

**THE EFFECT OF SCHOOL ENVIRONMENT ON STUDENT
ACADEMIC ACHIEVEMENT: A CASE STUDY OF
FEDERAL COLLEGE OF EDUCATION, ZARIA**

BY

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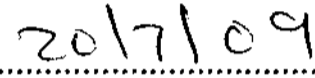
JULY, 2009

DECLARATION

I declare that the work in the thesis entitled: "The Effect of School Environment on Student Academic Achievement: A Case Study of Federal College of Education, Zaria", has been performed by me in the Department of Educational Psychology under the supervision of Dr. (Mrs.) Aisha I. Mohammed. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis has previously presented for another degree or diploma at any university.



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Zarah Ladi Adamu



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Date

CERTIFICATION


This thesis entitled: THE EFFECT OF SCHOOL ENVIRONMENT ON STUDENT ACADEMIC ACHIEVEMENT: A CASE STUDY OF FEDERAL COLLEGE OF EDUCATION, ZARIA by ZARAH LADI ADAMU, meets the requirements governing the award of degree of Masters of Educational psychology in the Department of Education in Ahmadu Bello University, Zaria. It is a contribution to knowledge and literacy presentation and is approved.



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Dr. (Mrs.) Aisha I. Mohammed
Chairman, Supervisory Committee



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Date



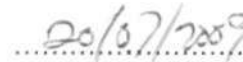
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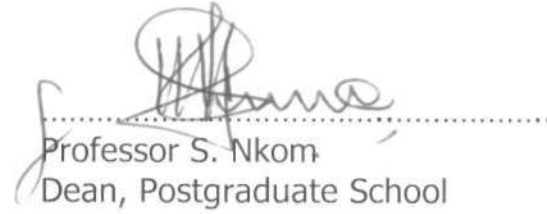
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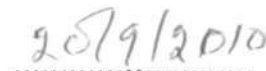
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DEDICATION

This thesis is dedicated to my late father ***Mallam Nom Adamu Zamani***, my mother ***Hadiza Adamu***, my husband ***Emad Abdullah Naif***, my son ***Anwar Emad Abdullah***, my sisters ***Lami, Aisha*** and my brothers ***Yakubu*** and ***Sodangi***.

Thank you all and God bless you.

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ABSTRACT

This study investigated the effect of school environment on students academic achievement: a case study of Federal College of Education, Zaria. A total of 199 respondents took part in this study comprising School of Education, Science and School of Undergraduates in Federal College of Education, Zaria respectively. The data collected from the questionnaire administered were statistically analyzed using Pearson Product Moment Correlation in both the four hypotheses. The first hypothesis revealed a significant effect of school environment on the academic achievement of NCE and Undergraduate students in F.C.E. Zaria. The second result showed insignificant effect of school environment on the academic achievement of male and female students of FCE, Zaria while the third hypothesis also showed a significant effect of school environment on the academic achievement of students on campus and off campus in F.C.E. Zaria. And lastly, the fourth hypothesis showed a significant effect of school environment on the academic achievement of Arts and Sciences students in F.C.E. Zaria. Based on the findings of this research work, the researcher has recommended that the school environment should be a place where the general interest of the learner is given urgent attention to improve academic achievements. And also the federal government should make adequate provision for infrastructure and resources (money) to school or institutions for effective learning.

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OPERATIONAL DEFINITION OF TERMS

ENVIRONMENT: Refers to everything in the individual or learners in which he/she can see, hear, taste, smell or feel, that exert some influences on his or her development and learning behaviour.

SCHOOL ENVIRONMENT: Is the physical and social condition of the school and other related factors capable of influencing the learner.

ACADEMIC ACHIEVEMENT: Refers to attainment of performance by learners at any level of learning.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Learning is described as a change in behaviour due to motivation (Idowu 2002). Motivation is a construct often employed by psychologists to explain behaviour. Behaviour itself is an indication of learning. Throughout history, there has been a general conception as to what causes people to behave the way they do, what motivates them to learn, what they think, and the way they prefer to do things. The environment to a large extent to which a child could reach in academic attainment depends on the existence of certain environmental conditions.

