in promoting student's academic performance as well as teaching and learning in educational development is indisputable. The act of teaching is fundamentally concerned with passing ideas, skills and attitude from the teacher to the learner. In Nigeria, for example experience has shown that spoken words alone in the communication of ideas are grossly ineffective and inefficient in producing desired learning outcome.

Thus, every year, when the results of public examination are released, there has always been mass failure in social studies and other core subjects. The reason for this could be attributed to the fact that there are topics in social studies that posed serious problems of comprehension to students. These topics cannot be taught effectively without the use of relevant instructional materials to make the learning effective. This statement is synonymous to the opinion of Megan (2011) who emphasized the effect of instructional materials utilization on teaching and learning. According to him, we learn and remember 10% of what we hear 40% of what we discuss with others and as high as 80% of what we experience directly or practically. In the opinions of Olutola (2008) school learning environment which includes instructional materials, administrative spaces, spaces for conveniences and accessories are essential for facilitating teaching-learning process. Hallak

(1990) agreed that school facilities form one of the potent factors that contribute to academic achievement in school. They include school building, classroom, accommodation, libraries, laboratories, furniture, recreational equipment and instructional materials.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study examined the Impact of Learning Environment on the Performance of Students in Social Studies in Junior Secondary Schools in Taraba State. The study comprised background to the study that highlighted variables such as the concept of education, learning environment vis-a-vis academic performance, meaning of social studies, meaning of performance and objectives of secondary education. This was followed by statement of the problem, objectives of the study, research hypotheses, basic assumptions, significance of the study, scope and delimitation of the study.

Review of related literature was carried out to provide the practical basis for data interpretation and major findings of the study. The review was on the following sub-headings: introduction, theoretical framework, concept of learning environment, relevance of learning environment, component of learning environment, concept of academic performance, learning environment and academic performance, how to evaluate academic performance, empirical studies and summary.

A quasi-experimental research design involving pre-test, post-test and non-equivalent group design was used for the study. Purposive sampling technique

was used to select two renovated schools and two dilapidated schools. Thereafter, two large sized classes of JSS III students were selected from two of the schools and another two small sized classes from two other schools given a total of 4 intact classes. Students from these classes formed the sample size of 200 from the population of 25,300 in 200 public secondary schools in Taraba State. Social Studies Achievement Test (SSAT) that contained 20 items was used as instrument for this study which was adopted from Junior Secondary School Certificate Examination (JSSCE) conducted in Taraba state between 2008 and 2012. 8 weeks lesson plan was prepared and both experimental and control groups were taught for 4 weeks each by the researcher. Pre-test was given to the two groups under the same conditions before the commencement of the teaching and post-test was given after the teaching period. The results of the test were collected with the help of research assistant and analyzed. Descriptive statistics were employed to answer the research questions, while t-test statistic was used for hypotheses testing. The analysis and the interpretation of data confirmed some aspects of the theoretical work as highlighted in the literature review.

The findings revealed that all the four hypotheses tested were rejected. However, based on the findings, the following were obtained:

1. That class buildings have positive influence on the performance of students in social studies in junior secondary schools in Taraba State.

2. that class with adequate furniture impacted positively on the performance of students in social studies in junior secondary schools in Taraba State.
3. that class with small class population has positive impact on the performance of students in social studies in junior secondary schools in Taraba State.
4. that use of instructional materials in teaching social studies has impacted positively on the performance of junior secondary schools in Taraba State.

5.2 Conclusion

This study has shown a positive and significant relationship between the physical characteristics of the school such as classroom buildings, furniture, instructional facilities and students' academic performance in junior secondary schools in Taraba State. This is an indication that these facilities in secondary schools should be a prime concern of the education stakeholders in the state and the nation in general. However, the extent to which students' learning could be enhanced depends on the structure of their classroom, availability of the classrooms, instructional facilities and accessories. It is believed that conducive learning environment with available school facilities will gear up expected outcomes of education that will facilitate good social, political and economic

emancipation, effective teaching and learning process as well as academic achievements of students.

