IMPACT OF CLASSROOM LEARNING ENVIRONMENT ON THE PERFORMANCE OF STUDENTS IN CIVIC EDUCATION IN UPPER BASIC EDUCATION IN NIGER STATE, NIGERIA

BY

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FEBRUARY, 2021

DECLARATION

I declare that this dissertation entitled “Impact of Classroom Learning Environment on the Performance of Students in Civic Education in Upper Basic Education in Niger State, Nigeria” has been carried out by me in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other Institution.

_____ _____

Esther Isibhakhomen EBHOHIMEN Date

CERTIFICATION

This dissertation entitled IMPACT OF CLASSROOM LEARNING ENVIRONMENT ON THE PERFORMANCE OF STUDENTS IN CIVIC EDUCATION IN UPPER BASIC EDUCATION IN NIGER STATE, NIGERIAbyEsther Isibhakhomen EBHOHIMEN meets the regulations governing the award of the degree of Master in Education (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 dissertation is dedicated to my husband Engr. B. E. Ebhohimen and to my lovely children Karen, Daisy and Jesse.

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My sincere appreciation goes to Almighty God for seeing me through this programme, most specially when one end of the race appeared unattainable.My profound gratitude goes to all those who have contributed in one way or the other to the success of this research. I sincerely appreciate my supervisors Prof. A. Guga and Dr. S. U. El-Yakub (Wakilin Malaman Zazzau,) I am indebted to you for all your training to us, more blessing to your throne and office who helped and guided me through this research,

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ABSTRACT

The study examined the impact of classroom learning environment on the performance of students in civic education in upper Basic education in Niger state, Nigeria. The objectives of the study were: to determine the impact of teachers qualification on the performance of students in Civic Education in Niger state, determine the impact of classroom building on the performance of students in civic education in upper Basic Education in Niger state, examine the impact of class size on the performance of students in Civic Education in upper basic education in Niger state ascertained the impact of the use of instructional materials on the performance of students in civic education upper Basic education in Niger state, Nigeria. Research questions as well as hypothesis were all in line with the objectives of the study. The study adopted ex-post facto research was adopted,the target population of the study was 21,998 which comprised of principals,Civic teachers and civic students, 377 was sampled from the target population, a simple random techniques was used.In similar manner, Civic Education teachers were selected using the simple random sampling techniques, while principals were purposively selected. A self structured questionnaire with 40 items and modified likert scale and end of termExaminations score of JSS II Civic Education students were used as instrument for Data collection. The instrument was subjected to reliability analysis and were found to be reliable at 0.74, Direct system of Administration and collection of questionnaire was used, with collaboration with one research assistant.Mean and standard deviation were used to respond to research questions while non parametric statistics of Krustal walliswas used to test the hypotheses at 0.05 significance, value in addition SPSS was used. The findings of the study revealed that;teachers' qualification significantly influence the performance of students in civic education (p-value of 0.003 $<\alpha$0.05). The result shows that, classroom buildinghave significantimpact on the performance of students in civic education because learning cannot be effective in an unconducive classroom (p-value of 0. 285 $>\alpha$0.05). The result indicates that, Classes with more than 45 students do not foster greater interaction among students and teacher (p-value of 0. 000 $<\alpha$0.05). Result shows that, the use of instructional material for class-room instruction boost the cognitive abilities of students in Civic Education (p-value of 0. 009 $>\alpha$0.05).Based on the findings of the study, it was concluded that building have significant impact on the teaching and learning of Civic Education which ultimately influences students' performance. In views of this, academic performance is generally referred to how well a student is accomplishing his/her tasks and studies, but there are quite a number of factors that determine the level and quality of students' academic performance. The study recommended that teachers qualification should be put into consideration as it influences performance of students in Civic Education. Study also recommend that school management, both private and government school teachers should note that classroom building should be put in place because it hasimpact on the performance of student in civic education and learning cannot be effective in an unconducive classroom. It also recommended that classes with more than 45 students do not foster greater interaction among students and teacher and should be discouraged in order to make learning more effective.

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LIST OF ABBREVIATIONS

AEIS	:	Academic Excellence Indicator System
NECO	:	National Examination Council
NERDC	:	Nigerian Educational Research Development Council
PEIMS	:	Public Education Information Management System
PPSMB	:	Post Primary School Management Board
PTA	:	Parents Teachers Association
SPSS	:	Statistical Package for Social Sciences
SSS	:	Senior Secondary School
TAAS	:	Texas Assessment of Academic Skills
WAEC	:	West African Examination Certificate
WCIDA	:	World Class Instructional Design and Assessment

OPERATIONAL DEFINITION OF TERMS

As words may mean differently in different contexts, the following definitions are given as the words used as intended to be understood for the purpose of this study.

Academic Performance: as the observable or measurable behaviuor of person or animal in a particular situation usually experimental situation.

Civic Education: is an important component of education that cultivates citizens to participate in the public life of a democracy, to use their rights and to discharge their responsibilities with the necessary knowledge and skills.

Classroom Environment: learning environment is place mapped out for teaching and learning process to take place smoothly and effectively.

Educational Upbringing: This refers to education of children and how they perform in academics when subjected to test or examination.

Home Environment: This refers to parental experience and aspirations for children, objects and material conditions in the home for comfort and also specific behavioural processes conducive to learning.

Impact: positive or negative effect something has on a thing.

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Generally education is the corner stone for development. It forms the basis for literacy, skill acquisition, technological advancement and ability to harness human and material resources towards the achievement of societal goal, Federal Republic of Nigeria (FRN, 2013), National Policy on Education. It is commonly understood that democratic self-governance requires informed and educated citizens to support the development of nation.

This explains why government of nations spend huge sum of money on educating her citizens,that is why the Nigeria Government had since developed educational policies over the years and is still developing. In Nigeria since 1977 a national policy on education was inaugurated. This has been reviewed over the years to reflect the changing needs of the nation and global trends in education. To attain its educational objectives, Nigeria education system is in three levels, the basic, secondary and tertiary levels. The basic education levelfurther broken into the lower (primary 1-3) middle (primary 4-6) and the upper basic (JSS 1-3). The objectives of basic education outlined in the Federal Republic of Nigeria (FRN, 2014) are: Ensure unfettered access to nine (9) year of formal basic education, the provision of free, Universal Basic Education for every Nigerian child of school going age, reducing drastically the incidence of drop-out from the formal school system, through improved relevance, quality and efficiency. Ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for life-long learning. To attain these objectives a number of subjects were outlined in the curriculum these include: Basic Science, Social Studies, Christian religious studies (CRS), Islamic religious studies (IRS) and Civic Education. Civic Education is one of the core subjects for the entire basic

education level.

According to Collins (2014) Civic education is the study of the theoretical, political and practical aspects of citizenship, as well as its rights and duties; the duties of citizens to each other as members of a political body and to the government. It includes the study of civil law and civil code, and the study of government with emphasis on the role of citizens as opposed to external factors in the operation and oversight of government. The aim and objectives of civic education include: to teach right attitudes, encourage good citizenship, inculcate good leadership and fellowship, to encourage the spirit of friendship and cooperation and to discourage unholy and bad behaviours. Federal Government of Nigeria (FGN 2013). To attain these objectives, civic education requires an enabling learning environment for teaching.

Learning environment includes classroom spaces, planning administrative places, planning circulation spaces, spaces for conveniences andgeneral infrastructure planning. The teachers as well as the students themselves are essential in teaching-learning process. The extent to which students' learning could be enhanced depends on their location within the school compound, the structure of their classroom availability of instructional facilities and accessories (Ibrahim 2016).

According to (Osborne, 2013), learning environments vary from classroom to classroom and context to context. There are four types of learning environments, each with unique elements. Learning environments can be student- or learner-centered; knowledge-centered; assessment-centered; and community-centered.

Learner-Centered Environments: pay close attention to the needs of the studentswho bring culture, beliefs, attitudes, skills, and knowledge to the learning environment. A learner-centered teacher builds on the conceptual and cultural knowledge of each student. The classroom is often involved in discussion, where the students do much of the talking and construct their own meaning

based on prior knowledge and experiences. The teacher acts as a bridge between new learning and what students already know (Osborne, 2013).

Knowledge-Centered Environments: focuses on helping students learn information with deep understanding so that students can use it in new situations and contexts. Teachers who believe in knowledge-centered classrooms believe that rote memorization does not lead to true understanding and only helps students learn at the surface. Deep learning involves learning through problem-solving. An example of this type of learning environment is one where a teacher directly teaches a concept, such as how to find area and perimeter. The teacher would then take this concept one step further, connecting this new knowledge to a real-life scenario (Osborne, 2013).

For Assessment-Centered Environments, to be effective, learning environments must also be assessment-centered, which stress the importance of feedback to learning. Students need opportunities to get feedback so they can revise their work. Assessments must match learning goals. Formative, or classroom assessment, used to improve teaching and learning, is a constant source of feedback throughout the context of a course. Examples include teacher comments on work and quick checks for understanding in the classroom. Summative, or end-of-unit or course assessment, measures what students have learned by the end of a period of learning activities. Examples include state-wide assessment tests and teacher-made end-of-unit exams(Osborne, 2013).

Learning is the process of acquiring new or modifying existing knowledge, behaviours, skills, values, or preference. Learning may occur as a result of habituation or classical conditioning or as a result of more complex activities such as play. Learning may occur consciously or without awareness. Essentially, learning is a process, which involves changes in the behavior of learners

(Guga and Bawa, 2015). One of the factors to consider is a conducive learning classroom environment that enhances effective teaching and learning. According to (Sang, 2013), learners learn and perform better when their classrooms are well organized to give enough space to the learners and provide arrangement of starting points for their ideas. Students perform well in an optimistic classroom atmosphere and environment in which they feel secure, safe, cared for and involved (Saminu, 2014).

A good learning environment presents learning as a life-long business and enables students to discover appropriate value system that can be their guide for self-discovery in the classroom.Classroom learning environment is one of the most important factors affecting students' learning. Such an environment provides relevant content, clear learning goals and feedback, opportunities to build social skills and strategies to help students succeed (Weimer, 2009). It is a general knowledge that this condition of classroom learning environment includes physical set-up such as infrastructural development which to a great extent has vital impact on both the teachers' effectiveness and students' academic performance in teaching and learning process.

Academic performance refers to the degree of a student's accomplishment of his or her tasks and studies. The most well known indicator of measuring academic performance is grades which reflect the students' "score" for their subjects and overall tenure. Success is measured the by academic performance in most educational system. Students' academic performance largely depends on the impact and influence the environment has on them. Low performance on student academically is inevitable especially where there is environmental setting or un-conducive academic environment (Duruji, Azuh and Oviasogie, 2014).

According to Niger State Ministry of Education (2017) less than 43% of students that sat

for junior secondary school examination could not pass with a credit level in Civic Education. Situation analysis observed by the study shows that most of the teachers are still using traditional method of teaching, poor evaluation method, poor study environment as most of the class room are in deplorable condition, over population of students in the class, unqualified teachers among other problems. This study, therefore, investigates the Impact of classroom learning Environment on the performance of students in Civic Education in Upper Basis Education in Niger State Nigeria. The researcher is of the view that the findings of the study could help enhance the performance of students in the subject thereby improving the society generally.

1.2 Statement of the Problem

In Niger state like other states in Nigeria, the classroom learning environment in the Basic schools has not been uniform as observed by the study. While some, especially in the urban areas and local government headquarters are provided with adequate classrooms, the appropriate caliber of teachers and stationary. On a visit to some of these schools by the researcher, some schools'do not really lack quality teacher, but even their roof have been blown by storms, some schools without windows. Some school students are made to sit and learn under the shade of trees,during lesson delivery. The awful surrounding of most of the schools both inside and outside is very poor, no ceiling, buildings are cracked, the classroom size is too small, that could hardly accommodate students ill functional libraries, unequipped laboratory, obsolete instructional materials, unqualified teachers among others. The question therefore is how have the students been able to learn under such a hash environment?

Perhaps if adequate instructional materials, quality classroom building, good study environment, qualify teachers are provided in the civic education teaching and learning, this may improve the performance of civic education students in Niger State. Against this background this

study is out to investigate how classroom environment has impacted on the academic performance of Upper Basic Education students in Niger State Nigeria.

1.3 Objectives of the Study

The following are the objectives of the study; To

1. determine the impact of teachers qualification on the performance of students in Civic education in upper basic education in Niger State Nigeria,
2. determine the impact of classroom buildings on the performance of students in Civic Education in Upper Basic Education Niger State Nigeria,
3. examine the impact of class size on the performance of students in Civic Education in Upper Basic Education Niger State, and;
4. ascertain the impact of the use of instructional materials on the performance of students in Civic Education in Upper Basic Education Niger State Nigeria.

1.4 Research Questions

The research questions are as follows;

1. What is the impact of teachers' qualification on the performance of students in civic education in Upper Basic Education in Niger State Nigeria?
2. What is the impact of classroom buildings on the performance of students in civic Education in Upper Basic Education in Niger state Nigeria?
3. What is the impact of class size on the performance of students in Civic Education in Upper Basic Education in Niger State
4. What impact does the use of instructional materials have on the performance of students in Civic Education in Upper Basic Education in Niger State Nigeria?

1.5 Hypotheses

The following hypotheses were formulated to guide the study:

$H0_1$. Teachers' qualifications have no significant impact on students' performance in civic education in Niger State Nigeria

$H0_2$. Classroom buildings have no significant impact the performances of students in Civic Education in upper basic education in Niger State Nigeria

$H0_3$. Classroom size has no significant impact on the performance of Civic Education students in Upper Basic Education in Niger State

$H0_4$. The use of instructional materials for teaching Civic Education at upper basic in Niger State has no significant impact on the performance of students.

1.6 Significance of the Study

The findings of this study will be of significance to Education Stakeholders such as; Students, Teachers, Parents Teacher Association (P.T.A), Universal Basic Education Commission (UBEC), Niger State (SUBEB) Universal Basic Education Board, Textbooks Publishers Psychologists, Non-governmental organization such as United Nation Children and Education Fund (UNICEF) and United Nation Educational Scientific and Cultural Organization (UNESCO) as well as the Curriculum Developers and School Plant Planners and other researchers.

The study is of relevance to students in such a way that it provides insights into the problems whose solution are helped in taking specific actions which efficiently and effectively address the poor performance of students as a result of the poor nature of secondary schools in Nigeria. Civic education student benefit from the study, as the use of instructional materials in teaching make them appreciate the local and international relevance of what they learn in school, while affording them the opportunity to apply Civic Education experience in the context.

Furthermore, the study is relevant to teachers who are the principal agents of curriculum

implementation because it helps in choosing an appropriate instructional material capable of releasing students' tension towards the subject. It motivates teachers to develop interest towards utilizing instructional materials, and selecting suitable teaching methods that will be a possible means towards reducing failure in the teaching and learning of civic education. It, equally, helps teachers to develop suitable methods for assessing students' academic performance in civic education. The findings of the study also sensitize Civic Education teachers on the benefits of the use of local resources as a strategy for teaching and it has greater effect on the academic performance of the students. The research findings as well form another dimension of innovations in the teaching and learning of civic education.

The Parent Teachers Association (P.T.A) are indeed partners in managing the school which benefits from the study, the findings from the study inform the parent teachers association, the opportunity to have adequate knowledge of quality instructional material, good learning environment in these schools and the roles they can play in supporting the school with more instructional materials. It enables them to work harmoniously with the school and on how to use these resources so as to enhance the performance of students in civic education.

The Ministry of Education officials in Niger State benefit from this study on issues relating to provision of instructional facilities in the Basic schools. The ministry of education officials are equipped with reliable and factual information concerning different resources used as facilities in these schools and the modalities to manage them and for planning purpose. The findings from this study informed them in playing a sensitive role aimed at the provision of a conducive learning environment and at same improving the standard of education. The Ministry of Education officials benefit from the study by having knowledge of different instructional facilities that can be used in these schools, which willserve as an input for effective law making and the legal framework

guiding its activities.

Findings from this research is significant to the textbook publishers of Civic Education textbooks as it exposed them to the importance of community-based resources in the teaching and learning of Civic Education in senior secondary schools in Niger State and Nigeria in general. It will also make them realize that the immediate community is a wonderful curriculum laboratory which provide extremely dynamic, interesting and real life opportunities for learning because every community has in its historical records the stories of people and resources woven into the pattern of its national development, researchers and scholarswill benefit from the findings of this study as it will provide them with academic literature on the impact of community-based resources on performance of secondary school students in civic education.

Non-Governmental Organization such as United Nation Children and Education Fund (UNICEF), United Nation Educational Scientific and Cultural Organization (UNESCO), the findings gave the aforementioned international organization who are also key funders in the development of Education in centres like Nigeria the nature and learning environment of schools in the country, it enabled these organization to play the roles, aimed at providing funds in form of grant to enable the schools have adequate and comfortable learning environment. The study is relevant to the Universal Basic Education Commission (UBEC) and State Universal Basic Education Board (SUBEB) it helped to co-ordinate and implement their programmes and provided relevant resource for schools and other related agencies. The research work enable the UBEC and SUBEB to look into the pathetic situation so that they will render their assistance in building conducive classes, provision of relevant instruction materials as well as organizing workshops and seminars for staff capacity building and training.

Curriculum developers and school plant planners would hopefully benefit from this study.

This is so 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 building or for reviewing or developing a new curriculum.

1.7 Scope of the Study

This study assessed the Impact of Classroom Learning Environment on the Performance of Students in Civic Education in Upper Basic Education in Niger State, Nigeria.In Niger State, there are seven (7) Educational zones which comprised of Bida zone, Minna, Kutigi, Rijau, Suleja, Lapai and Kontagora zones. The subject for this included theUpper Basic Education II, Civic Education Students, Civic Education Teachers and Principals of three zones out of the seven zones. The study covered all the Public Upper Basic Education Secondary Schools in the three (3) selected Educational Zones, which are Bida, Minna and Kutigi zones. The study is delimited to Upper Basic II students of all the selected public schools in the three (3) zones in Niger State. The study looked into the following variables; Teachers qualification, classroom building, class size and the impact of the use of instructional materials.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed the related literature under the following sub-headings: Conceptual Framework; Basic Education in Nigeria-UBE Act of 2014: UBE Curriculum, Concept of civic education, history of civic education in Nigeria, objective/reasons why civic education studies in UBE schools, civic education curriculum contents in Nigeria, Nature and Scope of Civic education, learning environment, components of academic performance, component of classroom learning, importance of instructional materials in teaching civic education, factors affecting academic performance, teachers qualification and classroom building Theoretical frame work, empirical studies and summary

2.2 Conceptual Framework

Civics instruction across the nation varies widely in its structure, content, and quality. Societies have long had an interest in the ways in which their youths are prepared for citizenship and in how they learn to take part in civic life. That interest might better be described as a concern-in fact as a growing concern, particularly in democratic societies. There is evidence aplenty that no country, including Nigeria, has achieved the level of understanding and acceptance of the rights and responsibilities among the totality of its citizens that is required for the maintenance and improvement of any constitutional democracy. Civic Education is an important component of education that cultivates citizens to participate in the public life of a democracy, to use their rights and to discharge their responsibilities with the necessary knowledge and skills. Nigerian schools have advanced a distinctively civic mission since the earliest days of this republic. It was immediately recognized that a free society must ultimately depend on its citizens, and that the way to infuse the people with the necessary qualities is through education. As one step of this education

process, education has been assuming the mission to foster citizens with the spirit to lead (Yusuf, 2014).