Every individual was born with hereditary potentials and limitations into a set of surrounding and conditions. These factors interact continuously from birth until death. Thus, the child's environment is made up of all the forces that influence his or her growth and development, of his or her potentials, intellectual and otherwise. Heredity sets the natural characteristics of a child while environment helps in influencing those characteristics positively or negatively. For example, the child who comes from a remote village will behave differently from a child that comes from a city. And also, a stimulating

environment affects positively a child's rate of growth and learning effectiveness.

Stokole and Altman (1987) define the term environment very broadly including all that is natural on the planet as well as social settings, building environment and informational environment. Denga (1986) further defines environment as those aspect of the organism surroundings to which it responds at a given time. Idowu (2001) states that environment is everything in the individual or learners world that he or she can see, hear, taste, smell or feel exerts influence on his or her development and learning behaviour.

Psychologists have for a long time regarded environment as the "feeling" or "atmosphere" of an organization. In the school setting, the school environment means social organization, which possess distinctive patterns of collective feelings and beliefs that are passed on to new members.

Furthermore, environment is regarded as the quality of emotional and intellectual interplay between persons and groups, including the activities of participants working on goals for learning. It can also be regarded as interactions between the various participants involving such elements as communication patterns, norms and attraction, participation

in decision making process and expectation. Moreso, environment affects the morale productivity and satisfaction of all persons involved in the school, including the interpersonal relationships between teachers, students, and administrators and the feeling generated towards each other. "Environment" lays the foundations for all differences, that may be found in the school setting.

Macmillan (1980) further explains that school environment is where the learners or participants are expected to support one another in doing their best, where they share high levels of attraction, where norms are supportive of diligence as well as for maximizing individual strengths, where communication is open and featured by dialogue, and where developing together as growing people are considered relevant in themselves for discussion.

Schmuck (1977) defines school environment as a complex organization composed of both formal and informal relationship among faculty and students. The school environment is integrally bound to the norms of its community and other important, societal conditions, its students and teachers creates their own living curriculum as they interact in the classroom. Moor (1979) further define school environment as the first and foremost scene of interpersonal relationships of interpersonal

relationships where the students, teachers and the entire school as a social organization depends on the efforts of all the participants in the school.

Macmillan (1980) further explains that, school environment is where the learners or participants are expected to support one another in doing their best, where they share high levels of attraction, where norms are supportive of diligence as well as for maximizing individual strengths, where communication is open and featured by dialogue, and where developing together as growing people are considered relevant in themselves for discussion.

1.2 Statement of the Problem

The school as a social institution does not exist in a vacuum. It is an open system where participants including students, teachers and school administrators interact and relate with one another. It is self evident that the availability of learning facilities in any given school environment improves the academic achievement of the learner.

Akinboye (1987) said that teachers personality in the school environment affect the academic achievement of the learner, and these teachers personality include:

- Concern about individual differences
- Motivating learners for learning activities
- Neglecting the causes of learners difficulties in the classroom
- Lack of using adequate reinforcers
- When the teachers do not assist the learners to improve in their study habit
- Neglecting the disable learners in the classroom.

Poverty also affect school environment of the learner. Idowu (2001) opined that a child whose reality consists of poverty like hunger, physical discomfort and frequent diseases may affect the learner environment and academic achievement. Adeniyi (2002) states that, change in the value system of education is another social factor facing learners in the school environment. Example, it is very common now for young people to seek various ways of achieving higher success in their academic activities.

School policies relating to curriculum, extracurricular activities and other aspects of school life that are not learners-centered and child friendly affect school environment for learning. Moreso, unwholesome school or emotional environment makes the learners to be nervous, anxious and jittery and these upset academic achievement especially in test and examination situation. The pressure arising from the feeling of

not being accepted or isolation by classmates also decreases the learners motivation to learning and adjustment.

A rigid and undemocratic system of governance by the school administration affects the school environment of the learner, which also makes the academic achievement to be low. Ladan (2005) states that this rigid and undemocratic system of governance is characterized by lack of good administration by the leaders and unfair enforcement of rules and working condition affect learning. Furthermore, McDonald and Elias (1976) states that lack of good relationship between the teacher and the learner affect academic achievement. Another aspect that affects the learners school environment and academic achievement is when the teachers do not give feedback to the learners on their performances.