Hence it has been established that facilities are potent to greater academic achievement of students. Therefore, it requires prompt attention on the part of the education stakeholders in Taraba State and the nation in order to improve the poor condition of learning environment and academic situation of secondary schools from its present state. Moreover, there are some facilities that can be improvised by the teachers in order to facilitate teaching and learning, hence such facilities should be improvised by the teachers.

5.3 Recommendations

Based on the conclusion drawn, the following recommendations were made:

1. Government and other education stakeholders should make concerted efforts to provide adequate classroom building and renovate the existing dilapidated structures in public secondary schools. This would help to reduce the problem of school overcrowding and it would go a long way to create enabling teaching and learning environment.
2. Education stakeholders should endeavour to provide adequate class furniture (chairs and lockers or desk) in public secondary schools and students should be oriented on how to maintain these facilities because most a time's students destroy these facilities by themselves.

3. Small class population should be maintained in public secondary schools and the population of students admitted into public schools should depend on the available space and facilities. Because, there is need to make the number of students to be taught in the class to be moderate, so that the teacher would be able to manage the class effectively and give individual attention to students where necessary.
4. Adequate instructional materials should be made available in public secondary schools and teachers should be encouraged to be using instructional materials in the course of presenting their lessons and they should be made to update their knowledge and skills in improvisation of instructional materials through seminars, workshops and conferences organized by government and professional bodies.

5.4 Contributions to Knowledge

The study contributes to knowledge in the following areas:

1. Positive learning environment encourages students' motivation to learn and improve in their academic achievement.
2. Conducive learning environment helps teachers to achieve their instructional objectives

3. Recommendations were made for a more proactive approach that would facilitate provision of adequate facilities in our public secondary schools in Nigeria and Taraba State in particular.
4. The study had revealed the picture of poor condition of facilities in public schools and urgent attention is needed to put it in proper condition or else it gets to total collapse.

5.5 Suggestions for further studies

This research work has identified a number of research areas for further studies towards the understanding of issues surrounding learning environment and its effect on students' academic achievement. These include:

1. Studies on general learning environment and students' academic performance in secondary school.
2. Studies on the availability of facilities in public and private secondary school and students' academic achievement.
3. Studies on the availability of facilities in rural and urban secondary school and student's academic performance.
4. Studies on maintenance of secondary school facilities and student's academic achievement.

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APPENDIX I

LESSON PLAN FOR EXPERIMENTAL GROUP

Week: One

School: Government Day Junior Secondary School, Wukari

Subject: Social Studies

Topic: Socialization

Duration: 45 Minutes

Instructional Materials: Pictures showing interaction among family members, interaction in the market and interaction in the community.

Previous Knowledge: Students have been interacting with their parents, friends and other community members.

B/ Objectives: By th**e** end of the lesson, students should be able to:

1. Give the meaning of socialization
2. Mention 3 agents of socialization
3. Explain 2 agents of socialization

Introduction: The teacher introduces his lesson by asking students certain question base on the previous knowledge. For example: Who has no friend? Who has no father or mother? How many of you have brothers and sisters?

Presentation: The teacher presents his lesson through the following steps:

Step I: The teacher starts by giving the meaning of socialization as a means by which an individual acquires knowledge about the culture of his/her own society.

Step II: The teacher goes further to mention agents of socialization as family, school, peer group, mosque, church and community.

Step III: The teacher explains agents of socialization one after another as stated above using the relevance instructional materials illustrate for student's better understanding.

Evaluation: The teacher evaluates his lesson by asking students the following questions:

1. Give meaning of socialization
2. Mention agents of socialization you know
3. Explain agents of socialization

Conclusion: The teacher concludes his lesson by asking students to draw a picture of a father, his wife and their 2 children that portray nuclear family setting

Week: Two

School: GDJSS, Wukari

Subject: Social Studies

Topic: Physical Environment of man

Duration: 45 minutes

Instructional Materials: Pictures and drawing of certain features found in man's physical environment such as mountain, road, valley, grass, house, tree and hill.