2.3 Concept of Civic Education

The concept of "civic" is a Greek word which means citizens of a city or an area. This then means that Civic Education is a result of careful decision of the government to lead its citizens in different geographical and political communities to acquire some kinds of knowledge, facts, skills, abilities, values, virtues, attitude and behaviours that are acceptable in the society and useful in building a balanced and great nation (Ukegbu, Faskari, Adebayo, Obasi and Anyaoch, 2011).Donald and Odey (2017), saw Civic Education as an important means of teaching the populace about individual rights and what duties and responsibilities the governed leaders should do. Civic Education deals with people, the society and the environment. It is also a problem solving subject and therefore, it demands illustrations, analysis and critique of issues. It, therefore, follows that for the teacher to do well, the teacher must possess the inmate trait to achieve high level of implementation of civic education curriculum in classroom instruction delivery.

Civic Education is a specialized area of study that deals with acquisition of knowledge and concept (cognitive domain) and also with changes in value and attitude (affective domain) the development of skills both intellectual and manipulative (psychomotor domain) to enable the learner to take rational decisions to problems that affect him in the society. Civic education is a discipline that makes the learner to be well informed with values, attitude and desirable skills that make them valuable, functional and meaningful in the society. Azebanwan (2010), noted that as a subject, civic Education helps people to deal with the world around them in a more capable and confident way. It covers a wide range of issues, topics and legislation that impact on people's lives and daily living at all times and these are areas that are covered under civic education

Falade (2012), saw Civic Education as the training for equity, justice, responsibilities, freedom, patriotism, honesty and obedience to rules and regulations guiding the civic society. Falade and Adeyemi (2015), described Civic Education as a programme that helps children to know that they have right and also duties. It enables the learners to develop a sense of good respect for law and affection for the republic. Okam and Lawal (2011), saw Civic Education as the education means in sovereign state whereby the citizens or individuals become socially and politically aware, socially integrated into the social milieu, acquire social skills and competence, become socially responsible for maximum productivity and development, all in the interest of the state. Alexander (2012), defined Civic Education as an important component of education that cultivates citizens to participate in the public life of a government and democracy, to use their rights and to discharge their responsibilities with the necessary knowledge and skills.

Civic Education is concerned with the development of values, social norms, skill and democratic ideals in the citizens. According to Utulu (2011), Civic Education becomes very relevant since it essentially seeks to introduce the learners to the process of democratic socialization by promoting support for democratic behaviors and values among the citizens. Falade, Adedayo, Adeyemi and Adeniyi (2015), described Civic Education as a programme that helps children to know that they have rights and also duties. It enables the learners to develop a sense of good respect for the law and affection for the republic. Civic Education implies an understanding of the rules of democratic life and its fundamental principles. Civic Education teaches about the political system; it emphasizes the rights, roles and duties of every member of the society. The goal of Civic Education is the development of responsible citizenship. It aims at equipping the learners with the political, culture, democratic ideals and values that will enable them to function as effective and productive citizens. Civic Education is the training for equity,

justice, responsibility, freedom, patriotism, honesty and obedience to rules and regulations guiding the civil society (Falade, 2012). Civic Education is a set of practices and activities aimed at making young people and adults better equipped to participate actively in democratic life by assuming and exercising their rights and responsibilities in the society (Philip and Okloho, 2014) Identified the characteristics of Civic Education as:

i. a life-long learning experience. Civic Education is life-long in the sense that it occurs during the entire life-course. It begins from the day the child is born and it continues throughout his life span. Civic Education includes a series of learning environment inside and outside the formal institutions.

ii. an educational programme which aims at preparing individuals and communities for civic and political participation. Civic Education strengthens the civil society by helping to make its citizens informed and knowledgeable and endowing them with democratic skills,

iii. programme that implies respecting rights and accepting responsibilities.

iv. aprogramme that values cultural and social diversity. Civic Education is social learning. It is learning in society, about society and for society. Civic Education promotes egalitarianism in a democratic and multi-cultural society.

2.3.1 History of Civic Education in Nigeria

The history of Civic Education in Nigeria can be categorized into the following stages: (i) The Informal or Traditional Era (ii) Single-Subject Era (iii) Integrated-subject Era (iv) Disarticulation-subject Era (v) Merging and harmonization subject era. (Falade and Adeyemi, 2015)

The Informal or Traditional Era

Civic training is not a recent development in Nigeria. Before Nigeria came into existence in 1914, Civic Education was part of the informal or traditional education in the different localities that were merged together as a single nation. Training for civic responsibility and effective citizenship were essential aspects of traditional education in various parts of Nigeria. Before the introduction of western education in Nigeria, the existing traditional education was concerned with training the children for social responsibility and political participation.

Fafunwa (2004) in Falade et al (2015), explained that indigenous African education places considerable emphasis on character training. It emphasizes social responsibility, job orientation and political participation, as well as spiritual and moral values. In the traditional Nigerian society, all parents want their children to be upright, honest, kind and helpful to others. The child is made to acquire the skills and values that will make him to function effectively and efficiently in the civil society. (Adeyemi and Salawudeen , 2014) identified some of the virtues that are emphasized in the traditional Yoruba society as: justice and fair play, hard work, respect and humility, decency and morality, patience and endurance, honesty and transparency, cooperation and good behaviour.

Single Subject Era

During the colonial era and shortly after the Nigeria independence, civics was taught as a single subject in the Nigerian elementary schools. Ogundare, (2011), pointed out that in Nigeria, before and immediately after independence in 1960, the upper primary and lower classes of secondary schools were offering civics to their pupils. The subject lost its status and identity to what was called “General Knowledge” and with the coming of Social Studies in 1971, civics became an integral part of Social Studies. Commenting on the goals of civics at that time,

Ogundare (2011) emphasized that civics teaches the learner how men and women organize, regulate and manage their desires, feelings, works and their lives in such a way that peace, law and order exist in the society. The subject deals with the qualities which every member of the community must possess, the duties expected from each citizen and the rights, which each citizen should enjoy. The purpose of teaching this subject at that time was to develop in the child those attitudes and skills required for participation in the civil society. Some of the contents of the subject are: Levels, arms and duties of the government; Nigeria and the outside world; the individual in the society; voluntary organizations; democracy, rights and duties of the citizen. Apart from the formal teaching of Civic Education concepts in the primary and secondary schools, voluntary youth associations were organized. Some of the youth organizations that were established include: Boys Scout, Girls' Guides and Boys' Brigade. These organizations were meant to give the youth the opportunity to serve the community. The operation and activities of the voluntary associations were meant to inculcate in the youths the values and traits of good citizenship.

Integrated Era

After the Nigerian independence in 1960, it was discovered that the inherited school programmes were foreign in nature. They had little or no relevance to the prevailing problems and situations in the country. As a result of this, there was the need to revamp the school curriculum. The search for the kind of school programme that could develop in the citizens that knowledge, skills and attitudes that they needed to be useful to themselves and the society at large led to the introduction of the integrated Social Studies in Nigeria in the 1960s. With the coming of Social Studies, civics became an integral part of Social Studies in 1971 Ogundare, (2011). Civic concepts like citizenship, democracy, civic rights and responsibilities, leadership and followership were

incorporated into the Social Studies curriculum. The integration of civic concepts into Social Studies curriculum was possible because Social Studies teach values and social norms. According to (Ezegbe and Mezieobi, 2011), Social Studies curriculum provides wide arrays of contents and learning experiences to promote the frontiers of Civic Education. Udoh, (1982),cited in Ogundare, (2011), pointed out that during the 1991 Curriculum Review Conference, it was decided that Citizenship Education should be taught as part of Social Studies at certain levels of education in Nigeria.

Disarticulation Era

The Nigerian government started a 9-Year Basic Education Programme in order to attain the Millennium Development Goals (MDGs) by 2015, (Falade & Adeyemi 2015). The 9-Year Basic Education Programme was also aimed at implementing the objectives of the National Economic and Empowerment Development Strategies (NEEDS). The objectives of NEEDS are: value-reorientation, poverty eradication, job creation, wealth generation and using education to empower people (Nigerian Educational Research and Development Council- NERDC, 2007). In view of this, there was the need to review, restructure and re-align the existing primary and Junior Secondary School curricula into a 9-Year Basic Education Programme. In 2005, the National Council on Education approved a new curriculum structure for primary and Junior Secondary Schools in Nigeria. The newly approved curriculum is referred to as the Universal Basic Education (UBE) curriculum. The UBE curriculum structure provided for Lower Basic Education Curriculum (Primaries 1-3); Middle Basic Education Curriculum (Primaries 4-6) and Upper Basic Education Curriculum (JSS 1-3) An important aspect of the new UBE curriculum was the introduction of new school subjects at the Lower, Middle and Upper Basic Education levels. This was responsible for the re-emergence of Civic Education, as a separate school subject, at the primary and secondary

school levels. According to Falade et al (2015), Civic Education contents were disarticulated from Social Studies and by 2007 a 9-Year Civic Education curriculum for the Basic Education Programme was designed. Since then, Civic Education is taught as a separate and compulsory school subject in the Nigerian primary and secondary schools. Commenting on the introduction of Civic Education as a compulsory subject, Sam Egwu, a former Minister of Education declared that it was part of President Umaru Yar'Adua's 7-point agenda geared towards the enhancement of human capital development. The introduction of the subject was designed to refocus, re-invigorate and reposition Nigeria as acountry to further realize her full potentials as envisioned by the founding fathers (Jekayinfa, Mofoluwawo and Oladiran, 2011).

Merging and Harmonization Era

According to Falade, (2015), the President of the Federal Republic of Nigeria convened a National Stakeholders Forum to deliberate on the State of Education in Nigeria. Delegates at the summit called for immediate action to reduce the number of subjects offered at the Basic Education level. Consequently, NERDC was directed to review the 9-Year Basic Education Curriculum (BEC) in line with the recommendations of the Summit (NERDC, 2012). In view of this, related UBE school subjects were merged to form new subjects. For instance, Islamic Studies, Christian Religious Studies, Social Studies, Civic Education and Security Education were merged to form a new school subject called Religion and National Values. According to (NERDC, 2012), in the context of the current reduction, selection and harmonization of the UBE Curriculum title, "Religion and National Values" is the umbrella embracing the previously autonomous subjects of Religious Studies (Christian Religion and/Islamic Studies), Civic Education, Social Studies and a new addition, Security Education. The rationale for the new title is the need to emphasize the importance of values across the educational spectrum. In this new arrangement, each of the

subjects that was merged becomes a theme under the umbrella subject title.

2.3.2 Objectives/Reasons Why Civic Education is Studied in Schools

The study of Civic Education in schools is very important. The purpose of Civic Education is to prepare and motivate youth to participate in civic society. It seeks to provide youth with basic knowledge and understanding of the government and political process of their nation, and encourage them to engage in the wide range of activities that make up participation including voting party membership issue organization at the grass root level, policy-making candidacy and work with local Non-Governmental Organization (NGOs). Thus, the basic objectives of Civic education is to encourage citizens to participate fully in political life of a community and be committed to the fundamental values and principles a society in a democratic form.

The major goals of Civic Education are: To produce responsible citizens;

1. To equip one with knowledge and understanding about how government in a given polity works (principles and practices) particularly in a democracy;
2. To make its beneficiaries become aware of their rights, duties and obligations;
3. To equip the learners with the cognitive skills and problem-solving tools that will enable them critically think and analyze civic life related problems, issues and challenges;
4. To engender participatory civic skills such as working with others and engage meaning in collaborating rational discussions and decision-making;
5. To instill civic dispositions such as support for human rights, people consented government, active and enlightened socio-political participation and working to promote citizenship formation and socio-civic competence of the citizenry or the tenets or goals of citizenship, Gabi, (2015).

Collins (2014),also saw the following as the objectives of studying civic education in schools

1. It makes students/ citizens to know their rights duties and obligations in the country.
2. It helps the younger ones to be good followers/leaders
3. It is aimed at inculcating in the students, the sense of tolerance dialogue and respecting the religion and cultures of others for the sake of peace and unity.
4. It is aimed at providing political awareness to students.
5. It enables students to know the individual differences and cultural diversity
6. To develop and change the students to become effective and responsible citizens by obeying the laws of the land.
7. It is aimed at inculcating in the students, the sense of patriotism statesmanship and philanthropy.
8. Civic education helps students to become well behaved citizens of Nigeria.
9. It creates awareness on the dangers of human trafficking and drug abuse
10. It discourages cultism and other social vices

2.3.3 Curriculum Contents of Civic Education in Nigeria

Azebanwan (2010), opined that the curriculum content of civic education could cover a wide range of issues and topics but should not be limited to: The concept of Nationhood; democracy; the process of government; types of government; different arms of government and the balance of power; unity in diversity; dealing with conflict; the legal system; Security; political parties and the elective process; the role of the Legislature; devolution of powers; pressure groups and sectional interests; child labour ; the Media and public opinion; human rights; local government; crime and society; young people and the law; freedom of speech; and the comity of nation states and the place and role of Nigeria in it. Civic Education focuses on topical everyday

issues that concern young people as citizens - that is, as members of society with legal rights and responsibilities, for example, education, health, public transport, policing and law enforcement, immigration, international relations and the environment.

Moreover, as a body of knowledge, civic education is designed on a structure based on the needs of the Nigerian child reflecting the national ideals and values the children are expected to acquire. The components of civic education in the Nigerian school system include civic knowledge, civic skills and civic disposition (Donald and Odey, 2017). The content of civic education can be discussed under the following sub-headings:

Civic Knowledge: these are ideals, values, and principles which citizens can use to judge the means and ends of government, as well as the means and ends of the myriad groups that are part of civil society. In Nigeria, values such as respect, dignity of labour, obedience, justice, equity and fairness are necessary in the entrenchment of federal principles on the minds of the young ones. The knowledge of these national values and ideals are curricular contents of the Nigerian civic education in both primary and secondary schools in the country (Donald & Odey, 2017).

Civic Skills: Intellectual and Participatory: The second essential component of civic education in a democratic society such as Nigeria is civic skills. If citizens are to exercise their rights and discharge their responsibilities as members of self-governing communities, they do not only need to acquire a body of knowledge such as that embodied in the live organising questions just described; they also need to acquire relevant intellectual and participatory skills. Intellectual skill in civics and government are inseparable from content. To be able to think critically about a political issue, for example, one must have an understanding of the issue, its history, its contemporary relevance, as well as command of a set of intellectual tools or considerations useful in dealing with such an issue. Another intellectual skill which good civic education fosters is that

of describing. The ability to describe functions and processes such as legislative checks and balances or judicial review is indicative of understanding (Donald and Odey, 2017).

Civic Dispositions: Essential Traits of Private and Public Character: The third essential component of civic education, civic dispositions, refers to the traits of private and public character essential to the maintenance and improvement of federalism. Civic dispositions, like civic skills, develop slowly over time and as a result of what one learns and experiences in the home, school, community, and organizations of civil society. Those experiences should engender understanding that democracy requires the responsible self governance of each individual; one cannot exist without the other. Traits of private character such as moral responsibility, self discipline, and respect for the worth and human dignity of every individual are imperative. Traits of public character are no less consequential. Such traits as public spiritedness, civility, respect for the rule of law, critical mindedness, and willingness to listen, negotiate, and compromise are indispensable to democracy's success (Donald and Odey, 2017).

Civic Education remains an important means of teaching the populace about individual rights and what duties and responsibilities the government and leaders should do. The reintroduction of Civic Education as a subject to be taught in primary and secondary schools in Nigeria is expected to further deepen democratic culture and encourage qualitative participation of the average Nigerian in the governance process. Teachers are very crucial to the success of this bold initiative. Theirs is to inculcate the right kind of values through effective teaching of civic education. Teachers, irrespective of what subject they teach, are a great asset to any nation (Falade and Adeyemi, 2015).

By virtue of their profession and their selfless commitment and dedication to duty since the beginning of time, they belong to a special class and should, therefore, be acknowledged and

appreciated. Since the implementation of any educational curriculum cannot be achieved without qualified teachers, the success of the Civic Education curriculum poses a challenge to the social studies teachers because, there are no qualified Civic Education teachers on ground, and the curriculum contents of the two subjects are similar (Falade & Adeyemi, 2015)

2.3.4 Nature and Scope of Civic Education

The primary essences of civic education is to transform Nigeria as people of one destiny, reorientation towards self-reliance, understanding of the functionality of the Nigeria system of government and sound knowledge or emerging global social and health issues with particular reference to the Nigerian society. To achieve the afore stated goals, wide range of topics that cut across many areas of human endeavour are included in the study. Civic Education for junior secondary study encompasses general human values and harmony in the society. Other guarantee peace and harmony in the society. Other aspects are emerging health/social issues such as HIV/AIDs, youth empowerment, citizenship education and its goals/importance to democracy, its characteristics and pillars; human rights, characteristics and categories; cultism, drug its abuse and affects; responsible parenthood; traffic regulation inter personal and communal relationship, political apathy and its dangers, human trafficking (Alexander 2012)

2.4 Theoretical Framework

The theoretical framework for this study is based on the theory of 'Social Learning Theory' by Albert Bandura (1963). Until recently, the most common view, popularized by various personality doctrines, depicts behaviour as implied by inner forces in the form of needs, drives and impulses, often operating below the level of consciousness. Developments in learning theory shifted the focus of causal analysis from hypothesized inner determinants to detailed examination of external influences on responsiveness. Human behaviour was extensively analyzed in terms of

the stimulus events that evoke it and the reinforcement consequences that alter (Bandura 1963).

In most cases, all learning phenomena resulting from direct experiences can occur on a vicarious basis through observation of other people's behaviour and its consequences for them. Man's superior cognitive capacity is another factor that determines, not only how he will be affected by his experiences, but also the future direction his actions may take. Investigating individual- level and school structural characteristics that influence academic performance 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 and Evan, 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. 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. Hence, this study adopts 'Social Learning Theory', developed by Albert Bandura (1963).