Stockard and Mayberry (2003) states that inadequate infrastructural variable such as classroom accommodation, libraries, laboratories, lack of enough teaching materials, lack of qualified teachers and sporting facilities affects the school environment, which in turn has a very negative effect in the academic achievement of the learner. It is in the light of the above, therefore that this study seeks to examine the effects of the present school environment on students' academic achievement.

1.3 Objectives of the Study

This study intends to achieve the following objectives:

1. To identify the effect of school environment on the academic achievement of NCE and Undergraduate students.
2. To ascertain the effect of school environment on the academic achievement of male and female students.
3. To determine the effect of school environment on the academic achievement of students on campus and off campus.
4. To examine the effect of school environment on the academic achievement of Arts and Science students.

1.4 Research Questions

Based on the stated objectives, the following research questions were formulated.

1. Does the school environment have any effect on the academic achievement of NCE and Undergraduate students?
2. Is there any gender effect on the academic achievement of students?
3. Does the place of residence modify the effect of school environment on the academic achievement of students?

4. Does the course of study moderate the effect of school environment on the academic achievement of students?

1.5 Hypotheses

For this particular study the following hypotheses were tested:

1. School environment has no significant effect on the academic achievement of NCE and Undergraduate students.
2. School environment has no significant effect on the academic achievement of male and female students.
3. School environment has no significant effect on the academic achievement of on-campus and off-campus students.
4. School environment has no significant effect on the academic achievement of Art and Science Students

1.6 Basic Assumptions

This study is based on the following assumption:

- a. It is assumed that if the school surrounding is not favourable for learning it will affect student academic achievement.
- b. It is assumed that if there is no enough facilities for learning it will affect the student academic achievement.
- c. It is assumed that lack of good relationship between the teacher and student affects the student academic achievement.

- d. It is assumed that lack of student-student interaction affects student academic achievement.
- e. It is assumed that lack of good relationship between the school administration and the student affects student academic achievement.

1.7 Significance of the Study

Studies of this nature will be very important and useful to the government, teachers, parents, school psychologists/school counsellors, society and school administrators.

Government: Study of this nature will change the negative attitudes of the Nigerian government to live above the provision of educational sectors only on paper and never practically implemented, and also will provide conducive school environment that will enable teachers and students in all levels interact with one another, provision of infrastructure and resources put in place will assist in tackling the social ills in the schools system. Schmuck and Schmuck in Kolo (1984) state that "to facilitate academic achievement more attention should be given to the quality of group process in the school".

Study of this nature will encourage government to implement professionalization of teaching. The Teachers Registration Council will

coordinate and monitor the affairs of teachers without undue interference and ensure that only qualified teachers are registered.

Teachers: Teachers are the backbone of any educational system. The National Policy on Education (NPE) states that no educational system can rise above the quality of its teachers.

Study of this nature will assist teachers to form and establish good relationship with colleagues. It will also help the teachers to establish good communication between them and their students. Study of this nature will also assist the teachers to have concern for their students academic development and also help the teachers to accept constructive criticisms as part of professional development.

School Administrators: This study will assist school administrators to address issues of manpower shortage in conjunction with the government, so that supporting staff and adequate qualified teachers are employed.

This study will also, encourage the school administrators to plan and develop parent school partnership (through effective PTA) which will equally help in recognizing the skills needed to work effectively with the family. Moreover, it will assist the school administrators to be flexible and

democratic in their leadership styles, this is because a rigid leadership does not favour school environment for learning.

Community: Most of the schools are situated within the community and the end-product of the school system find their fate in the community.

Study of this nature will make the community to contribute its own resources through community participation by providing materials and construction of roads through self-help efforts and to offer job opportunities for graduating students.

Parents: Parents participation in the school environment is very important. Study of this nature will encourage parents to contribute positively to the development of the school since some of them are part of the decision makers in the school, and school reform committee and their restructuring efforts, example (PTA).

Students: Students' role plays a very important aspect in school environment.

Study of this nature will assist students to be part of the school decision making process through their government and also they will be part of the problem solving group in the school. It will also be of great benefit to other students of educational psychology in their research work.