Previous Knowledge: Students have been seeing these features and even interacting with some of them in their environment.

B/Objectives: By the end of the lesson, students should be able to:

1. Define physical environment of man
2. Mention two types man's physical environment
3. Give 2 examples of man-made features and two examples of natural features in mans' physical environment.

Introduction: The teacher introduces his lesson by asking students some questions based on the previous knowledge. For example: Who has seen a mountain? What is the colour of grass? Who has not seen road? How many trees do we have in our school?

Presentation: The teacher presents his lesson through the following steps:

Step I: The teacher starts by the definition of man's physical environment as the immediate surroundings of man that comprises man-made and natural features such as trees, roads, mountain, valleys, grasses and so on.

Step II: The teacher goes further to list the two types of man's physical environment as man-made and natural.

Step III: The teacher explains the two types of features that exist in man's physical environment as man-made features comprises houses, drainages, roads, railways etc while the natural features are made up of grasses, rivers, mountains, valleys, hills, trees and so on. The teacher at this point will make use of the instructional materials to illustrate more for student.

Evaluation: The teacher evaluates his lesson by asking students the following questions:

1. Define physical environment of man
2. Mention two types of man's physical environment
3. Give two examples each for man-made and natural features

Conclusion: The teacher concludes his lesson by giving a class work for students to draw any feature that is found in man's physical environment.

Week: Three

School: GDJSS, Wukari

Subject: Social Studies

Topic: Political Institution

Duration: 45 minutes

Instructional Materials: Pictures showing past and present Nigerian leaders, state governors, national assembly, traditional leaders and court of law.

Previous knowledge: Students have been seeing leaders such as traditional rulers, local government chairmen, court building etc.

B/Objectives: By the end of the lesson, students should be able to:

1. Define political institution
2. Mention three arms of government
3. Explain one out of the three arms of government
4. Give examples of Nigerian leaders from independence in 1960.

Introduction: The teacher introduces his lesson by asking students certain things based on the previous knowledge. For example: who is the royal

father of Wukari? Who is the president of Nigeria? Who is the Governor of Taraba State?

Presentation: The teacher presents his lesson through the following steps:

Step I: The teacher starts his lesson by defining political institution as the institution that is responsible for leadership in the society.

Step II: The teacher goes further to mention the three arms of government as executive, legislature and judiciary.

Step III: The teacher explains the three arms of government as stated above.

Step IV: The teacher gives examples of past and present leaders using instructional materials to illustrate more in order to facilitate fast understanding of students.

Evaluation: The teacher evaluates his lesson by asking students the following questions:

1. Define political institution
2. State one out of the three arms of government you know
3. Explain one of the three arms of government
4. Give examples of past and present Nigerian leaders since independence

Conclusion: The teacher concludes his lesson by summarizing the major points that would be discussed in the lesson.

Week: four

School: GDJSS, Wukari

Subject: Social Studies

Topic: weather and climate

Duration: 45 minutes

Instructional Materials: Pictures and drawing on certain elements of weather and climate.

Previous Knowledge: Students have been interacting with some of these elements.

B/Objectives: By the end of the lesson, students should be able to:

1. Define weather and climate
2. Mention 3 elements of weather and climate
3. Give 2 examples of the instruments use in measuring some of these elements.

Introduction: The teacher introduces his lesson by asking students some questions based on the previous knowledge. For example: Who has seen air? Who is feeling air? In what season rain is falling?

Presentation: The teacher presents his lesson through the following steps:

Step I: The teacher starts by the definition of weather as the atmospheric condition of a place at a particular time and climate as a total average condition of weather of a place for at least 30 t0 40 years.

Step II: The teacher goes further to list the elements of weather and climate.

Step III: The teacher explains the elements and the instruments use in measuring some of the elements.