2.4.1 Social Learning Theory

Albert Bandura posits that learning is a cognitive process that takes place in a social context and can occur purely through observation or direct instruction, even in the absence of motor reproduction or direct reinforcement (Bandura, 1963). In addition to the observation of behaviour, learning also occurs through the observation of rewards and punishments, a process known as vicarious reinforcement. The theory expands on 9, traditional behavioural theories, in which behaviour is governed solely by reinforcements, by placing emphasis on the important roles

of various internal processes in the learning individual (Bandura, 1963)

In the social learning system, new patterns of behaviour can be acquired through direct experience or by observing the behaviour of others. The more rudimentary form of learning, rooted in direct experience, is largely governed by the rewarding and punishing consequences that follow any given action. People are repeatedly confronted with situations with which they must deal in one way or another. Some of the responses that they tried proved unsuccessful; modes of behaviour are eventually selected from exploratory activities, while ineffectual ones are discarded. It is commonly believed that responses are automatically and unconsciously strengthened by their immediate consequences. Simple performances can be altered to some degree through reinforcement without awareness of the relationship between one's actions and their outcomes. However, man's cognitive skills enable him to profit more extensively from experience than if he were an unthinking organism. Within the framework of social learning theory, reinforcement primarily serves informative and incentive functions, although it also has response-strengthening capabilities (Bandura, 1963).

Social learning theory integrated behavioural and cognitive theories of learning in order to provide a comprehensive model that could account for the wide range of learning experiences that occur in the real world. As initially outlined by Bandura and Walters in 1963 and further detailed in 1977. Key tenets of social learning theory according to Bandura (1963) are as follows:

1. Learning is not purely behavioural; rather, it is a cognitive process that takes place in a social context;
2. Learning can occur by observing a behaviour and by observing the consequences of the behavior (vicarious reinforcement);
3. Learning involves observation, extraction of information from those observations, and making decisions about the performance of the behaviour (observational learning or

modeling). Thus, learning can occur without an observable change in behaviour;

4. Reinforcement plays a role in learning but is not entirely responsible for learning; and
5. The learner is not a passive recipient of information. Cognition, environment, and behaviour all mutually influence each other (reciprocal determinism).

Social learning theory draws heavily on the concept of modeling, or learning by observing a behaviour. Bandura (1963) outlined three types of modeling stimuli:

(1) Live model in which an actual person is demonstrating the desired behaviour;

(2) Verbal instruction in which an individual describes the desired behaviour in detail and instructs the participant on how to engage in the behaviour; and

(3) Symbolic in which modeling occurs by means of the media, including movies, television, Internet, literature, and radio.

Stimuli can be either real or fictional characters. Exactly what information is gleaned from observation is influenced by the type of model, as well as series of cognitive and behavioural processes, this according to Bandura (1963) include:

a) Attention

In order to learn, observers must attend to the modeled behaviour. Attention is impacted by characteristics of the observer (for example, perceptual abilities, cognitive abilities, arousal, past performance) and characteristics of the behaviour or event (for example, relevance, novelty, affective valence, and functional value).

b) Retention

In order to reproduce an observed behaviour, observers must be able to remember features of the behaviour. Again, this process is influenced by observer characteristics (cognitive capabilities, cognitive rehearsal) and event characteristics (complexity).

c) Reproduction

To reproduce a behaviour, the observer must organize responses in accordance with the model. Observer characteristics affecting reproduction include physical and cognitive capabilities and previous performance.

d) Motivation

The decision to reproduce (or refrain from reproducing) an observed behaviour is dependent on the motivations and expectations of the observer, including anticipated consequences and internal standards.

An important factor in social learning theory is the concept of reciprocal determinism. This notion states that just as an individual's behaviour is influenced by the environment, the environment is also influenced by the individual's behaviour (Bandura, 1963). In other words, a person's behaviour, environment, and personal qualities all reciprocally influence each other. For example, a child who plays violent video games will likely influence their peers to play as well, which then encourages the child to play more often. This could lead to the child becoming desensitized to violence, which in turn will likely affect the child's real life behaviour (Anderson & Bushman, 2001).

The implication of the theory to the study at hand is that; through observational learning, students can bring forth new ways of thinking and behaving (Bandura, 1963). With a modeled emotional experience, the observer shows an affinity towards people, places and objects. Many classroom and teaching strategies draw on principles of social learning to enhance students' knowledge acquisition and retention. For example, using the technique of school environmentand adequate instructional material, a teacher says a phrase and asks the class to repeat the phrase. Thus, students both imitate and reproduce the teacher's action, aiding retention. An extension of guided participation is reciprocal learning, in which both student and teacher share responsibility

in leading discussions (Kumpulainen and Wray, 2002) as in Yusuf, (2012). Additionally, teachers can shape the classroom behaviour of students by appropriate behaviour and visibly rewarding students for good behaviour. By emphasizing the teacher's role as model and encouraging the students to adopt the position of observer, the teacher can make knowledge and practices explicit to students, enhancing their learning outcomes.

Social learning theory considers education as a tool that can help learners gain knowledge from experience effectively, therefore, education should not be a matter of telling and receiving, but an active and constructive process for learners. The theory also advocates much the same instructional approach as constructive learning approach does, which encourages investigation, discovery and problem solving. Social learning theory is learned at least in rough form, before it is performed. The ideas of this theory is applied in this study, because the theory drew heavily on the concept of modeling, or learning by observing students' performance which is the focus of this study. Hence, the theory forms the theoretical basis for this study. Nelson (2004)

2.5 Basic education in Nigeria- Universal Basic Education ACT OF 2014; Curriculum

In Nigeria since 1977 a national policy on education was inaugurated. This has been reviewed over the years to reflect the changing needs of the nation and global trends in education. To attain its educational objectives, Nigerian education system isin three levels, the basic, secondary and tertiary levels. The basic education level is further broken into the lower (primary 1-3) middle (primary 4-6) and the upper basic (Js 1-3). The objectives of basic education outlined in the Federal Republic of Nigeria (2014) are:

a. Ensure unfettered access to nine (9) year of formal basic education

b. The provision of free, Universal Basic Education for every Nigerian child of school going age

c. Reducing drastically the incidence of drop-out from the formal school system, through improved relevance, quality and efficiency

d. Ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for life-long learning.

To attain these objectives a number of subjects were outlined in the curriculum these include: Basic Science, Social Studies, Christian religious studies (CRS), Islamic religious studies (IRS) and Civic Education. As noted civic education is one of the core subjects for the entire basic education level.

The UBE Act 2004 makes provision for basic education comprising of ECCE, Primary and Junior secondary education. The financing of basic education is the responsibility of state and local government. However, the federal government has decided to intervene in the provision of basic education with 2% of its Consolidated Revenue Fund. For states to fully benefit from this fund, criteria were established which states are to comply. The Act also provides for the establishment of Universal Basic Education Commission (UBEC) to coordinate the implementation of the programme at the states and local government through the State Universal Basic Education Board (SUBEB) of each state and the Local Government Authorities (LEAs). The Universal Basic Education Commission (UBEC) was formally established on 7th October 2014 has vision statement as follows:

1. To be a world class education intervention and regulatory agency for the promotion of uniform, qualitative and functional basic education in Nigeria.
2. They also have mission vision which are as follows:
3. To operate as an intervention, coordinating and monitoring agency to progressively

improve the capacity of States, Local Government Agencies and communities in the provision of unfettered access to high qualitative basic education in Nigeria.

2.6 Learning environment- meaning, components of learning environment

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 (Joseph, Owoeye & Philias 2011).

Bob (2012), 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. Learning is the process of acquiring new or modifying existing knowledge, behaviors, skills, values, or preferences. The ability to learn is possessed by humans, animals, and some machines, and there is also evidence for some kind of learning in some plants. Some learning is immediate, induced by a single event (for example being burned by a hot stove), but much skill and knowledge accumulates from repeated experiences. The changes induced by learning often last a lifetime, and it is hard to distinguish learned material that seems to be "lost" from that which cannot be retrieved.

According to (Clement and Emmanuel, 2010) learning environment is a place mapped out for teaching and learning process to take place smoothly and effectively. This is because students study habits are, to large extent, tied to it. A good learning environment presents learning as a lifelong enterprise and enables students to discover appropriate values system that can be their compasses for self-awareness and national consciousness. He further states that learning

environment enhances the achievement of level of the student. However, the societal expectation of quality output from the training institution makes students the primary focus attention in any instructional programme, 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 attitude that will enable them to work and live in the society of knowledge. Learning environment includes infrastructure, the school plant, instructional materials, which have 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 classroom, offices, laboratories, conveniences and other buildings as well as furniture items and sporting equipment

According to Uba (2015), the school as, a learning environment, comprises physical, academic, social and cultural environments. The physical environment is made up of the 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 infrastructure available within a school and its surroundings also constitute its physical environment.Learning environments reflected by curricular and co-curricular activities in which teachers and learners engage in are 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 Joseph (2013), 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 fulfill the purpose for

which it was established.

Physical learning environment if adequately, provided and maintained is capable of influencing students and teachers positively as suggested by Olagboye (2014).Physical learning, environment reflects the political, social, economic and intellectual activities of a given school. He referred to them as physical resources, school plant or school facilities. Bosque and Dore (2016) viewed 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) opined that 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 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, 2012). The concept of physical learning environment with respect to physical structures relates to spaces, equipment and tools within the school Dikko (2012), suggested 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 (2010) asserted that space can be conceptualized as being an interaction between physical and social space.

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 (2016), 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 both staff and students are trained to prevent and resolve conflicts. However, he characterized environment as 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.

Achievement and performance are awarded and praised, and teachers are confidently and knowledgeable. 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 will be 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. Organization for Economic Co-operation and Development OECD(2011), 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.

The classroom: Classroom learning environment

Woolner (2010), opined that A classroom is a learning space, a room in which both children and adult learn. Classrooms are found in educational institutions of all kinds, from preschools to universities, and may also be found in other places where education or training is provided, such as corporations and humanitarian organizations. The classroom attempts to provide a space where learning can take place uninterrupted by outside distraction. Traditionally, classrooms have had one set-up: straight rows of desks facing the front of the classroom. The row style allows teachers ample amount of space to walk around. This makes it easier for teachers to

supervise the students work and catch any students that may be misbehaving, insuring that students stay focused. Studies have found that the row style also fosters less off topic talking causing the atmosphere to be more conducive to learning. While the row sounds ideal from a teacher's well being. The row style of desk arrangement has been found to cause the students to withdraw.

Classroom 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 potentia1s. Oduwaye (2016), stated that A good classroom learning environment has the advantage of fostering desirable behaviour and attitude; developing problem solving, skills and creative thought; encouraging students' inter-relationship and fostering- centred methods. School environment reflects the physical and psychological aspect of the schools that are more susceptible to change and provide the pre-conditions necessary for teaching and learning to take place (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 classroom learning environment has been identified as essential for effective teaching and learning to take place. Also 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 (for example 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 (Osborne, 2014).

Component of Classroom

Below are the components of classroom.

i. Mutual respect

ii. Intentional use of space

iii. A culture of questioning

iv. Thoughtful silence

v. Student-to-student discussion

vi. Connecting Content to students' lives to History and the World Today

vii. Allowing for a verity of ways for students to express and enrich their learning

viii. Creating space for Diverse Viewpoints

i. Mutual Respect: This must permeate every aspect of a classroom, and is embedded inall of the other components. It includes a deep respect for both components. It includes a deep respect for both the students and for the subject matter. Can students take risk? Will they be "shot down" or ridiculed by other students, or even by the teacher, for openly sharing their thoughts? How will the teacher, handle it with one student? Will students be respected and honored as thoughtful participants in a community of learners? A teacher's behavior in these situations sets the tone for the whole class. One needs to be explicit and put into practice one's belief that a deep respect for each student is at the heart of an educational endeavor.

ii. Intentional use of Space: How one arrangestheclassrooms makes a statement and sends a message to the students. Some arrangements promote a reflective community better than others. When a whole class discussion is going on, it is easier to talk to each other when participants can see the faces of fellow students. Arranging the furniture in the circle promotes a sense of community and can make a difference. Likewise, arranging chairs and desks in cluster for small group work facilitates discussion. And then there's the wall

space. Relevant pictures, posters, and students' work can play a role in generating a thoughtful atmosphere.

iii. A culture of questioning perhaps more important than anything else, questions promotes active learning. When the teacher and the students are involved together in a dialogue, they are engaged in a process of ever-deepening consciousness. A healthy questioning of causes, motives, and underlying assumptions and values can only enrich students' learning and foster a deeper understanding.

iv. **Thoughtful Silence:** Silence is one of the most powerful and under-used tools in the classroom. Whether it is used when a teacher slows down his or her speech to emphasize a point, or after asking a question, silence can be invaluable. It creates space for thought and sends students the message that the teachers trust them as thoughtful learners who need time to reflect.

v. **Student- to-Student Discussion**

The teacher does not have to be at the center of class discussion. Studies have shown that student-to-student interaction deepens students' learning. It can happen in a number of ways, including:

- A spontaneous discussion
- The "No Hand Discussion", wherein students create their own criteria for a successful discussion, try it out, and assess how it's going on a regular basis
- Student – led discussion
- Small group works

2.7 Concept of Academic Performance

According to Haruna (2014), performance is defined as the observable or measurable

behavior of person or animal in a particular situation usually an experimental situation. This implies that performance measures the aspect of behavior that can be observed at a specific period. To determine the level of performance, a performance test is conducted. Singe (1981) in Yusuf (2012) defined performance test as the types of mental test in which the subject is asked to do something rather than to say something. This means that performance test throws light on the ability to deal with things rather than symbols.

Academic performance on the other hand according to Nzeribe (2014), referred to observable and measurable behavior of a student in a particular situation. A careful look at this definition implies that academic performance of students consists of scores obtained from teacher made test, first term examination, mid-semester test and so on. For example the academic performance of a student in social studies includes observable and measurable behavior of a student at any point in time during a cause or teaching and learning process. In social studies student's academic performance consists of his score at any particular time obtained from a teacher made test. Therefore, we can equate academic performance with the observed behavior or expectation of achieving a specific statement of objective or statement of educational intention in a research.

In addition Yusuf (2012), described academic performance as the level of individual education attainment as determine by comparing scores in a test with the average scores of others at the same level. This implies that academic performance is continual because it can be measurable at any point in time. In other words, academic performance refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. It also implies the ability to study and remember facts and being able to communicate their knowledge verbally or in written form. Yusuf (2012), clarified further that satisfactory

academic achievement award is given to the recipient who maintains satisfactory academic performance and programme towards the attainment of a degree or certificate in line with the united state department education regulations. This notion virtually implies that academic achievement is cumulative and progressive. That is to say academic achievement cannot be attained within a short period of time.

According to Cambridge University report (2003), in Abdullahi (2014), academic performance is frequently defined in terms of examination performance. Academic achievement refers to what skills the student has learned as is usually measured through assessments like standardized test, performance assessments and portfolio assessments Sontrock (2006), in (Abdullahi 2014). Academic performance is further defined as the extent to which learner has graphs instructions put across by the teacher to a certain extent Yahaya (2016), the assessments provide information of the student's academic performance across time. Academic performance which is measured by the examination result is one of the major goals of the school. Hoyle (1986) in Abdullahi (2014), argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance.

2.7.1 Academic Performance at the Basic Education Level

In Nigeria, curriculum is developed to meet the national goals and objectives in the various fields and stages of manpower needs and development. It is, therefore, pertinent to observe that the introduction of the 6-3-3-4 system currently referred to as the 9-3-4 (9-Year Basic Education: Primary 1 to Junior Secondary 3; 3-Year Senior Secondary Education and 4-Year Tertiary Education) educational system in Nigeria had the goals and the operation of the system in line with the country's national education goals as highlighted in the National Policy on Education. The

Nigerian national educational goals which are derived from the country's philosophy and goals include, "the acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live in and contribute to the development of the society" (Federal Republic of Nigeria (FRN, 2014:18).

In order to realize fully the potentials of the contributions of education to the achievement of the national educational goals, emphasis is placed on the broad goals of secondary education which aim at preparing individuals for "useful living within the society and for higher education" (FRN, 2014:18). More specifically, in the junior secondary the curriculum provides for both the academic and pre-vocational subjects. The focus of the secondary education at the junior level targets the realization of the following goals, "to offer diversified curriculum to cater for the differences in talents, opportunities and future roles; to provide trained manpower in the applied sciences, technology and commerce at sub-professional grades, and to provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development" (FRN, 2014:17-19). These goal statements had guided the efforts toward the developing of new curricula for the junior secondary education in the pre-vocational electives which include, "Agriculture, Business Studies, Home Economics, Computer Education, Fine Arts and Music" (FRN, 2014:20).

Civic education is taught as one of the basic subjects that will enable students acquire further skills which are common and fundamental to all personal and occupational activities (Inyang, 1998). Business activity affects the daily lives of all Nigerians as they work, spend, save, invest, travel and play. It influences jobs, incomes and opportunities for personal enterprise. Business has significant effect on the standard of living and quality of life of people, and on the environment in which they live and which future generations will inherit (Ndan, and Jarimi 2011).

The Junior Secondary Certificate Examination (JSCE) is a very important tool in the Nigerian educational system. It is used to evaluate the academic achievement, or to some extent, the academic worth of a student at the end of his/her third year in the Junior Secondary. It is a compulsory requirement for admission into the Senior Secondary school. A candidate must obtain a pass in six subjects including the core subjects namely: English language, mathematics, integrated science, social studies and civic education. A candidate who fails any of them must retake the subject (s). (Federal Republic of Nigeria, 2004, United States Diplomatic Commission, 2013).

Educational system is defined by Uwaifor and Uddin (2012), as the system of formalized transmission of knowledge and value, within a given society. Educational system is the way the people in a given society carry out all activities relating to education. To this end, educational system is a system which embraces teachers, students, contents and contexts to achieve set goals. Nigeria has established several educational systems and each of them has laid huge financial, material and labour costs on the country. It is pathetic that each of these very expensive programmes has supposedly failed leading to establishment of a new one. Even the most recent one being the 9-3-4 system has been viewed to have failed as observed by (Ukegbu, Abdulrahman & Anyocha 2011). Nigeria cannot continue to gamble with the future of her younger generations over various ineffective and inefficient educational systems.

Adeyinka (2013) stated that the 6-3-3-4 system of education is an educational system which administers a six year primary school course followed by six years of secondary schooling, divided into three year of junior secondary and a three year senior secondary education and lastly a four -year university programme. Anieto (2011), commenting on the ineffectiveness of the 6-3-3-4 system of education stated that; there is a general worry about the poor quality of education output

in Nigeria. Researchers have pointed to the declining performance of graduates from the education system relative to what obtained in the past education system.–(Ugochukwu, 2009, Duze, 2011, Aladejana, 2013). Stated that it is a common knowledge that the 6-3-3-4 system of education is the major reform in Nigeria's education system and is generally regarded as Fafunwa's baby. Also, the 6-3-3-4 did not produce the expected technician class because of the emergent culture of automatic promotion, and the situation that almost every family's insistence on university education. The 9-3-4 system of education was introduced to replace the 6-3-3-4 system. The system merged the six years of primary education and the first three years of the secondary education also referred to as universal basic education (UBE). Concerning this, Uwaifor and Uddin (2014), stated that the new system has its first nine years of basic and compulsory education up to the JSS3 level, three years in the senior secondary school, and four years in the tertiary institution. They further noted that it was designed to streamline the overcrowded nature of the subjects offered at the basic education level.