School psychologists and Counsellors: School psychologists and counsellors are in a strategic position to help and build a wholesome relationship in the school environment. They have legitimate access to all school participants and also have direct contact with students. They are in good position to establish relationship in schools, because they received formal training in interpersonal competencies.

This study will assist them to create conditions in the school which will help in building a wholesome relationship among members and also will bring school participants close to one another. Finally it will motivate them to organize some communication skills training for members of school organisation. This is because school psychologists and counsellors are trained to use principles of good human relations to assist others.

1.8 Scope and Delimitation of the Study

The scope of this study is to examine the effect of school environment on students' academic achievement covering the NCE and Undergraduate students of Federal College of Education, Zaria. The study is also limited to the students of Federal College of Education, Zaria. The purpose is to determine how the school environment has effect on their academic achievement. Both the students of NCE and Undergraduates will be used in conducting the study.

The purpose for selecting FCE, Zaria is based on the fact that Zaria is one of the educational centres in Nigeria and the respondents for this study are in Federal College of Education, Zaria and also the researcher will find it much easier to conduct this study in Federal College of Education, Zaria due to easier coverage, time and convenience.

1.9 Summary

This chapter states the background of the study, the objective, the research questions, basic assumptions and hypotheses were also highlighted. The significance of the study was discussed as it affects the school environment on students academic achievement.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This research work is designed to investigate the effect of school environment on students' academic achievement. The need for a critical review of related literature is the purpose of this chapter. Knowledge of recent ideas and research works related to the concept of school environment on attitudes to learning and theories for the study of these concepts has been addressed to provide greater focus for the research work.

The conceptual framework of the study brings into focus literature review on:

- 2.2 The Concept of School Environment
- 2.3 Theories of Environment for Learning
- 2.4 The School Administration and Academic Achievement
- 2.5 School Facilities and Academic Achievement
- 2.6 Students Interaction and Academic Achievement
- 2.7 Teacher Factor and Students Academic Achievement
- 2.8 Summary

2.2 The Concept of School Environment

De Young (1999) defines environment as the interrelationship between human behaviour and social setting. It is an atmosphere in an organisation that affects the morale, productivity and satisfaction of all persons involved. Environment also involves some basic elements that refer to the norms, attraction, communication and influence (Schmuck and Schmuck, 1971).

James (1980) defines school environment as the affective states that pervade the interpersonal relations and the group dynamics of the administrators, staff, teachers and students. It describes how organizational participants relate to one another in terms of trust, openness, closeness, social support, and cohesiveness.

A school with a favourable environment is where participants are expected to support one another in doing their best, share high amounts of influence, high level of attraction exists, norms are supportive of working diligently as well as for maximizing individual strengths, communication is open and featured by dialogue, and also where developing together as growing people are considered relevant in themselves, for discussion (Schmuck, 1980). In the same vein Schinka (2003) defines school environment as the quality of interpersonal

relationship that exists in the classroom. These relationships are crucially important for a variety of reasons. Firstly, they significantly affect the amount and kind of subject matter that is learnt and secondly, they help in stimulating interpersonal relations condition the students in ways that encourage continued systematic content learning in the future.

Fox (1982) in defining school environment sees it as a cultural atmosphere that is felt in the school. The positive school environment brings about wealthy interpersonal relationship among teachers and students, and the school administration. Environment is thus an individual's perception of the structure processes, value as they relate to his task achievements and human satisfaction.

Schmuck and Schmuck (1974) opine that the quality of school environment can be demonstrated by the students' interaction with one another, their teachers and the school administrators, parent and the community. Moreover, Schmuck and Schmuck (1974) further explained that, the school administrator that operate in a positive environment for learning, create avenue where teachers feel free to interact with their students, as this will automatically lead to more students participation in the class and improve learning.

More importantly, to be able to promote effective and positive school environment for learning, the school administrator of an institution need to work in harmony with his subordinates. Martin and Shell (1980) define school environment as good communication, work continuity and career growth, democratic and team approaches where most effective. Gray (1982) opined that, school environment is a consequence and the determinant of motivation.