Evaluation: The teacher evaluates his lesson by asking students the following questions:

1. Define weather and climate
2. Mention two elements of weather and climate
3. Give two examples of the instruments use in measuring some of the elements of weather and climate.

Conclusion: The teacher concludes his lesson by giving a class work for students to draw any of the instruments.

Week: One

School: Yakasen Government Junior Secondary School, Wukari

Subject: Social Studies

Topic: Socialization

Duration: 45 Minutes

Instructional Materials: Pictures showing interaction among family members, interaction in the market and interaction in the community.

Previous Knowledge: Students have been interacting with their parents, friends and other community members.

B/ Objectives: By th**e** end of the lesson, students should be able to:

1. Give the meaning of socialization
2. Mention 3 agents of socialization
3. Explain 2 agents of socialization

Introduction: The teacher introduces his lesson by asking students certain question based on the previous knowledge. For example: Who has

no friend? Who has no father or mother? How many of you have brothers and sisters?

Presentation: The teacher presents his lesson through the following steps:

Step I: The teacher starts by the meaning of socialization as a means by which an individual acquires knowledge about the culture of his/her own society.

Step II: The teacher goes further to mention agents of socialization as family, school, peer group, mosque, church and community.

Step III: The teacher explains agents of socialization one after another as stated above using the relevance instructional materials for student's better understanding.

Evaluation: The teacher evaluates his lesson by asking students the following questions:

1. Give meaning of socialization
2. Mention agents of socialization you know
3. Explain agents of socialization

Conclusion: The teacher concludes his lesson by asking students to draw a picture of a father, his wife and their 2 children that portrays nuclear family setting.

Week: Two

School: YGJSS, Wukari

Subject: Social Studies

Topic: Physical Environment of man

Duration: 45 minutes

Instructional Materials: Pictures and drawing of certain features found in man's physical environment such as mountain, road, valley, grass, house and tree

Previous Knowledge: Students have been seeing these features and even interacting with some of them in their environment.

B/Objectives: By the end of the lesson, students should be able to:

1. Define physical environment of man
2. Mention two types man's physical environment
3. Give 2 examples each for man-made and natural features in mans' physical environment.

Introduction: The teacher introduces his lesson by asking students some questions based on the previous knowledge. For example: Who has

seen a mountain? What is the colour of grass? Who has not seen road? How many trees do we have in our school?

Presentation: The teacher presents his lesson through the following steps:

Step I: The teacher starts by the definition of man's physical environment as the immediate surroundings of man that comprises man-made and natural features such as trees, roads, mountain, valleys, grasses and so on.

Step II: The teacher goes further to list the two types of man's physical environment as man-made and natural.

Step III: The teacher explains the two types of features that exist in man's physical environment as man-made features comprises houses, drainages, roads, railways etc while the natural features are made up of grasses, rivers, mountains, valleys, hills, trees and so on. The teacher at this point will make use of the instructional materials to illustrate more for student.

Evaluation: The teacher evaluates his lesson by asking students the following questions:

1. Define physical environment of man
2. Mention two types of man's physical environment

3. Give two examples each for man-made and natural features

Conclusion: The teacher concludes his lesson by giving a class work for students to draw any feature that is found in man's physical environment.

Week: Three

School: YGJSS, Wukari

Subject: Social Studies

Topic: Political Institution

Duration: 45 minutes

Instructional Materials: Pictures showing past and present Nigerian leaders, state government, national assembly, traditional leaders and court of law.

Previous knowledge: students have been seeing leaders such as traditional rulers, local government chairmen, court building etc.

B/Objectives: By the end of the lesson, students should be able to:

1. Define political institution
2. Mention three arms of government
3. Explain one out of the three arms of government
4. Give examples of Nigerian leaders from independence in 1960.

Introduction: The teacher introduces his lesson by asking students certain things based on the previous knowledge. For example: who is the royal

father of Wukari? Who is the president of Nigeria? Who is the Governor of Taraba State?