Okolocha and Onyeneke (2013), also analysed the 9-3-4 system to comprise of six years of primary school, categorized into lower basics (1-3) and middle (4-6), three years of junior secondary school (JSS1-3) now called upper basic and three years of senior secondary school (SSS1-3), and lastly four years of tertiary education. The 9-3-4 system of education was established in accordance with the MDGS and the Education for All.

The JSCE results have continually fluctuated over the years across various educational systems as observed by Clement and Emmanuel (2012). Badmus (2014) observed that these variations in the academic performance could be attributed to several factors such as availability of teaching materials, infrastructural facilities, quality teaching personnel, socio-economic status of family, political stability, and so on. However, even when these conventional factors do not vary,

the JSCE results in some years are terribly poor. Hence, the system of education may also play a significant role in the academic performance of students in their JSCE. This is because the system of education is an expression of the philosophy and ideology of the administration of a country which invariably might influence budgetary allocation to education as well as the implementation of its policies. The findings from the study is of immense benefit to the governments and their ministries of international bodies such as the UNESCO. The study is very beneficial in making policies and advising beneficiary countries in their educational systems.

2.7.2 Factors Affecting Academic Performance

According to Adeloye (2012), basically there are two factors which affect academic performance of any child, these include:

1. Heredity
2. Environment

Heredity is the sum total of what parents pass to their children at conception. It refers to the transmission of the potentialities, characteristics or trait from parents to the offspring at conception (Adeloye, 2012). When a sperm cell of the male penetrates the ovum (egg) of the female, fertilization occurs. Each normal cell has 46 chromosomes. Due to cell division any single sperm or ovum contains 23 chromosomes which are half the number of chromosomes of each of the parent's cell. During the process of fertilization the mother donates 23 while the father donates 23. Thus the fertilized egg has 46 chromosomes. Each of those inherited chromosomes contains many genes. Genetic inheritance determines the physical structure, rate of growth color of eyes, height, texture and color of skin and hair among others.

The child's intelligence depends largely on the type of brain and nervous system inherited from his parents. Genes control development process some of which may be dominant or

recessive. The dominant gene is the character which produces its effect even though the opposite or contrasting character is present, the recessive gene is the character which does not produce its effect in the presence of dominant character. Genes, the units of material of inheritance located in the chromosomes which are passed from parents to offspring through the gametes, influence every aspect of the organism. The chromosome which is structures found in the nucleus or cell arranged in pairs during cell division are carriers of heredity factors or characters in the genes. The genes control developmental processes. Apart from heredity factors and influences the academic performance of a child, (Adeloye, 2012). The heredity factors divided the children academic performance into three, these include slow learners, average and height intelligent which comprised gifted and talented child, which largely depend on what a child inherited from his parent, (Adeloye, 2012).

Environment

Environment refers to different types of surroundings in which a child finds himself. It could be social or physical. A child who finds himself in a good environment such as good home, wealthy parents, medical facilities, radio, television set and computer among others. Also a child who attends a very good school with good facilities, instructional materials, qualified teachers, good leadership, and monitoring, has good class size, structures, and so on is predisposed to a high academic performance. On the contrary, a child who finds himself in a poor environment such as poor parents, inadequate food supply, unstimulating home and peer group and also attends a very poor school with insufficient facilities with shortage of instructional materials, unqualified and lazy teachers, poor leadership and poor monitoring, with large classroom population such a child is likely to have poor academic performance. Environment also implies every influence with which an individual comes into contact after the heredity pattern has been received. It includes effect of

training, learning, home, climate geographical location, and any other influence which stimulates the sense in any way,(David 2009).

In addition David (2009), argued that student's academic performance is affected by factors such as individual and household characteristics, pupils' ability, motivation, the quality of school he/she attends. (Tansel, 2012), he attributed students/pupils poor academic performance to gender of the student\pupil, childhood training and experience as well as parental and teachers behavior. A careful look at this notion indicates that the teacher is the most important factor of the school in relation to academic performance. The teacher can affect pupils academic performance by the expectation he hold for them in other words, the teacher imparts the knowledge to student, guides, directs and supervises learning process of the child. The teacher's hardworking, experience, dedication can affect the pupils academic performance.

Parental attitude on the other hand is very significant in predicting students' aspiration toward academic activities because students tend to work well in the school when the parents have interest in their success and failures since a good school may offset the effects of bad home and the type of school attended is of students' academic performance therefore, school is an important\ factor influencing students' academic performance.

The socio-economic status of a family has also been established to effect positively or negatively in students' academic performance. For instance Prewitt (1980) in Abdullahi (2014), in a study conducted in Kenya, revealed that families with a high socio-economic status prepare their children for school more adequately than those with a low socio-economic status; as a result children coming from the former background are often more ready to learn and consequently stand a better chance of succeeding in their studies. Similar findings were also made by scholars such as (Obanya and Ezewu, 1981); (Olotu, 1994). (Ipaye, 1996) (Okediran and Danesty, 2002) in

(Abdullahi, 2014), these scholars were unanimous in their findings that the higher the socio-economic status of a family, the more likely it motivates its children to learn at school and consequently to succeed in learning.

Students learning environment has also been discovered to have an important effect on students' academic performance. Also (David 2009), argued that a learning environment that is free of barriers, or obstacle or distractions such as noise, gas/smoke pollutions and so on bring about better students' academic performance, whereas an environment characterized with noise, smoke/gas pollutions market centres or garages always constitute, health hazards, which in turn affect or reduces students' concentration as well as perpetual conceptual focus to learning. In the same vein (Caine, 2010), corroborated the fact that learning environment that are safe and trusting enhance learning, while the learning environment that is characterized with fear and threat causes brain to downshift (shutting out of new information and experience) and consequent result in students' poor academic performance.

Lack of Adequate Human Resources for Civic Education

According to Shetu (2011), "Teachers are critical to the success of this bold initiative by committing themselves to professional development so as to effectively handle civics in schools". Despite the recent emphasis on the teaching of civic education in Nigeria, teachers are not trained to be able to teach the subject more effectively. (Falade 2012), investigated the competence of primary school teachers in the teaching of Civic Education in Southwest, Nigeria. He discovered that primary school teachers do not possess adequate civic education knowledge and they do not demonstrate sufficient positive civic attitude that can help them to have the competence of teaching civic education concepts at the primary school level. This finding corroborates with the position of (Adeyemi, 2012) that in some schools, History and Geography teachers who do not

have in-depth Knowledge about the subject are saddled with the responsibility of teaching it.

Recitation and Rote Learning Method

Participatory approach is not often adopted in teaching civic values in Nigerian schools. The conventional teaching method used in the schools hinder learners from acquiring and demonstrating civic values and skills. In cases where students learn civic values and contents through recitation and rote learning, they are not well prepared for civic engagement and group role mechanism when they become adults.

Prospects of Civic Education in Nigeria

Nigeria was amalgamated to become a single nation in 1914. However, the country has not experienced enduring national peace and integration since the existence. Civic Education is capable of achieving the following if it is effectively taught in Nigeria:

I. **Value-reorientation:** Osuagwu (2017), surveyed the Nigerian value system. He discovered that core values that could promote political stability, unity and national integration were not imbibed by the respondents. This accounts for the socio-political and economic problems that have hindered national progress since Nigeria got her independence in 1960. Civic Education is capable of engineering sustainable value-reorientation which can break the vicious circle of socio-political and economic problems in the country.

ii. **Effective citizenship**: Civic Education seeks to expose pupils and students to the tenets and rudiments of citizenship education. The teaching of the subject lays strong foundation for effective citizenship education and public participation in governance (Jekayinfa, Mofoluwawo and Oladiran,2011).

iii. **National peace and integration:** Shaftelin (Okam and Lawal, 2011), pointed out that an acquisition and development of enduring civic values among youths is designed largely to ensure

sanity in the political, social and economic life of any country. Civic values constitute the necessary foundation for a peaceful, united and virile nation.

iv. **Nation building:** Nation building required selfless, responsible and patriotic citizens. Through Civic Education Nigeria can raise nation builders who will work to achieve national objectives, goals and ideals. Danladi (2011), concluded that while accepting the fact that education, generally, is a vital tool for nation building, Civic Education is specifically vital for citizenship mission in nation building.

2.7.3 Teachers Qualification and Academic Performance

According to Berliner (2015), related the needs to ensure the presence of "highly qualified teachers in every classroom" and to determine how best to define and prepare these "qualified" teachers. Quality teachers are often seen simply as "good" teachers and are considered to be those who exhibit desirable traits and uphold the standards and norms of the profession. Quality teachers are also considered to be those who bring about "student learning." These teachers are called "effective" or "successful". He went further to distinguish between good teaching and successful teaching as follows:

By "good teaching" we mean that the content taught accords with disciplinary standards of adequacy and completeness and the methods employed are age appropriate, morally defensible and undertaken with the intention of enhancing the learner's competence with respect to content. By "successful teaching" we mean that the learner actually acquires some reasonable and acceptable level of proficiency from what the teacher is engaged in teaching.

These notions have also found favor in regards to the effectiveness of teacher education systems. After tracing the development and reform of teacher education in terms of the major questions shaping this field of education, Cochran-Smith (2011), argued that "the outcome"

question is what currently motivates teacher education research and policymaking. She set down three ways in which the outcomes of teacher education are constructed. One of them, long-term impact outcomes, refers to the relationships between teacher qualifications and student learning.

Teachers' qualification encompass teachers' scores on tests and examinations, their years of experience, the extent of their preparation in subject matter and in pedagogy, what qualifications they hold in their area of expertise, and their ongoing professional development. Student learning is taken simply as the gain scores students attain on achievement tests. Cochran-Smith (2011) went on to posit the relationship between teacher qualification and student learning as the percentage of variance in student scores accounted for by teacher qualifications when other variables are held constant or adjusted.

In many countries, teacher qualifications that are considered to be related to student's learning have become targets of education reform. However, the nature of this reform is under debate. Some perceive the main problem to be the low academic and cognitive level of those who go into the teaching profession and call for policies aimed at attracting more capable candidates through shorter, less regulated alternative routes (Ballou&Podgursky 2010; Goldhaber& Brewer, 2011; United States Department of Education, 2012). Others view the problem mainly as the result of inadequate teacher preparation and call for the "professionalization" of teacher education by making it longer, upgrading it to graduate programs, and regulating it through mechanisms of licensure, certification, and promotion aligned with standards (Darling-Hammond, 1998, 1999, 2000a; Darling-Hammond, Berry, & Thorenson, 2001; Darling-Hammond, in National Commission on Teaching and America's Future, 2016).

Findings related to teachers' academic degrees (Bachelor's, Master's, doctorate, and other) are inconclusive. Some studies show positive effects of advanced degrees. Some researchers

maintain that the requirement for teachers to have a second degree raises the cost, financially as well as in time, of teacher education, which may prevent quality candidates from choosing this profession (Murnane, 2012).

Teacher Education in the Subject Matter of Teaching (in-field preparation)

This characteristic is related to the subject-matter knowledge teachers acquire during their formal studies and pre-service teacher education courses. The evidence from different studies is contradictory. Several studies showed a positive relationship between teachers' preparation in the subject matter they later teach and students' achievement Goldhaber& Brewer, 2010; Guyton & Farokhi, 2017), while others have less unequivocal results found both positive and negative effects of teachers' in-field preparation on student achievement. (Goldhaber and Brewer, 2010), found a positive relationship for students' mathematics achievement but no such relationship for science. (Rowan, 2017) reported a positive relationship between students' achievement and teachers with a major in mathematics. (Monk, 2014), however, found that while having a major in mathematics had no effect on student achievement in mathematics, having a substantial amount of under- or post-graduate coursework had a significant positive effect on students in physics but not in life sciences.

Teacher Qualification and Education Performance

The somewhat stronger, and more consistently positive, influence of education and pedagogical coursework on teacher effectiveness for example, Ashton and Crocker, 2017; Everston, Hawley, and Zlotnik, 2015; Ferguson & Womack, 2013, Guyton and Farokhi, 2017). Some of these studies compared the effect on students' achievement of courses in pedagogical subject matter with the effect of courses in the subject matter itself, and present evidence in favor of the former. An example is a study conducted by Monk (2014), related to mathematics

achievement. Other studies revealed no impact of education courses on students' achievement (Goldhaber& Brewer, 2010, in relation to science achievement).

Duration of Pre-service Education

Despite the evidence that a five-year program results in a higher retention rate and career satisfaction of their graduates than a four-year program (Andrew, 2010) there is no evidence that graduates of the longer programs become more effective teachers. Data collected Israel could not contribute to this consideration, as the information collected on teachers' pre-service education did not differentiate between consecutive teacher preparation programs at universities (one- to two-year program taken after completion of the first degree in a discipline) and concurrent programs at teachers' colleges (four- to five-year integrated disciplinary and pedagogy programs).

Certification and Licensing Status

Certified teachers are usually those who have graduated from accredited teacher education programs. Some of these teachers are also required to complete an induction program or pass a national teacher examination test in order to obtain a license. There is debate in the USA between those in favor of full certification (Darling, Hammond, 2009; Darling Hammond et al., 2011) and those who argue that students or teachers who hold full certification achieve similarly to those who study under teachers with temporary "emergency" credentials (Goldhaber& Brewer, 2010). These authors also argue that relaxing requirements for certification is a way not only of attracting academically talented college graduates to teaching but also of recruiting a more diverse pool of candidates needed for a diverse students population.

Years of Experience

Studies on the effect of teacher experience on student learning have found a positive

relationship between teachers' effectiveness and their years of experience, but the relationship observed is not always a significant or an entirely linear one (Klitgaard& Hall, 2014; Murnane& Phillips, 2011). The evidence currently available suggests that while inexperienced teachers are less effective than more senior teachers, the benefits of experience level off after a few years (Rivkin, Hanushek, & Kain, 2012). The relationship between teacher experience and student achievement is difficult to interpret because this variable is highly affected by market conditions and/or motivation of women teachers to work during the child-rearing period. (Harris and Sass, 2016), pointed to a selection bias that can affect the validity of conclusions concerning the effect of teachers' years of experience: if less effective teachers are more likely to leave the profession, this may give the mistaken appearance that experience raises teacher effectiveness. Selection bias could, however, work in the opposite direction if the more able teachers with better opportunities to earn are those teachers most likely to leave the profession.

2.7.4 Classroom Building and Academic Performance

Classroom building is the physical construction that has several partitions. Classroom building includes rooms that can be subdivided and readily reconfigured as the instructional needs, technologies and teaching methods change over time. The classroom has features that include moveable furnishing, wall mounted writing spaces for projecting shared materials and students' work. The building includes rooms that can be subdivided and readily reconfigured as the instructional needs, technologies and teaching methods. The location of the classroom buildings are most times adjacent to other instructional buildings that is the laboratories libraries and so on this is intended to minimize travelling time between classes for student and teachers.

However, the classroom has space designed to support increasingly interactive and technology driven learning experiences. The classrooms also have specific designs that facilitate

team-based, active-learning as an alternative learn even for large-enrolment classes.Mayer . (A 2018). 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. According .to Pruett (2010), is the level of achievement attain via the combination of inputs from students'motivation and conduct. In view of this, 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, supported the view of the most current information on improving academic performance showed that there are three environmental influences linked to levels of academic performance among school students.

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

2.7.5 Class Size

As school population increases class size also increases. The performance of students

becomes an issue. According to (Drama & Kamphoff2014), class size has become a phenomenon often mentioned in the educational literature as an influence on pupil's feelings and achievement, on administration, quality and school budgets. In his words he noted, that class size is almost an administrative decision over which teachers have little or no control. Most researchers started from the assumption that size of the class would prove a significant determinant of the degree of success of students. In fact, with the exception of a few, many studies have reported that under ideal situation, class size in itself appears to be an important factor. The first issue that calls for immediate clarification is what number of students should constitute a large group and what should be described as a small group. In describing a small group, (Amarat 2011) observed that they have few teachers with small pools of talent; offer limited range of subjects and characteristically finding it hard to justify costly investment on libraries, the pupils lack competition and interest with relatively few peers as they get stocked with same teachers for an entire school career.

The description appears to be an anti-type of what is obtained in large groups. Large school/class size on the other hand are often impersonal, having broader curricula with teachers being given wider support, while students may suffer discipline problems as teachers cannot get to know their students very easily. They find it easy to stream students according to ability while commitment to work may stand a test of time. In terms of numerical strength, the National Policy on Education (1981 revised in 2014) specified 20 in pre-primary, 30 in primary and maximum of 40 in secondary schools. These directives appear unrealistic in urban areas as a result of high population. From the studies conducted, the size of large classes range from 30-336 and small from 8-45 (Kolo, 2011). The empirical literature on class size and its relationship to academic achievement has been unwieldy and confusing.

According to John (2013), in his analysis of the inter-relationship of intelligence,

achievement and socio-economic status of high schools, concluded that School location among other variables was directly related to mean achievement level of students in all the sampled subjects. However, the report by some researchers on elementary school pupils revealed that the size of school and length of attendance have little or no effect upon pupils' achievement when educational opportunities are comparable. In his conclusion, he asserted that teachers generally, have definite preference for the size of schools in which they wish to teach and that the larger the size, the lower the level of students' achievement will tend to be. The observation which agrees with the findings of (Drama & Kamphoff, 2014), stated that a significant and consistent relationship exist in the achievement of students in small classes of about 1-20 pupils that obtained higher scores in science tests than their counterparts in large classes.

Expressing a divergent view, Silver in Bolton (2013), found that there was no significant difference in the post test achievement scores between large classes and small classes control groups; he concluded that large classes is sometimes better. Earlier, Keeves (2015), acceded that the type of school did not make a contribution to academic achievement, however, Carpenter and Western (2014), found that school type makes a difference in students academic achievement. Hatis and Spay in Smith and Glass et al as a corollary to the above statement indicated through meta-analyses that, compare to larger classes, small classes lead to higher pupils achievement, more favourable teacher effects that is morale, attitude towards students greater attempts in individualized instruction, a better classroom climate and more favorable student effects for exampleself concept, participation. In another development, Fin (2013), observed in a longitudinal analysis of a portion of their large scale experiment (describing Kindergarten and teachers) that students in small classes out-perform their peers in kindergarten classes of regular size (regular class size here means large classes).