Halpin and Croft (1963) in a classic study coined the phrase, "the open and closed environment for schools". In the study they conducted, they found out that schools with open environments had staff with high esprit (morale and cohesiveness), high intimacy (trust and closeness), high engagement (collaboration and interdependence), and low hindrance (social support and facilitation of change). School administrators, in open environment were also characterized as showing consideration (giving support and allowing for individual difference), manifesting trust, initiating actions and stimulating others to act), arguing for high production (emphasizing achievement and offering formative feedback). Schools with closed environment are characterized by high disengagement, high hindrances and average intimacy of teachers. This

explained that the degree of openness of school environment is the result of good quality of human interactions in the school.

Naylor et al (1980) characterized school environment as a device that enable us to better understand the way in which individuals organize the cues present in the atmosphere into psychologically, meaningful constructs that aid the individuals in describing the atmosphere in human terms.

Parage (1989) highlighted that, a school with a conducive school environment, the teachers will believe in the learners' abilities which are strongly supported by their school administrators, since they insist on high quality teaching from teachers. Rutters (1983) on the other hand believe that the effect of learners involvement in matters concerning them are evidence of giving them the opportunities to take part in decision making.

Chester (1996) is of the view, that, when the school creates a positive learning environment by reaching out to families and providing structures, for them to become part of their children learning activities, the result is going to be effective and will create good rapport or relationship between the school and school administration.

In the same vein, Aston and Webb (1986) agree with the importance of school environment in which they stated that teachers have a "strong", sense of efficiency. They are extremely confident in their abilities to convey knowledge to learners, and are aware of the importance of what they do. They are also willing to take action to improve their abilities as instructors. Good and Brophy (1986) emphasise, that academic performance is highly expected, when a conducive environment for learning is being operated in the school. The same opinion was expressed by Purkey and Smith (1983) in which they emphasise that, a school with conducive social environment for learning offer opportunities to enable learners to participate in the decision that affect them.

Miles (2000) delineated several variables that he considered to be indicators of healthy school environment. These were goals which focus on, communicative adequacy, power based on competence, resource utilization, cohesiveness, morale, autonomy, adaptation and general problem solving adequacy.

Healthy school environment generates a healthy mental environment for both the student and the school personnel. A healthy school environment includes the provision of a safe and healthy school

day, and the establishment of interpersonal relationship favourable to mental health. Udoh and Ajala (1991) observed that students who attend institutions that provide a healthy, mental and emotional environment are more likely to do well in their studies than those who attend institutions which generate unhealthy emotional, mental environment.

Furthermore, learners school environment has a significant consequence in their learning behaviour. Everyone needs mutually satisfying relationships with friends. Friendship in the school environment serves as the basis for further social growth and provides opportunities to build confidence in the social and academic realm. Idowu (2002) opine that learners who develop normally in the social sphere learn social skills in a casual and informal manner, thereby assimilating through incidental experiences appropriate ways of acting with people. The society as a whole contributes its own measure towards the academic performance of the learner.

Unsatisfying social experience, therefore can adversely affect school learning environment. For example, if a child becomes aware that parents and siblings are treated in demeaning ways, or accorded with little or no respect from others, feelings of self doubt and low esteem

may be intensified. Thus negatively affecting learners performance in the school.

2.3 Theories of Environment for Learning

The nature of personal interaction with the school environment will determine behaviour. Social interactions also vividly reveals how each person continuously selects, changes and generates conditions just as much as he or she is affected. It is however important at this juncture to explore the contribution of theories of environment to learning by different scholars.

2.3.1 Hunt's theory

Hunt (1975) believes that it is necessary to define person and environment variables that are compatible. Describing persons in terms "that are directly translated into specific forms of educational environments, the believe that environment can be effective for the person's learning or development. Furthermore, Hunt stresses the need for a developmental perspective, considering long-run changes in individual variables, to better accommodate environments. Hunt (1975) believes that the effect on the individual on the environment must be considered.

Hunt (1975) further made suggestions that are rather specific and oriented toward instructional procedures. His ideas provide yet another indication of the growing importance of person situation interactions on learning. However, Hunt make a clear emphasis on two fundamental ideas: (a) that human behaviour is best understood and predicted as a function of individual-situation interaction and that (b) new research methodologies may be needed to study behaviour in this complex context. These propositions therefore form the basis that learning behaviour is best understood by examining the variety of individual interaction with school environment, which includes the perceptions, cognitive processes, needs, values, orientations and other differences that individuals bring to a situation, which influence the nature and effect of social interactions.