Presentation: The teacher presents his lesson through the following steps:

Step I: The teacher starts his lesson by defining political institution as the institution that is responsible for leadership in the society.

Step II: The teacher goes further to mention the 3 arms of government as executive, legislature and judiciary.

Step III: The teacher explains the three arms of government as stated above.

Step IV: The teacher gives examples of past and present leaders using instructional materials to illustrate more in order to facilitate fast understanding of students.

Evaluation: The teacher evaluates his lesson by asking students the following questions:

1. Define political institution
2. State one out of the 3 arms of government you know
3. Explain 1 of the 3 arms of government
4. Give examples of past and present Nigerian leaders since independence

Conclusion: The teacher concludes his lesson by summarizing the major points that would be discussed in the lesson.

Week: four

School: YGDJSS, Wukari

Subject: Social Studies

Topic: weather and climate

Duration: 45 minutes

Instructional Materials: Pictures and drawing on certain elements of weather and climate.

Previous Knowledge: Students have been interacting with some of these elements.

B/Objectives: By the end of the lesson, students should be able to:

1. Define weather and climate
2. Mention 3 elements of weather and climate
3. Give 2 examples of the instruments use in measuring some of these elements.

Introduction: The teacher introduces his lesson by asking students some questions based on the previous knowledge. For example: Who has seen air? Who is feeling air? In what season rain is falling?

Presentation: The teacher presents his lesson through the following steps:

Step I: The teacher starts by the definition of weather as the atmospheric condition of a place at a particular time and climate as a total average condition of weather of a place for at least 30 t0 40 years.

Step II: The teacher goes further to list the elements of weather and climate.

Step III: The teacher explains the elements and the instruments use in measuring some of the elements.

Evaluation: The teacher evaluates his lesson by asking students the following questions:

1. Define weather and climate
2. Mention two elements of weather and climate
3. Give two examples of the instruments use in measuring some of the elements of weather and climate.

Conclusion: The teacher concludes his lesson by giving a class work for students to draw any of the instruments

LESSON PLAN FOR CONTROL GROUP

Week: One

School: Government Junior Technical Training School, Wukari

Subject: Social Studies

Topic: Socialization

Duration: 45 Minutes

Previous Knowledge: Students have been interacting with their parents, friends and other community members.

B/ Objectives: By th**e** end of the lesson, students should be able to:

1. Give the meaning of socialization
2. Mention 3 agents of socialization
3. Explain 2 agents of socialization

Introduction: The teacher introduces his lesson by asking students certain questions based on the previous knowledge. For example: Who has no friend? Who has no father or mother? How many of you have brothers and sisters?

Presentation: The teacher presents his lesson through the following steps:

Step I: The teacher starts by the meaning of socialization as a means by which an individual acquires knowledge about the culture of his/her own society.

Step II: The teacher goes further to mention agents of socialization as family, school, peer group, mosque, church and community.

Step III: The teacher explains agents of socialization one after another as stated above using the relevance instructional materials for student's better understanding.

Evaluation: The teacher evaluates his lesson by asking students the following questions:

1. Give meaning of socialization
2. Mention agents of socialization you know
3. Explain agents of socialization

Conclusion: The teacher concludes his lesson by asking students to draw a picture of a father, his wife and their 2 children that portray nuclear family setting.

Week: Two

Group: Control

School: GJTTS, Wukari

Subject: Social Studies

Topic: Physical Environment of man

Duration: 45 minutes

Previous Knowledge: Students have been seeing these features and even interacting with some of them in their environment.

B/Objectives: By the end of the lesson, students should be able to:

1. Define physical environment of man
2. Mention two types man's physical environment
3. Give 2 examples each for man-made and natural features in mans' physical environment.

Introduction: The teacher introduces his lesson by asking students some questions based on the previous knowledge. For example: Who has seen a mountain? What is the colour of grass? Who has not seen road? How many trees do we have in our school?