According to a study conducted in United States, Campbell (2010), remarked that students from large schools were exposed to large number of school activities and the best of them achieved standards that were unequaled by students in small schools. However, he observed that students in small schools participated in more activities, (both academics and extra- curricular activities). The study concluded that the versatility and performance of pupils in small schools were consistently higher. The assertion made by Campbell appears confusing as he failed to pin-point the one that is more reliable. In his contribution, Ornstein (2010), discovered that in a 10-year study of high schools in Illinois, the lowest achievement on three separate standard tests occurred in schools with fewer than 495 students. The highest achievement, however, was found in schools with 495 to 1,280 students. The situation was slightly different from this in Ekiti State where schools with fewer students recorded better results, than schools with larger students' population. Factors such as socio-economic status and geographical location were accounted for but these were eliminated as possible explanations. Similar view had earlier been expressed by George (2017), when he reported in his research on high school class rank and academic performance that graduates from high school seem to perform better academically in college when the high school from which the students graduated has a large graduating class. Edge (2016), identifies two problems that are posed by large class teaching; (a) the provision of an opportunity for discussion or for any kind of oral input to the written work is difficult and; (b) the amount of marking involved can dissuade even the most enthusiastic teacher from setting the amount of written work that he feels would benefit the students.

In another development, a comprehensive study conducted by Glass and Smith (2015), on the relationship between class size and achievement gathered 80 studies, read and separated their results to meta-analysis procedures. He concluded from the results he obtained that reduced class

size and greater pupil achievement are related. Researchers using meta analysis to integrate research findings of Glass and Smith meta-analytical techniques to describe relationship between class size and academic achievement or classroom processes, their analyses never suggested substantial changes in conclusions originally drawn in Glass and Smith (2015),

Similarly, Onocha (2016), reported that the possession of larger and better equipped laboratories, libraries and opportunity for collaboration between two or more teachers may be some of the major reasons accounting for the variance in achievement between the large and small schools. This statement has only established that differences exist between the large and small schools without actualizing the particular one. The Encyclopedia research on class size opined that whether the benefits of reducing class size are regarded as worth their cost or a second choice in improving education, depends almost entirely on how the outcome of student's achievement, student's attitude and teacher's satisfaction are weighed in arriving at a general measure of utility. Clearly, different groups of individuals weigh these factors differently. Most tax-payers are likely to minimize considerations of teacher satisfaction and argue that class size reductions are not worth the price. Teachers are likely to disagree that smaller classes produce more learning and provide the environment in which teachers can become more creative and not burn out so early in their career.

The conclusion is that the controversy over class size has not subsided, academic quibbling about statistics aside. Researchers (NCTE Secondary Section, 2011), have identified the following encouraging results from reducing class size and improving instructional methods:

a. Smaller classes result in increased teacher-student contact.
b. Students in smaller classes show more appreciation for one another and more desire to participate in classroom activities.

c. In smaller classes, more learning activities take place.
d. Smaller classes foster greater interaction among students, helping them understand one another and increasing their desire to assist one another.
e. Smaller classes allow for potential disciplinary problems to be identified and resolved more quickly.
f. Smaller classes result in higher teacher morale and reduce stress.
g. Less retention, fewer referrals to special education, and fewer drop-outs are the ultimate reward of class-size reduction.

2.8 General Concept of Instructional Materials

Teaching aids/materials in civic education described as anything that help the teachers to promote teaching and learning activities in civic education

According to Fatunmbi (2016), stated that studies have shown that there is improvement in teaching process through the use of instructional materials media (multi-media resources). According to him video can be used to provide real experiences in almost all fields of teaching. It can be made to repeat information and demonstration as many times as possible, thereby learning is made easier, realistic and concrete for teaching. It allows for self-instruction, it provides a cheap and fast way of disseminating educational information and practical skills.

Akpabi (2014), viewed instructional materials as a potential window that can expose the minds and hearts of many to modern practices and environmental concepts, for more than what the traditional classroom teaching can achieve. He stated further that youth and children are so enthralled with home video films that they are described as video crazy. This interest can be exploited in the formal school system for teaching in vivid and entertaining manner. Curban, in Gabi (2015), expressed that instructional media (multi-media resources) lectures are feasible

through the use of personal computer. They are not recording of classroom lectures but cover lecture materials as screen displays of content. They can be produced before a course begins or developed as it progresses.

Ema and Ajayi (2014) in Gabi (2015), stated that instructional materials are all the tools, which can be used by teachers to provide help and encouragement to learner's learning activities. In addition, Jacob (1999) in Gabi (2015), stated that instructional materials are anything and anybody that can be used by the teachers and learners before, during and after the lesson to facilitate the transmission, understanding and appreciation of concept, skills, values and attitudes. The reason is that, the uses of such materials on the various sense organs of the learners, encouraging their active participation in the instructional process through their various senses. Understanding is promoted and the teacher is saved from making lengthy explanations that further confuse the learners.The more of the senses contributed in a lesson by instructional materials the more reality is stimulated.

2.9 Importance of Instructional Materials in Teaching Civic Education

The relevance of instructional materials/resources in teaching and learning can not be over-emphasized. They do not only make teaching easier but make achievement higher. They provide concrete reference to learners, provide instructions to large groups, promote individualized instruction and throw light on internal mechanism or different aspects of a concept among other. Instructional resource materials help in memorization. Students are able to memorize the names of the materials used in the teaching of a concept and other real objects. The lesson becomes interesting and permanent. It also makes students develop the spirit of appreciation for beauty. (Khadiri, ololobou, Ahmad and Zuru, 2010).

Furthermore, the use of instructional resource materials also help in satisfying the children

instruction of curiosity which is common among children. Some children might have been longing to watch and know something about a particular concept and the materials used for it and when the materials are provided, opportunity is given to them to see, and even touch the materials hence, their instinct of curiosity in satisfied. Again, the visit to resource places of interest and invitation of resource persons into the class help, motivate and stimulate students' interest for further studies and enquiry. It breaks the monotony of having one class teacher and confining the students to a particular learning environment for months and years. They help in the transmission of information and ideas to the pupils/students and helping to make learning more meaningful and explicit to the pupils and students. The use of instructional resource materials in education also minimize the work of the teacher. If they are used effectively, the teachers would not have to talk through-out the lesson. Instructional resource materials like the realia help in the building of real impressions enhance accurate concept formulation and enrich concept already formed.(Khadiri, Ololobou, Ahmad and Zuru 2010).

2.10 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 outcome for studies. Numerous studies have clearly demonstrated that positive learning environment is significantly related to students' academic performance.

Mohammed (2010), conducted a research titled "Evaluation of Availability and Maintenance of Infrastructural facilities in Tertiary Institutions in Kaduna State". The study had six objectives. Among others are:

To determine the availability and maintenance of building facilities in tertiary institutions in Kaduna state.

To determine the provision of library facilities in tertiary institutions in Kaduna state.

The study used survey research design. It had a total population of 57,762. The researcher adopted Krejcie and Morgan to draw out the sample size of the study. Stratified random sampling techniques was used with a reliability of 0.72. A sample size of 339, 6 basic assumptions, the scope of the study was as Ahmadu Bello University Zaria, State College of Education Gidan Waya, Kaduna Polytechnic, Shehu Idris College of Health Science and Technology Makarfi.

The study used ANOVA as statistical tools to analyse the data, mean standard deviation to analyse the respondents bio data. Questionnaire was used in the study as means of collecting data. One of the findings from the study revealed that:

(A) Infrastructural facilities in most of the schools were not well, managed.

(B) Most of the infrastructural facilities were available but not functional.

Some of the recommendations, the study had were:

Schools should ensure close suspervision of the available infrastructural facilities and that infrastructural facilities should be maintained and used according to guide. Both studies looked at the impact of infrastructural facilities, both research are carried out in schools. Both studies used questionnaire as means of data collection. Similarly, there exists differences in the study. The former study focused on higher institution while the present study focused on secondary schools.

Atiku (2010) conducted a research entitled “Effects of School Environment and Teacher Supervision on Academic Performance of Secondary School Students in Zaria and Kaduna South Local Government areas in Kaduna State”. The study used 6 objectives among others; to determine the effect of classroom environment and teachers supervision on academic performance of secondary school students in Zaria. To determine the effect of laboratory/workshop on academic performance of secondary school students in Zaria. The research adopted survey as the research

design, the researcher had a total population of 46,536 comprises of both boys and girls, the researcher used a total sample of 250 out of 32,845 students. Random sampling system was used in both the local government areas. The study used t-test tool and Pearson Product Moment Correlation (PPMC). The researcher had a pilot study in St. Batholomew Schools Wusasa Zaria, the researcher used questionnaire as instrument for collecting data. The findings of the study among others include there was no significant relationship between the school physical environment and students' performance. There was not significant difference in the academic performance of students from rural and urban secondary schools.

The present research and that of Atiku (2010) are similar in the following ways both looked at the issues that affect students' performance, both study are in secondary schools, both studies used survey as research design, both used questionnaire as means of data collection both used t-test as statistical tools, both studies used random sampling. The study differs as it was conducted in Zaria while the present study is carried out in Niger state. The study conducted by Dan Kemma focus on "The influence of school furniture on students' performance and physical responses: results of a systematic review". The purpose of this study was to determine, using a systematic review whether the design and/or dimensions of school furniture affect the students' physical responses and/or their performance. Of the review of students, 64% presented positive results, for example proven effect; 25%presented negative effects or no change/effect; and the remaining 12% showed an unclear effect. The compatibility between the school furniture dimensions and students anthropometric characteristics was identified as a key factor for improving some students physical responses. Design characteristics such as high furniture, sit-standing furniture and tilt tables and seats also present positive effect.

A research conducted by Olatoun (2010), "Teachers and Students' Academic Performance

in Nigeria secondary schools: implications for planning" This paper examined the qualified teachers and in relationship to students' academic performance in public secondary schools in a sample of Local Government Area (LGA) of Osun State. This descriptive study used a post-hoc data-set. An instrument titled "Quantity and Quality" of teachers and students' academic performance (QQTSAP) was used for study. Twenty one (21) public secondary schools. One in each LGA from a population of thirty one (31) LGA in the state, were sampled. The Senior Secondary certificate examination results from 2000/01 to 2004/05 were used to analyse the academic performance and reflected some concern in the school system. The data were analysed using ANOVA and spearman rank correlation coefficient to test three operational hypotheses. Findings of this study showed teachers' qualifications, experience and teacher-student ratio were significantly related to students academic performance. These findings can be used to guide planners about the need for qualified teachers to facilitate effective teaching and learning in Secondary schools in Nigeria.

Owoeye et al (2011), conducted a study to find out the impact of Class size and academic achievement of secondary schools in Ekiti State, Nigeria. The study looked at the class size as it relates to academic performance of students in Ekiti State of Nigeria between 1990 and 1997. The study population was the results of the West Africa School Certificate Examinations (WASCE) conducted between 1990 and 1997 in 50 secondary schools in both rural and urban areas of the state. One validated instrument, students class size questionnaire (SCSQ) was used for data collection. One hypothesis was formulated and analysed. Data were analyzed using mean and t-test. The result showed that there was no significant difference in the academic achievement of students in small and large classes from urban schools ($t=1.49; p<0.05$); there is no significant difference between performance of students from rural large and rural small classes (t-

=0.58;p,0.05). It was recommended that policy makers and government should ensure that more classrooms are built and number of students in a class should not be more than 30. The Parent Teacher Association (PTA), Philanthropists and other charitable organizations are also employed to compliment the effort of the government to boost the performance of students in SSCE by building more classrooms and buildings.

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 students were randomly selected pre-tested and categorized into experimental and control groups. The students in the experimenta1 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.

The study has a significant relationship with the 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 students' performance and the two studies used Quasi- experimental involving pre-test post-test non-equivalent research design.

Auta (2012), conducted a research titled "impact of school infrastructural facilities on teaching and learning on Nigerian Air Force secondary schools. The study used survey as a research design. 4 objectives were used. The objectives were among others.
To find out the impact of water/sport facilities system to academic performance of social studies students in Nigerian Air force schools.

To identify the provision of 'classroom textbooks to the academic performance of social studies students in Nigerian.

The study used questionnaire and interview as instrument for data collection. Principals, vice principals, teachers and students were used as respondents. The students' population was put at Eight Hundred and Fifty (850), Four Hundred (400) and Seven Hundred and Fifty (750) for Kaduna, Jos and Portharcourt respectively. The teachers who were involved in the research were five hundred and eighty (580). The three schools selected for the research had Eight (8) school heads (commandants). The secondary school structure showed the vice-principals and host of other senior staff assisting the school heads. A sample size of 335 was used. The study used descriptive statistics and inferential statistic to analyse bio-data and ANOVA to analyse the five null hypotheses. The study formulated five null hypotheses, five objectives, five basic assumptions. It was revealed from the studies that electricity has a great impact on academic performance of students.

Another study was conducted by Asiyai (2012) titled: assessment of school facilities in public secondary schools in Delta State, Nigeria. The study was conducted with five research objectives, while five null hypotheses were postulated for the study. The study employed the expost-facto research design. The questionnaire was the instrument for data collection from 640 respondents selected through stratified sampling technique from all the 358 public secondary schools in the

state. Descriptive statistics was used to analyse the bio-data and answered the research questions, while ANOVA was used to test all the null hypotheses at 0.05 alpha level of significance. Findings revealed that school facilities are generally in a state of disrepair. The finding further revealed that the maintenance carried out on school facilities were inadequate for majority of the facilities.

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

Shernoff, Tonks and Brett (2012), carried out a study titled: the Impact of the Learning Environment on Student Engagement in High School Classrooms. The study investigated the influence of research-based dimensions of the learning environment on students‘ engagement while participating in that environment; also examined student engagement in high school classes as captured by the experience sampling method (ESM) and linked to instructional episodes and corresponding characteristics of the learning environment assessed from videoed classroom observations. A total of five teachers and 140 students in two schools (referred to as School A and School B) participated in the study. In terms of the student sample, 36% were in the ninth grade, 11% in 10th grade, 37% in 11th grade, and 16% in 12th grade; 60% were female; 86% were

Caucasian, 6% Hispanic, 5% Asian, and 3% African American; and 13% received free or reduced lunch. Data collected from the focus group discussions were analysed using Spearn-man ranking analysis. And findings show that; students‘ engagement as well as perceptions of involvement, contributing ideas, positive affect, engagement, challenge, skill use, clear goals, feeling accepted, and effort were all influenced by environmental complexity, in which environmental challenge and support are simultaneously present; also, optimal learning environments appeared to be marked by environmental complexity and frequently created through structured tasks in individual or small group work with teacher monitoring.

Hence, this study is similar to the present study as it was conducted to determine the Impact of the Learning Environment on Student Engagement which is the main focus of the present study. The study is also similar as it uses students as one of the variable for the study. Despite the similarity, the work of Shernoff, Tonks and Brett (2012), differs in the following ways; the study was carried out in the teachers college, Columbia, while the present study were conducted in the junior secondary schools in Kogi State; Data for the previous study was collected through focus group discussion, while data for the present study were collected through a structured questionnaire and students‘ end of term scores; analysis of the previous research was done using Spearman ranking analysis, while the present study employed the use of t-test.

Abubakar (2014), carried out a study on evaluation of provision and maintenance of boarding secondary schools in Yola metropolis Adamawa state. The primary purpose of the study was to evaluate the provision and maintenance of facilities in boarding secondary schools in Yola metropolis. The study has 6 objectives among others. It determined the appropriate provision of infrastructural facilities that will solve the problems of students over population in classrooms. The study was a survey research. It covered all the boarding secondary schools in Yola metropolis. A

total population of one thousand and ninety (1090) was used. A sample size of 320 was also used. The study used purposive sampling technique. Questionnaire as instrument of collecting data was used. A test re-test method was ued in the administration of the instrument of an interval of two weeks. The level of significance was used to test the level of significance at an alpha value of 0.05, It had a reliability co-efficiently of 0.87. The study used statistical package for social science (SPSS) to analyse the 6 hypotheses to identify the mean difference using one way variance (ANOVA). Analysis of variance F-test (ANOVA) was used to analyse the data collected, while statistical package for social sciences (SPSS) was used to generate frequency and percentage of the scores. The result showed that classroom infrastructural facilities are adequately provided and maintained by the school managers, laboratories/workshops were not well equipped and maintained; the findings also showed that libraries are provided while accommodation infrastructural facilities are not enough for both staff and students and so forth. The findings therefore concluded that provision and maintenance of facilities in boarding secondary schools in Yola metropolis (Adamawa State) are grossly inadequate. The study made some recommendations, such as; Adamawa State government should provide boarding secondary schools, employ school managers who will be responsible for managing these facilities and schools so as to ensure proper and regular maintenance of schools among other.

The present study and the research conducted by the above researchers are similar. Both studies looked at infrastructural facilities in schools, both studies were conducted in secondary schools, as well as having the same level of significance at an alpha value of 0.05. Both studies used SPSS analysis of data. The studies used infrastructural facilities have some differences. The former study has 6 objectives. It used purposive sampling technique, Analysis of Variance F. test (ANOVA) for the collected data. The former study was conducted in Adamawa, Yola. The present

study differed from the former in the following; The present study has 3 objectives, used Ex post-facto research design, used randomly sampling techniques for selecting sample size, used simple mean deviation and t-test for analyzing data as well as well as conducted in Niger State, Nigeria.

Yusuf and Dada (2016), conducted a study to determine the "Impact of Teachers' Qualification and Experience on the Performance of Students in Colleges of Education in Kaduna State, Nigeria". The study examined the impact of teachers' qualification and experience on students' performance in colleges of Education in Kaduna State, Nigeria. Two Colleges of Education in Kaduna State were used for the study. A total of twenty (20) teachers and one hundred (100) students were randomly selected from the College of Education. The data were collected using questionnaire and students' test scores. Data were analysed using frequency counts, percentages and t-test. The results revealed that a significant differences existed in the performance of students taught English language by professional and experienced teachers. The study recommended among others, that only qualified and experienced teachers should be allowed to teach in Colleges of Education in Kaduna State; Nigeria. All non-professional and unqualified teachers should be encouraged to pursue their post graduate studies (such as Post Graduate Diploma in Education, Master's and doctoral degree in Education) on a part-time or full-time basis. This will help to improve the quality of their teaching and consequently improve the performance of students and the quality of teacher education in Nigeria.