2.3.2 Getzels and Thelen's theory

One of the first systematic application of social psychology to teaching-learning situations was written by Getzels and Thelen in 1960. Their theory is based on examining the individual behaviour in the context of the group and also refers to any organised part of an educational institution that is working to achieve certain goals which have

a great amount of internal interaction and interdependence. For example in tutoring pairs, project groups, committees, classroom, school staff and entire district. Gezels and Thelen's theory is used to conceptualize some of the processes and interactions of individuals, classroom groups, school organizations, the entire school districts, and even the community environment. The aim of this theory however, is to primarily orient the attainment of specific goals; like the intellectual and emotional development of learners.

The impact of this theory to the learning environment can not be overemphasized. And also, the individual is regarded as the focus of the learning process, but it must be stated here that individual behaviour and psychological experiences arise out of a cultural context and are based on ones interpersonal relations and also strongly influenced by group norms.

2.3.3 Brookover and Erickson's theory

Wilbur Brookover and his associates Edsel Erickson developed this theory in 1969. Their theory is based on the premise that much of our learning is dependent on our decisions to learn. It is therefore the social psychological process of decision-making that forms the basis of the theory.

Decision-making is described as a cognitive process that anticipates the outcome of particular behaviours. As the individual perceives various outcomes in a particular situation, he will act on those behaviours that provide viable, realistic results not dreams or long range goals. Brokover and Erickson (1969) further maintain that, the most important variable in determining decisions is the feedback which the individual internalize from others. This notion is based on research and observation that suggests that other people particularly those viewed with respect, credibility and trust, are important in how we view ourselves.

Brookover and Erickson (1969) believe that a considerable proportion of what a student learns is dependent on his decisions, to learn. The decisions are dependent on his conceptions of what is appropriate for self and what he thinks he is able to learn. The student conceptions of self are therefore acquired in interaction with others in his social system. In analyzing the decision making process, this theory relies heavily on interpersonal interaction and perceptions of one through this interaction.

This theory also emphasise internal communication and conversation within the individuals to interpret the meaning of the environment to themselves. The social psychological forces that affect

learning behaviour according to Brookover and Erickson's dependent on theory is the cognitive process of decision-making. Moreover, these decisions are determined by environment to the extent that important issues influence the self-concepts of an individual. The self-concept then determines which behaviour is most appropriate and desired. The dynamic interaction of the learners and environmental forces, each related to social interaction, which finally determines the ultimate value or worth of school environment.

2.3.4 Bandura theory

The well-known work of Bandura (1977) posits yet another interpretation of learners-situation interactions. According to Bandura (1977) social learning theory is an approach which examines behaviour in terms of continuous reciprocal interaction of learners and environment. He views behaviour and learners environment as factors which are "interlocking determinants" of each other. The relative influence of each factor varies in different settings for particular behaviours while in some situations environmental factors are most influential learners traits in some other situation regulate environmental events. This theory is called "modeling or imitation theory", and also, useful for specifying the

conditions that determine interpersonal relationship among the learners, which may be generalized to other forms of learning in the school environment. The variables that affect this theory therefore are model status, behaviour outcomes, group dynamic and attention. Factors, may also be important in the process of decision-making developed by Brookover and Erickson (1969). Modeling theory is certainly a theory of learning based on interpersonal dynamics and aspect of social interaction, in school environment.

2.4 School Administration and Academic Achievement

Systemic study of academic achievement and school administration is the heart of school psychologist. Schmuck (1977) states that the school is a social institution composed of a multitude of parts. It is an integral aspect of the community, a complex organization and a loosely knit collection of small groups, the school also constitutes a diverse and complex social system with a multiple of interdependent part. The school living in an open system, includes classrooms which continually adopt to changes from within to the teachers, committees and student respond to forces like budgets, parents and school board (Schmuck 1977).

The school as an institution embodies a cultural identity with a vibrant life of its own. It represents a mini-culture of values, cognitive

maps and feelings with a unity that sets it off from exterior demands and from the idiosyncrasies of personality (Dreeben 1956). Dreeben (1956) further said that if these administrative life of the school can communicate different powerful messages, it will contribute to students academic achievement.