Presentation: The teacher presents his lesson through the following steps:

Step I: The teacher starts by the definition of man's physical environment as the immediate surroundings of man that comprise man-made and natural features such as trees, roads, mountain, valleys, and grasses and so on.

Step II: The teacher goes further to list the two types of man's physical environment as man-made and natural.

Step III: The teacher explains 2 types of features that exist in man's physical environment as man-made features that comprise houses, drainages, roads, railways etc while the natural features are made up of grasses, rivers, mountains, valleys, hills, trees and so on. The teacher at this point will make use of the instructional materials to illustrate more for student.

Evaluation: The teacher evaluates his lesson by asking students the following questions:

1. Define physical environment of man
2. Mention two types of man's physical environment
3. Give two examples each for man-made and natural features

Conclusion: The teacher concludes his lesson by giving a class work for students to draw any feature that is found in man's physical environment.

Week: Three

School: GJTTS, Wukari

Subject: Social Studies

Topic: Political Institution

Duration: 45 minutes

Previous knowledge: students have been seeing leaders such as traditional rulers, loc government chairmen, court building etc.

B/Objectives: By the end of the lesson, students should be able to:

1. Define political institution
2. Mention 3 arms of government
3. Explain 1 out of the 3 arms of government
4. Give examples of Nigerian leaders from independence in 1960.

Introduction: The teacher introduces his lesson by asking students certain things based on the previous knowledge. For example: who is the royal father of Wukari? Who is the president of Nigeria? Who is the Governor of Taraba State?

Presentation: The teacher presents his lesson through the following steps:

Step I: The teacher starts his lesson by defining political institution as the institution that is responsible for leadership in the society.

Step II: The teacher goes further to mention the three arms of government as executive, legislature and judiciary.

Step III: The teacher explains the 3 arms of government as stated above.

Step IV: The teacher gives examples of past and present leaders using instructional materials to illustrate more in order to facilitate fast understanding of students.

Evaluation: The teacher evaluates his lesson by asking students the following questions:

1. Define political institution
2. State 1 out of the 3 arms of government you know
3. Explain 1 of the 3 arms of government
4. Give examples of past and present Nigerian leaders since independence

Conclusion: The teacher concludes his lesson by summarizing the major points that would be discussed in the lesson.

Week: four

School: GJTTS, Wukari

Subject: Social Studies

Topic: weather and climate

Duration: 45 minutes

Previous Knowledge: Students have been interacting with some of these elements.

B/Objectives: By the end of the lesson, students should be able to:

1. Define weather and climate
2. Mention 3 elements of weather and climate
3. Give 2 examples of the instruments use in measuring some of these elements.

Introduction: The teacher introduces his lesson by asking students some questions based on the previous knowledge. For example: Who has seen air? Who is feeling air? In what season rain is falling?

Presentation: The teacher presents his lesson through the following steps:

Step I: The teacher starts by the definition of weather as the atmospheric condition of a place at a particular time and

climate as a total average condition of weather of a place for at least 30 t0 40 years.

Step II: The teacher goes further to list the elements of weather and climate.

Step III: The teacher explains the elements and the instruments use in measuring some of the elements.

Evaluation: The teacher evaluates his lesson by asking students the following questions:

1. Define weather and climate
2. Mention two elements of weather and climate
3. Give two examples of the instruments use in measuring some of the elements of weather and climate.

Conclusion: The teacher concludes his lesson by giving a class work for students to draw any of the instruments

Week: One

School: Government Day Junior Secondary School Central, Wukari

Subject: Social Studies

Topic: Socialization

Duration: 45 Minutes

Previous Knowledge: Students have been interacting with their parents, friends and other community members.

B/ Objectives: By th**e** end of the lesson, students should be able to:

1. Give the meaning of socialization
2. Mention 3 agents of socialization
3. Explain 2 agents of socialization

Introduction: The teacher introduces his lesson by asking students certain questions based on the previous knowledge. For example: Who has no friend? Who has no father or mother? How many of you have brothers and sisters?