Osoji (2016) investigated on the Impact of School Facilities on Students' Academic Performances in Public secondary schools in Zaria and Giwa Education Zones in Kaduna State, Nigeria. The study was conducted with the objectives among others to: determine the Impact of Teaching Facilities, Learning Facilities, Welfare Facilities, Health Facilities on Students' Performances in Public Secondary Schools in Giwa and Zaria Education Zones in Kaduna State. In

line with the stated objectives, five research questions and five null hypotheses were formulated for the study. The study adopted the use of descriptive survey research design and out of the total population of 2093, 628 copies of questionnaire were administered, but only 600 were correctly filled and returned, consisting of 24 principals and 576 teachers. The instrument tagged, ―School Facilities on Students Academic Performance Questionnaire,(SFSAPQ) in Public Secondary Schools In Giwa and Zaria Education Zones Questionnaire‖ was used to collect data from respondents. This instrument was validated and pilot tested and a reliability index of 0.85 was obtained. Data gathered were analysed using t-test at 0.05 level of significance. Findings of the study among others revealed that there is no significant difference in the opinions of teachers and principals on the impact of teaching facilities on students' academic performance in Public Secondary Schools in Giwa and Zaria Education Zones in Kaduna State. Also, finding shows that there is no significant difference in the view of respondents on the impact of welfare/health facilities on students' academic performances in secondary schools in Giwa and Zaria Education Zones in Kaduna State. In view of the findings, it was concluded that school facilities remain one essential factor in the realization of the goals of secondary education. The researcher recommended that: government and school managers should make effort to provide teaching and learning facilities such as chairs, tables, laboratories, computers/ICT, and classrooms in Public secondary schools in Giwa and Zaria Education Zones in Kaduna State, Nigeria.

Ibitoye (2017) carried out a study on the Impact of Learning Environment on Junior secondary school students' performance in Civic Education in Kogi State, Nigeria. The study was carried out to: determine the impact of learning environment on students' performance in civic education in urban and rural junior secondary schools in Kogi State; ascertain the impact of class size on the performance of students in civic education in junior secondary schools in Kogi State;

examine the impact of learning materials on students‘ performance in civic education in junior secondary schools in Kogi State; and determine the impact of learning environment on the performance of male and female students in civic education in junior secondary schools in Kogi State. In line with the above stated objectives, four (4) corresponding research questions and four (4) hypotheses were formulated and tested for the study. The study adopted ex-post facto research design. The total population of the study comprised 10,295 students, out of which a sample size of 375 respondents was used for the study. The instrument tagged Learning Environment and Students‘ Performance Questionnaire (LESPQ) and students‘ End of term examination scores were used to obtain data for the study. The instrument was pilot-tested and a reliability coefficient of 0.85 was obtained. Data collected were analyzed statistically using descriptive statistics which include mean and standard deviation, while inferential statistics of t-test was used to test the formulated hypotheses at 0.05 level of significance. Findings revealed, among others, that learning environment has impact on students‘ performance in civic education in urban and rural junior secondary schools in Kogi State and class size has impact on performance of students in civic education in junior secondary schools in Kogi State. In view of the findings from this study, conclusion was made that unconducive learning environment has negative impact on students‘ academic performance. In addition, a good school location with accessible road, good field of play, neat toilet and large classroom with lighting and library stocked with up-to-date textbooks have positive impact on students‘ performance. Recommendations were made, among others, that Kogi State government should make secondary schools in the state more conducive for learning by providing facilities such as up to date text books, teaching aids, good playing field, resource person and neat toilet. Adequate classrooms should be provided with chairs and desks to correspond with the yearly increase of students‘ enrolment.

Iorhuna A. (2018). Conducted a study to determine the "Assessment of the Impact of infrastructural facilities on students' performance in social studies in Federal Government College in Niger state, Nigeria. The study investigated the assessment of the impact of the infrastructural facilities on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria". Six objectives were raised to guide the study, among which are to: determine the assessment of the impact of provision of adequate classrooms environment on students' performance in Social Studies; determine the assessment of the impact of provision of adequate hostel facilities on students' performance in Social Studies; and examine the assessment of the impact of library facilities on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria. Six corresponding research questions and hypotheses were all stated in line with the objectives of the study. The study adopted expost facto research design and out of the total of 5 principals, 80 Social Studies teachers and 3254 students of Federal Government Colleges totaling 3339, a sample size of 351 respondents was used for the study. This comprised 4 principals, 41 teachers and 306 students. This sample size was arrived at using simple random sampling technique. A validated structured questionnaire and students' recorded scores in Social Studies was used as instrument for data collection in the study. The instrument was pilot-tested and a reliability coefficient of 0.78 was obtained. Data collected were analysed statistically using descriptive statistics which include mean and standard deviation to answer the research questions, while non-parametric statistics of Kruskal-Wallis was used to test the formulated hypotheses at 0.05 level of significance. Findings, among others, revealed that provision of adequate classrooms environment has positive impact on students' performance in Social Studies. Provision of adequate hostel facilities has positive impact on students' performance in Social Studies. Finding also revealed that library facilities have positive impact on students' performance

in Social Studies in Federal Government Colleges in Niger State, Nigeria.

The study concluded that provision of neat and attractive classroom environment with well equipped modem chairs, tables, ceiling fan, lighting, learning facilities, constant supply of light, water and maintenance of toilets in the hostels have positive impact on students' performance. Recommendations were made that Federal Ministry of Education ,Non Governmental Organization, P.T.A should put more effort in providing more classrooms facilities, replace the old desk with new in these schools, Ministry of Education who are responsible in providing most of the funds in these Federal Government Colleges together with the principal, community leaders, students should establish criteria or teachers indicators for evaluating the condition and level of maintenance of laboratory facilities on regular basis.

2.11 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, 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 Upper Basic Education. 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 matter 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 the learning environment and students' academic performance.

None of the literature reviewed focused on the impact of classroom learning environment on the performance of students in civic education in upper basic education in Niger State. This constitute a gap in knowledge which this study bridged.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1. Introduction

This chapter focused on the methodology used in conducting the research study. The chapter discussed the following sub-headings; Research design, Population of the study, Sampling and sampling techniques, Instrumentation, Validity of Research Instrument, Pilot Study, Reliability of the Instrument, Others includeProcedure for Data Collection and Procedure for Data Analysis.

3.2. Research Design

Ex post-facto research design was adopted for this study. This was because Ex post-facto research design does not allow the manipulation of variables. Both independent variable and dependent variable had already occurred. According to Ibrahim (2016), the design called Ex post-facto allowed the researcher comes on a scene and found out that nature has already implemented a treatment either through difference in environment in which subjects found themselves, through difference in inheritance or through some combination of these two factors. Thus, the researcher arrived after the fact (ex post facto) that the treatments have been imposed on the subjects that is, Civic Education JS II students, hence the researcher made choice of Ex post-facto.

3.3. Population of the Study

The target population of the study was twenty one thousand, nine hundred and ninety eight. (21998), comprises of one hundred and eighteen (118) principles, one hundred and seventy-five (175) teachers and twenty-one thousand seven hundred and five (21,705) Upper Basic Education school Civic Education Students. This included thirteen thousand and twenty one (13,021) male students and eight thousand six hundred and eighty four (8,684) female students. They were all drawn from the seven education zones of Niger State, Nigeria.

Table 1: Population of the study:

S/No	Educational Zones	No. of Schools	No. of Principals	No. of Teachers	No. of males	No.of Females
1	Bida	17	17	28	3526	2149
2	Rijau	16	16	31	729	351
3	Suleja	18	18	23	2123	1846
4	Minna	19	19	24	1462	1462
5	Laipai	15	15	22	1403	555
6	Kutigi	17	17	22	1591	1182
7	Kontogora	16	16	25	1741	1439
	Total	**118**	**118**	**175**	**12721**	**8984**
	Grand Total		**21998**			

Sources: Niger State Ministry ofEducation (2017)

3.4. Sample and Sampling Techniques

The total sample size of this study was 377, the sample comprised of nine (9) principals, (48) teachers, (198) male students and (122) female students. Purposive sampling technique was used.A simple random technique wasused to choose the Upper Basic Civic students and teachers. The sample size was arrived at using a simple random technique using hat and ballot system. The researcher arranged pieces of papers and tagged all arranged in a hat. The Civic Education students were asked to pick, all the students that picked ‘yes’ were the students that participated in the study as the sampled group. Similarly, the same thing was carried out on the Civic Education teachers.

Table 2: Sample Size Distribution

S/NO	Educational Zones	No.of Schools	No.of Principals	No.of Teachers	No.of Students	
1	Bida				Males	Females
i.		Ndayako	1	8	28	12
ii.		GMS	1	6	16	11
iii.		DSS Eyagi	1	5	35	16
2	Minna					
i.		Ahmadu Bahago Sam School	1	4	26	17
ii.		DSS Paiko	1	6	20	16
iii.		ADSS Paiko	1	7	22	14
3.	Kutigi					
i.		JSS Wushishi	1	4	18	12
ii.		JSS Zungeru	1	4	16	13
iii.		JSS Kodo	1	4	17	11
	Total		**9**	**48**	**198**	**122**
	Grand Total				**377**	

Sources: Bida Local Government Education Authority, Niger State. 2016

3.5 Instrumentation

A self-structured questionnaire with a four-point modified Likert scale was used as an instrument for data collection in the study. This was in accordance with Zakar (2014) who states that questionnaire is a reliable instrument for gathering data beyond the physical reach of a researcher. The questionnaire was subdivided into two parts namely, section 'A' and 'B'. Section 'A' of the questionnaire was on the demographic characteristics of the respondents such as gender, age and school, while section 'B' sought the opinions of respondents' on the Impact

of classroom learning environment on performance of students in Civic Education in Upper Basic Education in Niger State, Nigeria. The JS II students' end of session examinations scores from 2014,2015 and 2016 were collected from the school heads. The total items on the questionnaire was 45. The questionnaire wasdesigned in accordance with the modified four Point Likert- scales weighted: SA (4) A(3) D (2) and SD (1).

Where:

SA	-	Strongly Agree	4 points
A	-	Agree	3 points
D	-	Disagree	2 points
SD	-	Strongly Disagree	1 points

3.5.1 Validity of the Instrument

The instrument was validated by the researcher's supervisors andone curriculum expert in the Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria. This was done in order to ascertain that the construct and content validity of the instrument corresponded with the objectives, research questions and hypotheses of the study.

3.5.2 Pilot Study

To ensure the reliability of classroom learning environment and performance of students in Civic Education questionnaire, Pilot study was carried out with the total of two (2) teachers, one (1) principal and twenty-seven (27) students in BTC Junior Secondary School Bida Niger State. The reason for using the school was that, the school was outside the population sample of the study. This was not included in the sampled schools but was chosen to determine the adequacy and effectiveness of the instrument in measuring what it supposed to measure and to ascertain any difficulties that the researcher could encounter when carrying out the study.

3.5.3 Reliability of the Instrument

The collected data from the pilot study were analyzed using Cronbach Alpha technique in order to determine the reliability co-efficient of the questionnaire instrument, before it is used on the targeted sample of the study. The result of the pilot study showed a reliability value of 0.75. According to Alasoluyi (2015) , asserted that any instrument that yields a reliability coefficient of 0.5 to positive (+1) is indeed reliable to measure what itwas purported to measure the researcher noted that, the closer the reliability to 1 the closer its ability to measure what was planned to measure hence this instrument is capable of measuring what is intended to measure because the instrument lay between 0.75 and 1.

3.6 Methoafor Data Collection

In an attempt to carry out this study, an official introductory letter was obtained from the Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria. The researcher requested for the release of vital documents. Also, it sought their approval and permission to conduct the study on the respondents who constituted their employees. The Upper Basic II students' end of session examination scores was collected from the school heads, also the self-structured questionnaire and the examination results was used by the researcher for statistical analyses. Considering the hectic nature of this work, the researcher, in addition, employed research assistants (teachers) in each of the selected schools who were trained on modalities to administer the instruments and to retrieved same from the respondents to the researcher. According to Mokobia (2010) in Mokobia and Okoye (2011), the need for the research assistants was to ensure maximum cooperation among the participating staff as well as for high retrieval percentage. The exercise was completed in eight (8) weeks. The instrument was carefully marked and packaged in an envelope to avoid mix-up and reduced loss in transit during the exercise.

3.7 Procedure for Data Analysis

The data collected for this study were analyzed using various statistical methods. The Bio-data variables of the respondents was analyzed using frequency and percentage, mean and standard deviationwas used in answering the research questions. While nonparametric statistics of Kruskal-Walliswas used to test the null hypotheses at 0.05 alpha level of significance. It helped in making decision on whether to retain or reject the null hypotheses formulated for the study. The entire questionnaire were analyzed using Statistical Package for Social Sciences (SPSS).

CHAPTER FOUR
RESULTS, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter involved the analysis and interpretation of data gotten from the field. The chapter is divided into five (5) major sections which include: the socio demographic profile of the respondents to determine the impact of teachers' qualification on the performance of students in civic education in upper basic education in Niger State Nigeria, impact of class room building on the performance of students, the class size and the use of instructional materials on the performance of students in civic education in upper basic education Niger State Nigeria. In the course of the field work, three hundred and seventy seven (377) questionnaires were administered and three hundred and sixty six (366) questionnaires were retrieved upon which this analysis is based.

4.2 The Socio-Demographic Characteristics of the Respondents

This section deals with the socio-demographic characteristics of the respondents which include teacher's years of experience, teacher's rating of students' performance, teacher's participation in workshops, seminar, conference, in-service or study leave, student's class among others. The table 4.2.1presents the socio-demographic characteristics of the respondents.

Table 4.2.1: Teachers' Years of Experience

Teachers' years of experience	Frequency	Percentage (%)
No response	55	15.0
1-5yrs	187	51.1
6-10yr	71	19.4
11-15yr	47	12.8
16-20yr	6	1.6
Total	366	100.0

Regarding the teacher's years of experience by the respondents, finding shows that 187(51.1%) of the respondents indicated 1-5yrs as their working experience, 71(19.4%) of the respondents indicated 6-10yrs, while 47(12.8%) of the respondents indicated 11-15yrs as their years of experience and 6(1.6%) of the respondents revealed 16-20yrs as their years of working experience. As such, one can say that majority of the respondents revealed 1-5yrs as their working experience.

Table 4.2.2: Teachers' rating of students' performance in civic education in upper basic education

Teachers' rating of students' performance in civic education in upper basic education	Frequency	Percentage (%)
No response	70	19.1
Poor	21	5.7
Fairly good	74	20.2
Good	118	32.2
Very good	83	22.7
Total	366	100.0

Concerning the analysis on teachers' rating of students' performance in civic education in upper basic education. Result shows that 21(5.7%) of the respondents are poor, 74(20.2%) are fairly good, 118(32.2%) of the respondents are good while 83(22.7%) of the respondents are very good.

As such, one can clearly say that majority of the respondents are good in regards to their performance in civic education in upper basic education.

Table 4.2.3: Teacher's participation in workshops, seminars, conferences, in-service or study leave

Teacher's participation in workshops, seminars, conferences, in-service or study leave	Frequency	Percentage (%)
No response	76	20.8
Seminar	31	8.5
Workshop	89	24.3
Conferences	38	10.4
All of the above	132	36.1
Total	366	100.0

Concerning teachers' participation in workshops, seminars, conferences, in-service or study leave, result shows that 31(8.5%) revealed that teacher's participate in seminars, 89(24.3%) of the respondents indicates workshop, 38(10.4%) of them indicates conferences while 132(36.1%) of the respondents indicates all of the above. Therefore, this clearly shows that majority of the respondents are of the view that teachers participate in all the aforementioned.

Table 4.2.4: Student's Class

Student's class	Frequency	Percentage (%)
No response	50	13.7
JSS II	310	84.6
Total	366	100.0

In regards to students class, finding shows that 310(84.6%) of the respondents were from JSS II due to the fact that the study is centered on JSS II class.

4.3 Response to Research Questions

The data collected from teachers and students were summarized using tally system based on each school. The summarized data were merged together to form one item for each section. Hence, the research questions raised in the study were analysed using frequency counts, mean and standard deviation. The decision mean for each of the research question is 2.50 where means below 2.50 indicate negative response, while means of 2.50 and above indicate positive influence.

Research Question One: What is the impact of teachers' qualification on the performance of students in Civic Education in upper Basic Education in Niger State, Nigeria?

To answer this research question, the data gathered were analysed using mean and standard deviation. The summary of the analysis is presented in Table 4.3.1:

Table 4.3.1: Analysis of Respondents as regards to whether teachers' Qualification have impact on the Performance of students in Civic education in Upper Basic Education in Niger State Nigeria.

S/N	Items	Mean	Std. Deviation	Remark
1	Teachers qualification is very important for the delivery of civic education	2.60	1.152	Positive
2	Most teachers do not have requisite qualification to teach civic education which impact negatively on students' performance	3.86	1.088	Positive
3	Teachers who have qualification in social studies and related subjects teach civic education	3.13	.772	Positive
4	In some instances teachers that do not have social science background are made to teach civic education	2.08	.062	Positive
5	Teachers with NCE in Hausa have impact on the students' performance in Civic Education	2.84	.7921	Positive
6	Teachers with higher teaching qualification have no impact on students' performance in civic education	1.96	.989	Negative
7	Teachers' subject mastering and communication skills have impact on the performance of Civic Education	2.96	.961	Positive
8	Teachers with M.Ed in social studies have impact on the students' performance in Civic Education	3.12	.947	Positive
9	Teachers' qualification has no positive impact on students' performance	2.37	1.187	Positive
10	Most of the teachers cannot impact on students in Civic Education because they have less than 5 years teaching experience	1.68	.770	Negative
	Cumulative Score	**2.66**	**0.872**	

Benchmark: Mean ≥ 2.50 = Agree; Mean < 2.50 = Disagree

Table 4.3.1 shows the analysis carried out on whether qualification of teachers have impact on the performance of students in Civic Education in Niger State or not was accepted. The table shows the cumulative mean of 2.66 which is greater than the decision mean of 2.50. It also shows the standard deviation of 0.872, which implies that, the qualification of teachers really contributes to the performance and effective teaching of Civic Education in Niger State. Item (1-6, 7, 8 and 9) on

the table recorded the highest response mean from all the respondents. This is an indication that employing teachers with the right qualification have significant impact on students' performance in Civic Education.

Research Question Two: What is the impact of classroom buildings on the performance of students in Civic Education in upper Basic Education in Niger State?

To answer this research question, the data gathered were analysed using mean and standard deviation. The summary of the analysis is presented in Table 4.3.2:

Table 4.3.2: Analysis of Responses on whether classroom buildings have impact on the performance of students in Civic Education in upper Basic Education in Niger State.