Another evidence of school administration and academic achievement of the learner was manifested by Jung (1973) in which he states that the school administration can influence students academic achievement of the learner directly or indirectly in the aspects of students behaviour as the length of time devoted to academic tasks, involving the students in school activities, especially activities that affect them, example anxiety about learning motive satisfaction and self-esteem.

Kasarda (1975), Stavig and Barnett (1977) have shown moral satisfaction on school administration and students academic achievement on the size of the school. The two studies showed that small and large high schools had about the same number of "behavioural setting" places and activities in which students of the smaller school (that is less population) achieve higher in their academic activities than the longer school. The study also reveal that, students of smaller school reported more personal kinds of satisfactions: example developing new

competencies, being challenged, participating in activities they considered important and becoming clear about these values.

Herriatt and John (1996) states that resources allocation, across the school determine whether the students will achieve higher or not, the result of the study they conducted reveal that, the school environment with high resources allocation achieved higher that the school with low resources, which is accompanied with less payment, poor physical conditions over-crowding and so on.

Hornstein (1986) showed that when teachers become more involved in school decision-making, they take greater interactive in designing new programmes which will improve academic achievement of the students.

Bell (1977) further explained that skillful management of line staff (teachers) conflict through collaborative problem solving can enhance the school environment, which will increase academic achievement of the learner. Likert (1961) also opined that communication link between each level of organization hierarchy and each team of administrators and teachers encourage useful organizational arrangement and managing conflict rules which will also increase academic achievement of the learner. Moreso, Schmuck (1977) states that the school offers the context

on which the instructional programme is implemented. It shapes value, attitudes, and even personality structures, higher academic achievement in the school environment requires the concerted efforts of school administrators, teachers and students working together.

2.5 School Facilities and Academic Achievement

All over the world and particularly at the level of basic education in the institutions for learning the availability of learning facilities improve academic achievement of the learner, such learning facilities according to UNESCO (2008) include:

- enough teaching materials
- enough classroom furniture for learning activities
- well equipped laboratories
- the availability of varieties of teaching aids in the school
- availability of effective health facilities and indoor air quality
- full spectrum and natural lighting
- adequate provision of electricity
- the presence of qualified teachers

In a typical study of Kleiber (1973) testing academic achievement and learning facilities it was discovered that many students had better

achievement in a school that has adequate facilities for learning. Dunn (1985) states that the strive for school that has comfortable and conducive learning facilities will improve learners academic achievement and will reduce the occurrence of harassment or anti-social behaviours.

A good proxy on quality of learning facilities is in the managing of building condition in the school, in which some buildings deteriorates with age and since a building age is a factor in building deterioration in the condition of older building depends to a large extent on the adequacy of maintenance and operations. A 1991 correlational study of building conditions and students academic achievement in Washington D.C. schools found that educational conditions were hampering students academic achievement and estimate that improved facilities for learning could lead to 5.5 to 11% improvement on standardized test (Edwards 1991).

Another aspect of learning facilities and students academic achievement was established in Ott (1976) study, in which the result shows that, inadequate learning facilities increase hyperactivity, most especially in the classroom situation. Beyond learning facilities and academic achievement is the teacher behaviour and teachers attitudes in improving learning facilities in other to be effective to the learners.

Johnson (1990) states that teachers have been related to improve academic achievement by improvising teaching materials in the school environment. Johnson (1990) further states that the provision of learning facilities in the school environment improve teaching by the teachers and encourage learning process by the learners.

Dunn (1985) states that, these learning facilities include the availability of adequate learning equipment, and functioning of learning equipment in the school environment. Moreso, learners can exhibit a good evidence of academic achievement, if the school provide enough adequate facilities for learning, physical safety and emotional security. And all these can only be achieved with the collaborative effort of the school administration, teachers, student and the entire community.