Presentation: The teacher presents his lesson through the following steps:

Step I: The teacher starts by the meaning of socialization as a means by which an individual acquires knowledge about the culture of his/her own society.

Step II: The teacher goes further to mention agents of socialization as family, school, peer group, mosque, church and community.

Step III: The teacher explains agents of socialization one after another as stated above using the relevance instructional materials for student's better understanding.

Evaluation: The teacher evaluates his lesson by asking students the following questions:

1. Give meaning of socialization
2. Mention agents of socialization

Conclusion: The teacher concludes his lesson by summarizes the main points of the lessons to students and give them some class work to do.

Week: Two

School: GDJSSC, Wukari

Subject: Social Studies

Topic: Physical Environment of man

Duration: 45 minutes

Previous Knowledge: Students have been seeing these features and even interacting with some of them in their environment.

B/Objectives: By the end of the lesson, students should be able to:

1. Define physical environment of man
2. Mention two types man's physical environment
3. Give 2 examples each for man-made and natural features in mans' physical environment.

Introduction: The teacher introduces his lesson by asking students some questions based on the previous knowledge. For example: Who has seen a mountain? What is the colour of grass? Who has not seen road? How many trees do we have in our school?

Presentation: The teacher presents his lesson through the following steps:

Step I: The teacher starts by the definition of man's physical environment as the immediate surroundings of man that comprise man-made and natural features such as tree, road, mountain, valley, grass and so on.

Step II: The teacher goes further to list the 2 types of man's physical environment as man-made and natural

Step III: The teacher explains the two types of features that exist in man's physical environment as man-made features comprises houses, drainages, roads, railways etc while the natural features are made up of grasses, rivers, mountains, valleys, hills, trees and so on. The teacher at this point will make use of the instructional materials to illustrate more for student.

Evaluation: The teacher evaluates his lesson by asking students the following questions:

1. Define physical environment of man
2. Mention two types of man's physical environment
3. Give two examples each for man-made and natural features

Conclusion: The teacher concludes his lesson by summarizing the main areas of topic.

Week: Three

School: GDJSSC, Wukari

Subject: Social Studies

Topic: Political Institution

Duration: 45 minutes

Previous knowledge: students have been seeing leaders such as traditional rulers, local government chairmen, court building etc.

B/Objectives: By the end of the lesson, students should be able to:

1. Define political institution
2. Mention 3 arms of government
3. Explain 1 out of the 3 arms of government
4. Give examples of Nigerian leaders from independence in 1960.

Introduction: The teacher introduces his lesson by asking students certain things based on the previous knowledge. For example: who is the royal father of Wukari? Who is the president of Nigeria? Who is the Governor of Taraba State?

Presentation: The teacher presents his lesson through the following steps:

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Step III: The teacher explains the 3 arms of government as stated above.

Step IV: The teacher gives examples of past and present leaders using instructional materials to illustrate more in order to facilitate fast understanding of students.

Evaluation: The teacher evaluates his lesson by asking students the following questions:

1. Define political institution
2. State one out of the three arms of government you know
3. Explain one of the three arms of government
4. Give examples of past and present Nigerian leaders since independence

Conclusion: The teacher concludes his lesson by summarizing the major points that would be discussed in the lesson

Week: four

School: GDJSSC, Wukari

Subject: Social Studies

Topic: weather and climate

Duration: 45 minutes

Previous Knowledge: Students have been interacting with some of these elements.

B/Objectives: By the end of the lesson, students should be able to:

1. Define weather and climate
2. Mention 3 elements of weather and climate
3. Give 2 examples of the instruments use in measuring some of these elements.

Introduction: The teacher introduces his lesson by asking students some questions based on the previous knowledge. For example: Who has seen air? Who is feeling air? In what season rain is falling?

Presentation: The teacher presents his lesson through the following steps:

Step I: The teacher starts by the definition of weather as the atmospheric condition of a place at a particular time and climate as a total average condition of weather of a place for at least 30 t0 40 years.