S/N	Items	Mean	Std. Deviation	Remark
1	Most of the classroom buildings are large enough to enhance performance	2.73	1.211	Positive
2	Poor ventilation and temperature of the classrooms does not improve academic performance of the students	3.00	1.009	Positive
3	A quiet and noiseless classroom enhances students' academic performance	2.76	.932	Positive
4	Dilapidated classroom floor and walls affect learning	2.54	1.251	Positive
5	Porous classroom environment are not conducive for learning	2.60	1.104	Positive
6	Seat arrangement is a potent means to efficiently manipulate the physical characteristics of the classroom to ensure high performance of both students and teachers	2.82	1.166	Positive
7	Over population of students in the class does not affect performance	2.51	1.156	Positive
8	Furniture are in good repairs and suitable for the size of the students	2.87	.964	Positive
9	Class lightening and ventilation affect learning	2.54	.974	Negative
10	Good interpersonal relationship between the teacher and the students engender learning	2.69	1.131	Positive
	Cumulative Score	**2.71**	**1.0898**	

Benchmark: Mean ≥ 2.50 = Agree; Mean < 2.50 = Disagree

Table 4.3.2 shows the analysis carried out on the impact ofclassroom buildingon performance students'in Civic Education in Upper Basic Education Niger State.

The table shows the cumulative response mean of 2.71 which is greater than the decision mean of 2.50. It also shows the standard deviation of 1.0898, which implies that, to a great extent,classroom

building hasimpact on the teaching and learning which impact the academic performance of students in Civic Education. Items (1 to 8, and 10) on the table recorded the highest response mean from all the respondents. This conotes that the building has significant impact on the teaching and learning of Civic Education which ultimately influences students' performance.

Research Question Three: Whatis the impact of class size on the performance of students in Civic Education in upper Basic Education in Niger State?

To answer this research question, the data gathered were analysed using mean and standard deviation. The summary of the analysis is presented in Table 4.3.3.

Table 4.3.3: Analysisof Responses as regards to impact of class size on the performance of students in civic education in upper basic education Niger state.

S/N	Items	Mean	Std. Deviation	Remark
1	Classes with more than 45 students foster greater interaction among students and teacher	3.82	1.077	Positive
2	Classes with less than 45 lead to substantial learning due to better teacher-student interaction	2.59	1.044	Positive
3	Classes of 45 and above affect students' performance	2.57	1.011	Positive
4	Class size less than 40 allows better interpersonal relationship	2.55	1.182	Positive
5	Class size less than 45 have more discipline problems	3.22	1.102	Negative
6	Class size above 45 allows proper sitting arrangement by students	2.42	.680	Negative
7	Classes with more than 45 allows students to have class attention to what the teacher is teaching	2.13	.809	Negative
8	Class size above 45 allows free movement in the class and interactive learning	1.92	.266	Negative
9	There are no congestions in a class less than 40 which makes it easy for students to discuss.	2.63	1.094	Positive
10	The class size above 45 does not allow for potential disciplinary problems to be identified and resolved quickly.	2.01	.428	Negative
	Cumulative Score	**2.59**	**0.8693**	

Benchmark: Mean ≥ 2.50 = Agree; Mean < 2.50 = Disagree

Table 4.3.3 shows the analysis carried out on the extent to which class size impacted on the performance of students in Civic Education in Niger State. The table shows the average response mean of 2.59 which is greater than the decision mean of 2.50. It also shows the standard deviation of 0.8693, which implies that, the class size havesignificant impact on the teachingand learning of Civic Education in upper basic education in Niger State. Therefore, this result signifies that class size significantly haveimpact onthe teaching of Civic Education in Niger State.

Research Question four: To what extent do instructional materials have impact on the performance of students in Civic Education in upper Basic Education in Niger State?

To answer this research question, the data gathered were analysed using mean and standard deviation. The summary of the analysis is presented in Table 4.3.4:

Table 4.3.4: Analysis of Responses as regards to the useof instructional materials on the impact of students performance in civic education.

S/N	Items	Mean	Std. Deviation	Remark
1	Instructional materials do not influence the teaching and learning of Civic Education	3.55	1.232	Positive
2	Using instructional materials is a waste of time and will only complicate learning of Civic Education	2.52	1.246	Positive
3	The use of instructional materials for class-room instruction boost the cognitive abilities of students in Civic Education	3.59	.873	Positive
4	Using instructional materials facilitate and make teaching/learning activities easy, lively and concrete in Civic Education	2.90	1.146	Positive
5	The incompetence of teacher to improvise instructional materials is responsible for poor performance of learners in Civic Education.	2.83	1.122	Positive
6	The use of instructional aids like map in teaching does not have positive impact on students' performance in Civic Education	2.44	1.180	Negative
7	Students performance improves with the use of atlases, maps charts picture and models in Civic Education	1.68	.906	Negative
8	There is increase in the academic performance of students in civic education with the use of diagrams by the teacher.	2.66	1.028	Positive
9	Reading materials such as textbooks enhance students acquisition and retention of factual information in Civic Education	1.65	.815	Negative
10	Students taught with realia will have vivid understanding of Civic Education	1.76	1.033	Negative
	Cumulative Score	**2.60**	**1.0581**	

Benchmark: Mean ≥ 2.50 = Agree; Mean < 2.50 = Disagree

Table 4.3.4 shows the analysis carried out on the extent to which instructional materials

impacton the performance of students in Civic Education. The table showsthe average response mean of 2.60 which is greater than the decision mean of 2.50. It also shows the standard deviation of 1.0581, which implies that, the class size has significant impact on the teaching of Civic Education in upper basic civic education in Niger State. Therefore, this result signifies that instructional materials such as diagrams, pictorial representation and other forms of information that will capture the mind-set of students have a significant impact on the teaching and learning of Civic Education in Niger State.

4.4Hypotheses Testing

This section tested the hypotheses in order to have valid decision for the hypotheses stated in the study. The non-parametric statistical tool of Kruskal Wallis (χ^2) was used to test the hypotheses at 0.05 level of significance. The summary of each of the hypotheses is presented as follows:

Hypothesis One: Teachers qualification has no significant impact on students' performance in Civic Education in upper education in Niger State.

The data collected from teachers and students were summarized using mean and standard deviation system based on schools. The summarized data were tested using non-parametric statistical tool of Kruskal Wallis (χ^2) at 0.05% level of significance. The summary of the hypothesis tested is presented in Table 4.4.1:

Table 4.4.1: **Summary of Kruskal Wallis (χ^2) statistics on theTeachers qualification has no significant impact on students' performance in Civic Education in upper education in Niger State**

N	χ^2 cal.	χ^2 crit.	Df	α	Sig.	Decision
366	18.419	2.6066	3	0.05	.003	Rejected

Table 4.4.1 shows that the calculated p-value of 0.003 is less than 0.05 level of significance, while the χ^2calculated value of 18.419 is higher than the χ^2critical value of 2.6066. Consequently, the hypothesis which stated that teacher qualification has no significant impact on students' performance in Civic Education in upper education in Niger State was rejected. The implication of this result is that, teacher qualification has influence on the performance of students in Civic Education.

Hypothesis two: Classroom buildings have no significant impact the performances of students in Civic Education in upper basic education in Niger State Nigeria.

The data collected from teachers and students were summarized using mean and standard deviation system based on school. The summarized data were tested using non-parametric statistical tool of Kruskal Wallis (χ^2) at 0.05 level of significance. The summary of the hypothesis tested is presented in Table 4.4.2:

Table 4.4.2: Summary of Kruskal Wallis (χ^2) Statistics on Classroom buildings have no significant impact the performances of students in Civic Education in upper basic education in Niger State Nigeria

N	χ^2 cal.	χ^2 crit.	Df	α	Sig.	Decision
366	3.791	1.2650	3	0.05	.028	Rejected

Table 4.4.2 shows that the calculated p-value of 0.028 is less than 0.05 level of significance, while the χ^2 calculated value of 1.791 is higher than the χ^2critical value of 1.2650. Consequently, the hypothesis which states that Classroom buildings have no significant impact the performances of students in Civic Education in upper basic education in Niger State Nigeria was rejected. The implication of this result is that, classroom building, and environment has significant impact on the performance of students in Civic Education because learning cannot be effective in an unconducive classroom.

Hypothesis three: Classroom size has no significant impact on the performance of Civic Education students in Upper Basic Education in Niger State.

The data collected from teachers and students was summarized using mean and standard deviation system based on school. The summarized data were tested using non-parametric statistical tool of Kruskal Wallis (χ^2) at 0.05 level of significance. The summary of the hypothesis tested is presented in Table 4.4.3:

Table 4.4.3: Summary of Kruskal Wallis (χ^2) statistics on Classroom size has no significant impact on the performance of Civic Education students in Upper Basic Education in Niger State

N	χ^2 cal.	χ^2 crit.	Df	α	Sig.	Decision
366	19.547	2.4126	3	0.05	.000	Rejected

Table 4.4.3 shows that the calculated p-value of 0.000 is less than 0.05 level of significance, while the χ^2calculated value of 19.547 is higher than the χ^2critical value of 2.4126. Consequently, the hypothesis which states that Classroom size has no significant impact on the performance of Civic Education students in Upper Basic Education in Niger State was rejected. The implication of this result is that, Classes with more than 45 students do not foster greater interaction among students and teacher.

Hypothesis four: The use of instructional materials for teaching Civic Education at upper basic in Niger State has no significant impact on the performance of students

The data collected from the teachers and students were summarized using mean and standard deviation system based on school. The summarized data was tested using non-parametric statistical tool of Kruskal Wallis (χ^2) at 0.05 level of significance. The summary of the hypothesis tested is presented in Table 4.4.4.

Table 4.4.2: Summary of Kruskal Wallis (χ^2) statistics on The use of instructional materials for teaching Civic Education at upper basic in Niger State has no significant impact on the performance of students

N	χ^2 cal.	χ^2 crit.	Df	α	Sig.	Decision
366	11.635	2.0328	3	0.05	.009	Retained

Table 4.4.4 shows that the calculated p-value of 0.009 is less than 0.05 level of significance, while the χ^2calculated value of 11.635 is higher than the χ^2critical value of 2.0328. Consequently, the hypothesis which states that,The use of instructional materials for teaching Civic Education at upper basic in Niger State has no significant impact on the performance of students was retained. The implication of this result is that, the use of instructional materials for class-room instruction boost the cognitive abilities of students in civic education.

4.5 Summary of Major Findings

Findings from the hypotheses tested showed that:

1. Teacher qualification significantly impact performance of students in Civic Education (p-value of 0.003 <α0.05).
2. Classroom buildings do not have significant impact on the performance of students in civic Education in Upper Basic Education in Niger State (p-value of 0. 028 <α0.05).
3. Class size has significant impact on the performance of student in Civic Education in Upper Basic Education in Niger State (p-value of 0. 000 <α0.05).
4. The use of instructional materials for class-room instruction boost the cognitive abilities of students in Civic Education (p-value of 0. 009 >α0.05).

4.6 Discussion of Findings

The research question one revealed that employing teachers with the right qualification can influence students' performance in Civic Education. In view of this, the hypothesis which states that teachers' qualification has no significant impact on students' performance in Civic Education in Niger State was rejected. This finding is in line with the finding of Berliner (2015) who asserted that the presence of "highly qualified teachers in every classroom" and to determine how best to define and prepare these "qualified" teachers. Quality teachers are often seen simply as "good" teachers and are considered to be those who exhibit desirable trait and uphold the standards and norms of the profession. But quality teachers are also considered to be those who bring about "student learning", these teachers are called "effective" or "successful".

Finding from research question two revealed that classroom buildings has significant impact on the teaching and learning of Civic Education which ultimately influences students' performance. Moreso, the hypothesis which states that there is no significant difference between the classroom building and performance in Civic Education in upper education in Niger State was rejected. This finding is in line with the finding of Pruett (2010), who asserted the level of achievement attain via the contribution of inputs from students' motivation and conduct. In views of this, academic performance is generally referred to how well a student is accomplishing his/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 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.

Finding from research question three revealed that the result implies that class size significantly influencesthe teaching of Civic Education due to the fact that poor ventilation and temperature of the classroom does not improve academic performance of students in Niger State. In view of this, the hypothesis which states that Classes with more than 45 students do not foster greater interaction among students and teachers was rejected. According to John (2013) opined in his analysis of the inter-relationship of intelligence, achievement and socio-economic status of high schools, concluded that school location among other variables was directly related to mean achievement level of students in all the sampled subjects. However, the report by some researchers on elementary school pupils revealed that the size of school and length of attendance have little or no effect upon pupils' achievement when educational opportunities are compared. In his conclusion, he asserted that teachers generally, have definite preference for the size of schools in which they wish to teach and that the larger the size, the lower the level of students' achievement will tend to be. The observation which agreed with the findings of (Dramaand Kamphoff. 2014) stated that a significant and consistent relationship exist in the achievement of students in small classes of about 1-20 pupils that obtained higher scores in science tests than their counterparts in large classes are necessary for students' achievement.

Finally, the finding from research question four revealed that the instructional materials such as diagrams, pictorial representation and other forms of information that will capture the mindset of students have a significant impact on the teaching and learning of Civic Education in Niger state. Also regarding the hypothesis which states that, there is no significant difference in the performance of students' taught Civic Education with instructional materials was retained.

In consonant with the Fatunmbi (2016) who opined that studies have shows that there is improvement in teaching process through the use of instructional materials. According to him instructional materials can be used to provide real experiences in almost all fields of teachingthereby learning is made easier, realistic and concrete for teaching. It allows for self-instruction, it proves a cheap and fast way of disseminating educational information and practical skills.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1Summary

This study investigated the impact of classroom learning environment on the performance of students in Civic Education in upper basic education in Niger State, Nigeria. The study was carried out with four research objectives which are to: determine the impact of teachers qualification on the performance of students in Civic Education in upper basic education in Niger State; determine the impact of classroom buildings on the performance of students in Civic Education in upper basic education in Niger State; examine the impact of class size on the performance of students in Civic Education in upper basic education in Niger State; and ascertain the impact of the use of instructional materials on the performance of students in Civic Education in upper basic education in Niger State. In line with the objectives, four research questions and four hypotheses were postulated.

Related literature was reviewed. The study was rooted in the Social Learning Theory, developed by Albert Bandura. Developments in learning theory shifted the focus of causal analysis from hypothesized inner determinants to detailed examination of external influences on responsiveness. Human behaviour was extensively analysed in terms of the stimulus events that evoked it and the reinforcement consequences that alter it. Albert Bandura posits that learning is a cognitive process that takes place in a social context and can occur purely through observation or direct instruction, even in the absence of motor reproduction or direct reinforcement. This will enhance the quality of the implementation of Civic Education curriculum in upper basic education in Niger State, Nigeria.

The study was conducted using ex-post-factor design. The total population of the study was

twenty one thousand nine hundred and ninety eight (21998) comprising of one hundred and eighteen (118) principals, one hundred and seventy-five teachers(175) and twenty-one thousand seven hundred and five (21,705) upper basic education school Civic Education students. Which included thirteen thousand and twenty one (13021) male students while eight thousand six hundred and eighty four (8684) female students. Drawn from seven education zones of Niger state, Nigeria. A sample size of three hundred and seventy seven (377) respondents was used in the study. Data were collected through the instrument Civic Education Questionnaire (CRCEQ)". To determine the reliability of instrument, data collected from pilot study were analysed using Cronbach Alpha technique and a reliability value of 0.745 was obtained. Data collected were analysed using both descriptive and inferential statistical techniques. The bio-data of the respondents were analysed using descriptive statistics which involved frequencies and percentages while mean and standard deviation were used to answer the research questions. The non-parametric statistics of Kruskal Wallis was used to test the postulated null hypotheses at an alpha, of 0.05 level of significance.

Findings from the study revealed that teacher qualification has significant impact on the performance of students in Civic Education (p-value of 0.003 $<\alpha$0.05). Furthermore, the result revealed that, classroom building, and environment have significant impact on the performance of students in Civic Education because learning cannot be effective in an unconducive classroom (p-value of 0.028 $<\alpha$0.05). The result indicates that, Class size has significant impact on the performance of students in Civic Education in Upper Basic Education in Niger State (p-value of 0. 000 $<\alpha$0.05). Result shows that, the use of instructional materials for class-room instruction boost the cognitive abilities of students in Civic Education (p-value of 0. 009 $>\alpha$0.05).

5.2Conclusion

From the study it was revealed that employing teachers with the right qualification can impact student's performance in Civic Education. The study revealed that classroom buildings have significant impact on the teaching and learning of Civic Education which ultimately impact students' performance. In view of this, academic performance is generally referred to how well a student is accomplishing his/ 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 the most current information on improving academic performance shows that there are three environmental influences linked to levels of academic performance among school students. Also, the result revealed that class size significantly influencesthe teaching of Civic Education due to the fact that poor ventilation and temperature of the classroom does not improve academic performance of students in Civic Education in Niger State. The study revealed that a significant and consistent relationship exist in the achievement of students in small classes of about 1-20 pupils that obtained higher scores in Civic Education tests than their counterparts in large classes.

Finally, the study revealed that instructional materials such as diagrams, pictorial representation and other forms of information that will capture the mind-set of students have a significant impact on the teaching and learning of Civic Education in Niger State. Studies have shown that, there is improvement in teaching process through the use of instructional materials and can be used to provide real experiences in almost all fields of teaching. It can be made to repeat information and demonstration as many times as possible, thereby learning is made easier, realistic and concrete for teaching. It allows for self-instruction it proves a cheap and fast way of disseminating educational information and practical skills.

5.3 Recommendations

In view of the findings from this study, recommendations are made that:

1. Teachers qualification should be put into consideration as it impact performance of students in Civic Education
2. School management, both private and government school teachers should note that classroom buildings, environment should be put in place because they have impact on the performance of students in Civic Education and learning cannot be effective in an unconducive classroom
3. Classes with more than 45 students do not foster interaction among students and teacher and should be discouraged in order to make learning more effective.
4. The use of instructional materials for class-room instruction boosts the performance of students in Civic Education.

5.4 Suggestion for Further studies

Based on the importance of this research as seen through the findings, the following research topics have been suggested for further studies:

1. Evaluation of the impact of home environment on students' performance in Civic Education in Upper Basic Education in Niger State, Nigeria.
2. Assessment of recreational facilities on students' performances in Civic Education in Upper Basic Education in Niger State, Nigeria.
3. Evaluation of the impact of welfare facilities on students' performances in Civic Education in Upper Basic Education in Niger State, Nigeria.

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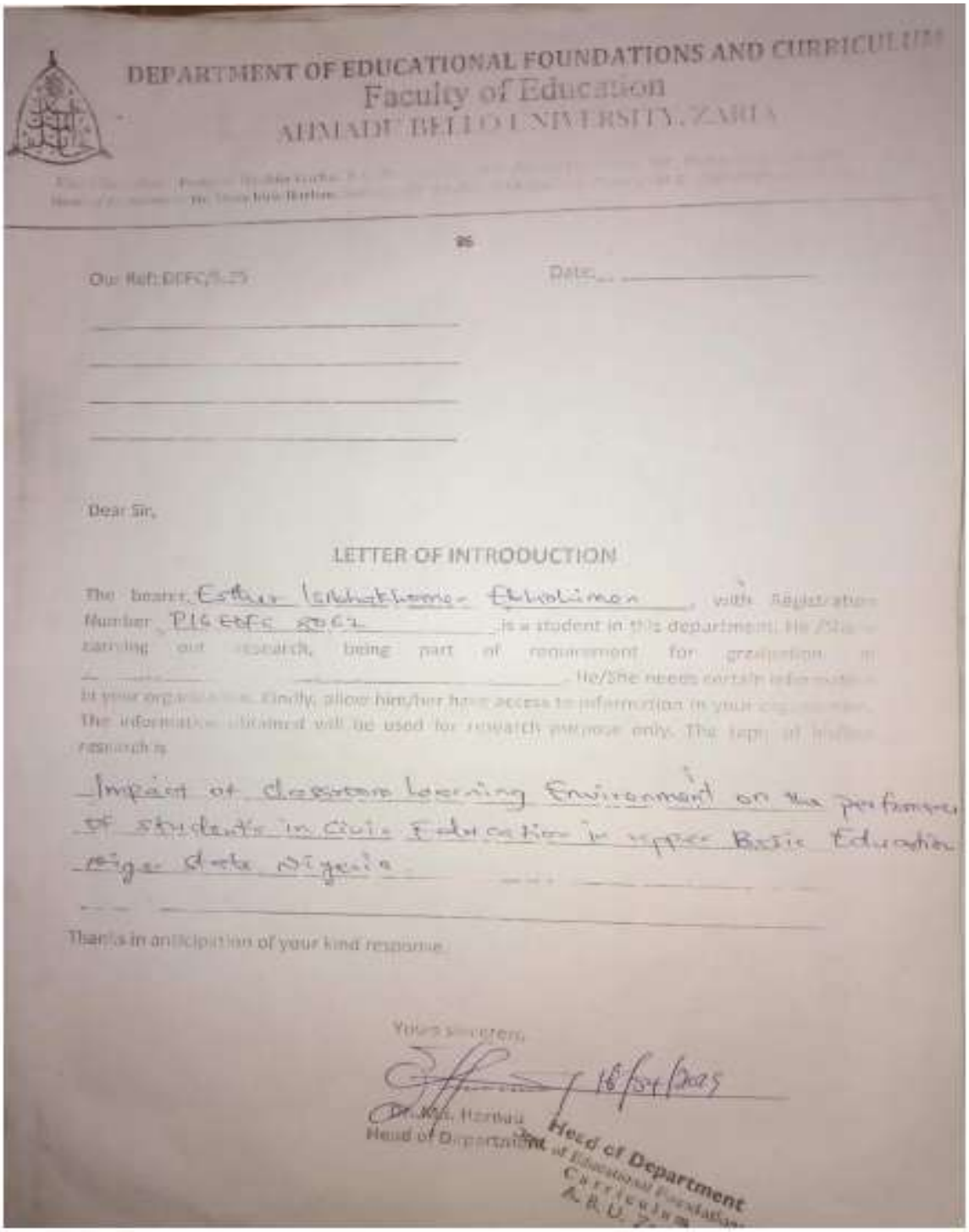
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APPENDIX A

Letter of Introduction



DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM
Faculty of Education
AHMADU BELLO UNIVERSITY, ZARIA

Our Ref: EDFC/[illegible]

Date: _____

Dear Sir,

LETTER OF INTRODUCTION

The bearer, Esther Ishaku Ekwalimen, with Registration Number P16EDFC8062 is a student in this department. He/She is carrying out research, being part of requirement for graduation in _____. He/She needs certain information in your organization. Kindly, allow him/her have access to information in your organization. The information obtained will be used for research purpose only. The topic of his/her research is

Impact of classroom learning Environment on the performance of students in Civic Education in upper Basic Education in Zaria Area Nigeria

Thanks in anticipation of your kind response.

Yours sincerely,

18/04/2025

Dr. [illegible], Hamza
Head of Department

Head of Department
Dept. of Educational Foundations & Curriculum
A.B.U. Zaria

APPENDIX B

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

QUESTIONNAIRE ON THE IMPACT OF CLASSROOM LEARNING ENVIRONMENT ON THE PERFORMANCE OF STUDENTS IN CIVIC EDUCATION IN UPPER BASIC EDUCATION IN NIGER STATE, NIGERIA.

Dear Respondents,

My name is Esther Isibhakhomen **EBHOHIMEN,** a postgraduate student of the faculty of Education, ABU Zaria. I am presently undertaking a research work entitled "Impact of classroom learning environment on the performance of students in civic education in upper basic education in Niger state, Nigeria". I solicit your assistance in providing necessary data required. This research work is purely an academic exercise and all information provided will be treated confidentially. No part of these data will be exposed to the public or released to another person.
I shall be grateful in anticipation of your support and cooperation.

Thank you

Esther Isibhakhomen EBHOHIMEN

QUESTIONNAIRE FOR PRINCIPALS, TEACHERS AND STUDENTS

IMPACT OF CLASSROOM LEARNING ENVIRONMMENT ON THE PERFORMANCE OF STUDENTS IN CIVIC EDUCATION IN UPPER BASIC EDUCATION IN NIGER STATE, NIGERIA. (ICLEPSCEUB)

Instruction: please tick& fill the appropriate boxes where applicable

Section A: Bio-data

1. Teachers' Years of Experience: 1-5years ( ) 6-10years ( ) 11-15years ( ) 16-20years ( ) 21years and above ( )
2. Teachers' Rating of Students' Performance in Civic Education in Upper Basic Education Poor ( )Fairly good ( ) Good ( ) Very good ( )
3. Teachers' Participation in Workshops, Seminars, Conferences, In-service or Study Leave Seminar ( ) Workshop ( ) Conferences ( ) All of the above ( )

Student Bio-data

4. Student's Class : _____

Section B: Qualification of Teachers have impact on the performance of students.

S/N	Item statement	SA	A	D	SD
1	Teachers qualification is very important for the delivery of Civic Education				
2	Most Teachers do not have requisite qualification to teach Civic Education which impact negatively on students performance.				
3	Teachers who have qualification in Social studies and related subjects teach Civic Education				
4	In some instances Teachers that do not have social science background are made to teach Civic Education				
5	Teachers with NCE in Hausa have impact on the students performance in Civic Education				
6	Teachers with higher teaching qualification have no impact on students performance in Civic Education				
7.	Teachers subject mastering and communication skills have impact on the performance of Civic Education				
8	Teachers with M.Ed in Social Studies have impact on the students performance in Civic Education				
9	Teachers qualification have no positive impact on students performance				
10	Most of teachers cannot impact on students in Civic Education because they have less than 5years teaching experience				

Section C: Classroom building on the performance of students in Civic Education

S/N	Item statement	SA	A	D	SD
11	Most of the classroom building are large enough to enhance performance				
12	Poor ventilation and temperature of the classrooms does not improve academic performance of the students.				
13	A quiet and noiseless classroom enhances students' academic performance				
14	Dilapidated classroom floor and walls affect learning				
15	Porous classroom environment are not conducive for learning				
16	Seat arrangement is a potent means to efficiently manipulate the physical characteristics of the classroom to ensure high performance of both students and teachers				
17	Over population of students in the class does not affect performance				
18	Furniture are in good repair and suitable for the size of the student				
19	Class lightening and ventilation affect learning				
20	Good interpersonal relationship between the teacher and the students engender learning				

Section D: Impact of class size on the performance of students in Civic Education

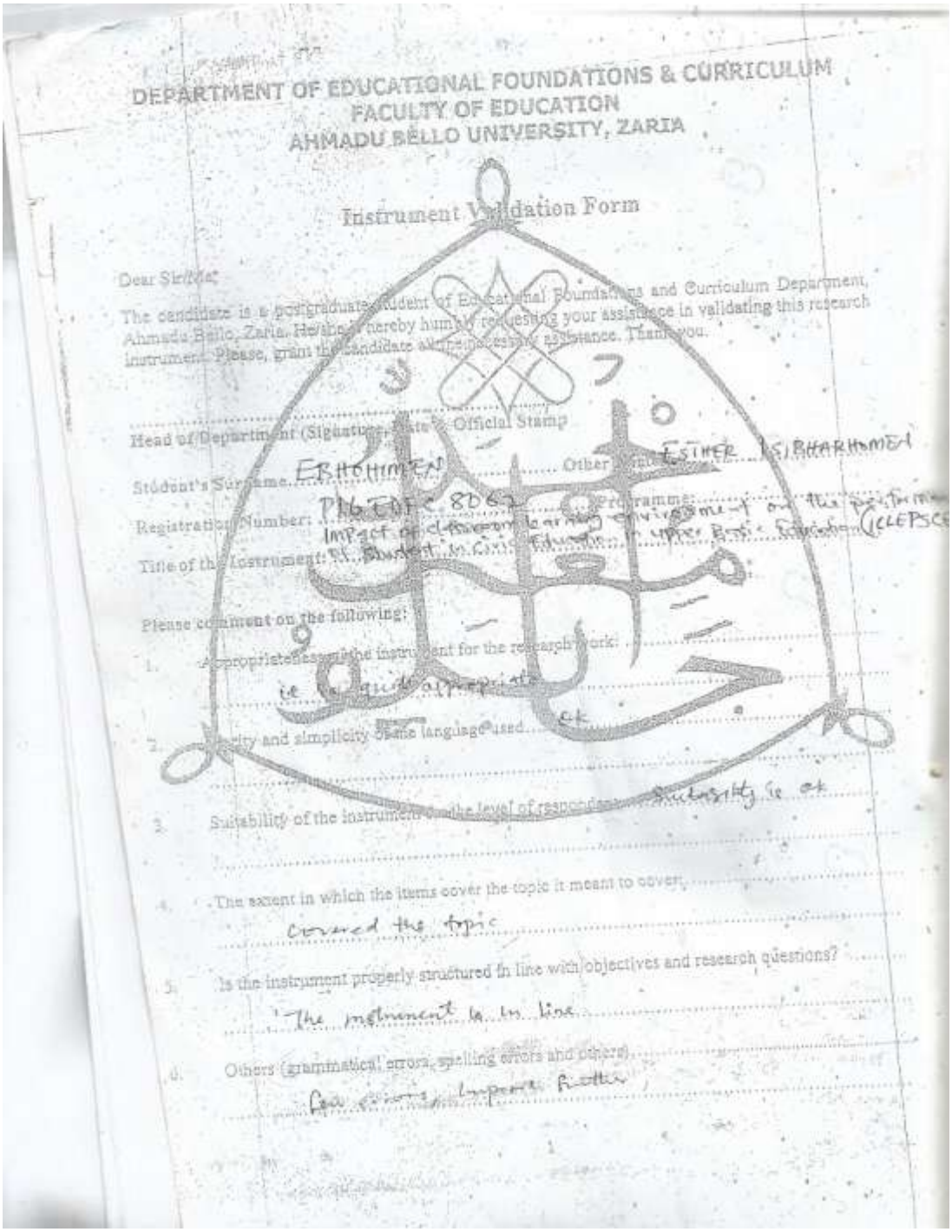
S/N	Item statement	SA	A	D	SD
21	Classes with more than 45 students foster greater interaction among students and teacher				
22	Classes with less than 45 leads to substantial learning due to better teacher-student interaction.				
23	Classes of 45 and above affects students' performance				
24	Class size less than 40 allows better interpersonal relationship				
25	Class size less than 45 have more discipline problems				
26	Class size above 45 allows proper sitting arrangement by students				
27	classes with more than 45 allows students to have close attention to what the teacher is teaching.				
28	Class size above 45 allows free movement in the class and interactive learning				
29	There are no congestions in a class less than 40which makes it easy for students to discuss.				
30	The class size above 45 does not allow for potential disciplinary problems to be identified and resolved quickly.				

Section E: Instructional materials on the performance of students in Civic Education

S/N	Item statement	SA	A	D	SD
31	Instructional Material does not Influence the Teaching and Learning of Civic Education				
32	Using Instructional Material is a Waste of Time and will only Complicate Learning of Civic Education				
33	The use of instructional Material for Class-room Instruction boost the Cognitive Abilities of Students in Civic Education				
34	Using Instructional Materials Facilitate and make Teaching/Learning Activities Easy, Lively and Concrete in Civic Education.				
35	The Incompetence of Teacher to Improvise Instructional Material is responsible for Poor Performance of Learners in Civic Education				
36	The use of Instructional aids like map in teaching does not have positive impact on students' performance in Civic Education				
37	Students' performance improves with the use of atlases, maps charts picture and models in Civic Education				
38	There is increase in the academic performance of students in Civic Education with the use of diagrams by the teacher.				
39	Reading materials such as textbook enhance Student Acquisition and retention of factual information in Civic Education				
40	Students taught with realia will have vivid understanding of Civic education				

APPENDIX C

INSTRUMENT VALIDATION FORM



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

Instrument Validation Form

Dear Sir/Ma'

The candidate is a postgraduate student of Educational Foundations and Curriculum Department, Ahmadu Bello, Zaria. He/she is hereby humbly requesting your assistance in validating this research instrument. Please, grant the candidate all the necessary assistance. Thank you.

Head of Department (Signature, Date & Official Stamp

Student's Surname: ERHOHIMEN Other Name: ESTHER IGIBHARHAMEN

Registration Number: PHD/EDF/8062 Programme:

Title of the Instrument: Impact of classroom learning environment on the [illegible] Student in Civic Education in upper Basic Schools (CLEPSCE

Please comment on the following:

1. Appropriateness of the instrument for the research work: ie is quite appropriate

2. Clarity and simplicity of the language used: ok

3. Suitability of the instrument to the level of respondents: Suitability is ok

4. The extent in which the items cover the topic it meant to cover: Covered the topic

5. Is the instrument properly structured in line with objectives and research questions? The instrument is in line

6. Others (grammatical errors, spelling errors and others): Few errors, improve further

7. General comment on the instrument: Can be implement but cannot surely fulfil performance of understanding the concepts.

Suggestion(s) for improving the quality of the instrument

1. .....

2. .....

3. .....

4. .....

ATTESTATION SECTION

I hereby testify that the above named student brought his/her instrument for validation

Name of Attester: Dr. A.A. Dada

Designation: Senior Lecturer

Name and Address of Institution: ABU Zaria

Phone No: ..... E-mail: .....

25/11/19

Signature and Date

Thank You

APPENDIX D

DETERMINING THE SIZE OF A RANDOM SAMPLE

N	S	N	S	N	S
10	10	220	140	1,200	291
15	14	230	144	1,300	297
20	19	240	148	1,400	302
25	24	250	152	1,500	306
30	28	260	155	1,600	310
35	32	270	159	1,700	313
40	36	280	162	1,800	317
45	40	290	165	1,900	320
50	44	300	169	2,000	322
55	48	320	175	2,200	327
60	52	340	181	2,400	331
65	56	360	186	2,600	335
70	59	380	191	2,800	338
75	63	400	196	3,000	341
80	66	420	201	3,500	346
85	70	440	205	4,000	351
90	73	460	210	4,500	354
95	76	480	214	5,000	357
100	80	500	217	6,000	361
110	86	550	226	7,000	364
120	92	600	234	8,000	367
130	97	650	242	9,000	368
140	103	700	248	10,000	370
150	108	750	254	15,000	375
160	113	800	260	20,000	377
170	118	850	265	30,000	379
180	123	900	269	40,000	380
190	127	950	274	50,000	381
200	132	1,000	278	75,000	382
210	136	1,100	285	100,0000	384

Source:
Louis Cohen, Lawrence Manion and Keith Morrison (2000) *Research Methods in Educatio*, RoutledgeFalmer, USA p. 94
Note.—*N* is population size.
S is sample size.

APPPENDIX E

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.745	.745	75

Item Statistics

	Mean	Std. Deviation	N
v1	2.9000	1.51658	30
v2	3.7000	1.41787	30
v3	2.6333	1.58822	30
v4	2.9667	1.35140	30
v5	3.1000	1.44679	30
v6	3.4667	1.25212	30
v7	3.6667	1.34762	30
v8	3.5000	1.35824	30
v9	3.9000	1.09387	30
v10	3.0667	1.38796	30
v11	3.4667	1.40770	30
v12	3.1667	1.57750	30
v13	3.6333	1.38146	30
v14	3.3667	1.56433	30
v15	3.0000	1.36458	30
v16	3.0000	1.55364	30
v17	3.2000	1.44795	30
v18	3.6000	1.30252	30
v19	3.1000	1.58332	30
v20	3.7667	1.45468	30
v21	3.4333	1.40047	30
v22	3.8667	1.24106	30
v23	3.4333	1.43078	30

Page 1

Item Statistics

	Mean	Std. Deviation	N
v24	3.6667	1.34762	30
v25	3.5667	1.25075	30
v26	3.4000	1.56690	30
v27	3.9333	1.08066	30
v28	2.7333	1.33735	30
v29	2.8000	1.58441	30
v30	3.0333	1.32570	30
v31	3.1667	1.36668	30
v32	2.9333	1.36289	30
v33	3.1000	1.34805	30
v34	3.0333	1.12903	30
v35	2.7333	1.48401	30
v36	3.2000	1.32353	30
v37	3.3000	1.34293	30
v38	3.4000	1.27577	30
v39	2.9000	1.37339	30
v40	2.6667	1.39786	30
v41	3.0333	1.27261	30
v42	3.2000	1.37465	30
v43	3.3667	1.06620	30
v44	3.4000	1.19193	30
v45	3.1333	1.35782	30
v46	3.0667	1.33735	30
v47	2.8667	1.33218	30
v48	3.0000	1.55364	30
v49	3.3000	1.23596	30
v50	3.3667	1.40156	30
v51	2.8000	1.39951	30
v52	3.0333	1.49674	30
v53	3.3000	1.31700	30
v54	3.2667	1.31131	30
v55	2.8000	1.49482	30
v56	3.2000	1.49482	30
v57	2.8333	1.48750	30
v58	3.0333	1.42595	30
v59	3.4333	1.33089	30
v60	3.4333	1.10433	30
v61	3.0000	1.50860	30
v62	2.8000	1.51771	30
v63	2.9333	1.61743	30
v64	2.6000	1.49943	30

Item Statistics

	Mean	Std. Deviation	N
v65	2.6333	1.58622	30
v66	2.7667	1.59056	30
v67	2.9000	1.51658	30
v68	3.7000	1.41787	30
v69	2.6333	1.58622	30
v70	2.9667	1.35146	30
v71	3.1000	1.44676	30
v72	3.4667	1.25212	30
v73	3.6667	1.34762	30
v74	3.5000	1.35824	30
v75	3.9000	1.09387	30

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.196	2.600	3.933	1.333	1.513	.116	75

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
239.7333	3641.789	60.34723	75

APPPENDIXF

SOME NATURE OF SCHOOL BUILDINGS IN NIGER STATE