Step II: The teacher goes further to list the elements of weather and climate.

Step III: The teacher explains the elements and the instruments use in measuring some of the elements.

Evaluation: The teacher evaluates his lesson by asking students the following questions:

1. Define weather and climate
2. Mention two elements of weather and climate
3. Give two examples of the instruments use in measuring some of the elements of weather and climate.

Conclusion: The teacher concludes his lesson by giving a class work for students to draw any of the instruments.

APPENDIX II

SOCIAL STUDIES ACHIEVEMENT TEST (SSAT)

NAME:……..

CLASS:……

Instructions: Answer all questions by cycling the correct option from letter A-E, each question carries equal marks.

TIME ALLOWED: 30 Minutes

1. The executive, the legislature and the judiciary are the ---------- of government in Nigeria

   (a) Backbone (b) Legs (c) Body (d) Knees (e)Arms

2. Nigeria got her independence in the year ----------

   (a) 1960 (b) 1963 (c) 1968 (d) 1990 (e) 2000

3. The primary function of federal government is ----------

   (a) Planning (b) Organizing (c) Ensuring the happiness of contractors

   (d) Organizing the security and defence of the nation (e) none of the above

4. A person that studies weather is called

   (a) A physiotherapist (b) An engineer (c) A meteorologist

   (d) A climatologist (e) A geomorphologies

5. Climate can be defined as

(a) Rainfall and Sunshine (b) Cloud and Humidity (c) Average weather condition of a place over a period of time (d) Dry season and Rainy season

(e) Wind and Atmospheric pressure

6. The instrument used to measure temperature is called

(a) Barometer (b) Anemometer (c) Thermometer (d) Hygrometer

(e) Rain Gauge

7. The two main seasons in Nigeria are:

(a) Forest and Mountain (b) Savannah and Sudan (c) Humid and Tropical

(d)Wet and Dry (e) Hot and Cold

8. Which one of the following is the first community through which a child learns:

(a) The School (b) The village (c) The family (d) The nation (e) The continent

9. The movement from one social class to another is called

(a) Downward mobility (b) Sideway mobility (c) Social mobility

(d) Social classification (e) Social mobility of labour

10. Socialization is the means by which a child ------

(a) Acquires problems of home (b) Acquires certificate in school

(c) Acquires the skills to talk

(d) Acquires knowledge about a lot of things in his or her social and physical environment

(e) None of the above

11. The first Governor-General of Nigeria was-----

(a) Sir Abubakar Tafawa Balewa (b) Rev. Jolly T. Nyame (c) Dr.NnamdiAzikiwe

(d) Col. Mamman Dickson (e) Mr. Ibrahim Babangida

12. A person who leads others is called ------

(a) Follower (b) Leader (c) Teacher (d) Principal (e) Chief

13. A leader must possess the following qualities except:

(a) Good health (b) Sympathetic spirit (c) Knowledge and wisdom (d) Accessible (e) Madness

14. The followers look up to their leaders for

(a) Advice and encouragement (b) Money and gift (c) Food and drinks (d) Love and affection

(e) None of the above

15. The minimum age for a person to vote in election is

(a) 18 (b) 16 (c) 25 (d) 30 (e) 35

16. Nigeria has -------tiers of government

(a) 4 (b) 5 (c) 10 (d) 3 (e) 2

17. The fastest transportation system is

(a) Water Transport (b) Road Transport (c) Air Transport (d) River Transport

(e) None of the above

18. The basic needs of a man are:

(a) Food, Water and House (b) Food, Shelter and Clothing(c) Clothing, Water and Money

(d) Mosque, Church and School (e) Water, Food and Office.

19. Which of the following is not a way of promoting peace?

(a)Tolerance (b) Justice (c) Dialogue (d) Protection of human rights

(e) Rigging at elections

20. Population explosion causes the following except:

(a) Famine (b) Unemployment (c) social uprising (d) sufficient social amenities (e) diseases