2.6 Students Interaction and Academic Achievement

Student-student relationships are an absolute necessity for healthy cognitive and social development and socialization in social or school environment. Robinson (2000) opined that social interactions with peers are the primary relationships in which development and socialization takes place. There are important ways however, in which student-student interactions contribute to cognitive and social development and general socialization in school environment, such as:

1. Contributing to the socialization of values, attitudes, competencies and ways of perceiving the world. There is considerable evidence that peer relationships are of central importance in the socialization of the child, providing expectations, models and reinforcements that shape a wide variety of social behaviours attitudes and perspectives (Hartup, 1998; Johnson and Johnson, 1978; Wahler 1969). Schmuck (1971) further states that, peers constitute the immediate environment as well as the environment of greatest impact for students in school environment. The formation of relationships with peers, does not only promote the values, attitudes, competencies, and perspectives needed to manage productively the challenges of adulthood but also create coalitions that may last into adulthood to the benefit of children and their friends/partners.
2. Being pragmatic indicators of future psychological health, the ability to build and maintain interdependent, cooperative relationship is often cited as primary manifestation of psychological health (Adler et al 1956). Cowen (1973) found that poor peer adjustment in the school environment is an excellent predictor of emotional difficulties in early adulthood. They accumulate a variety

of measures on the learners, including I.Q scores, school grades, achievement test results, school attendances records, teacher ratings, and even peer rating and also predict adult psychological pathology.

3. Teaching the social competencies necessary to reduce social isolation. There is some evidence that social isolation is related to lack of social competencies. There is also evidence that peers increase learner's social skills and also identified as social isolates in school environment end up to be deficient in leadership skills (Youniss (1989) and tend not to elicit reactions from other children. However, cooperative play can significantly increase the frequency of the withdrawn learners.
4. Providing the context in which learners learn to master aggressive impulses, children learn to master aggressive impulses within the context of peer relationships (Hartup, 1998). Peer interaction provides an opportunity to experiment aggressively with co-equals, and it is assumed that learners who show generalized hostility and unusual modes of aggressive behaviour, or learners who are unusually timid in the presence of aggressive attack, may be lacking exposure to certain kinds of contact with peers such as

rough-and-tumble play. Though-and-tumble play seems to promote the acquisition of a repertoire mechanism for modulating aggressive behaviour.

5. Contributing to the development of sex-role identity. Hartup (1998) notes that, gender-typing occurs first in interactions between the child and its parents, the peer culture extends and elaborates this process. Birch (1996) found that social rewards are exchanged within the peer culture according to the gender-appropriateness of the child's behaviour. Furthermore, Kobasigawa (1984) found that peer models also contribute to the formation of appropriate sexual attitudes. Kinsey, Pomery, and Martin (1984) noted that sexual experimentation is pervasive in student-student interactions and must be seen as contributing positively rather than negatively to socialization.
6. Contributing to the emergence of perspective taking abilities. Piaget (1965) is of the opinion that, it is through interaction with peers that learners develop the ability to view situations and problems from perspectives other than their own. Johnson (1975) define social perspective-taking as the ability to understand how a situation appears to another person and how that person is

reacting cognitively and emotionally to the situation. However, perspective taking is one of the most critical competences for cognitive social development as it has been found to be related to effective presentation of information, effective comprehension of information on a personal level, effective group problem-solving, cooperativeness, positive attitudes towards others within the same situation and autonomous moral judgement.

7. Influencing educational aspirations and achievement. Peers have a great deal of influence on students' educational aspirations. Alexander and Campbell (1983) opined that, students are more likely to aspire to higher education and actually go to college if their best friends also plan to go to college. Soar (1983) indicate that, when students have poor study skills, interaction with peers can significantly increase their achievement.

Furthermore, student-student relationships is the basis for learning, socialization, and development while on the other hand if there has been considerable emphasises on teacher-student interaction when teachers promote student-student interaction in the classroom it will lead to:

- Accurate communication and exchange of information among the peers.

- Facilitation of each other's efforts to achieve constructive conflict management in the classroom
- Peer pressures toward achievement of decreased fear of failure in the classroom.
- Promote divergent thinking in the classroom.
- It will give room for acceptance and support by peers in the classroom environment.
- It will promote utilization as each other's resources in the learning environment.
- It will create trust among the peers and also emotional involvement and commitment to learning.

Interaction is a term used to describe all the things we do, verbally or non-verbally, deliberately or unconscious in the course of classroom encounter to influence others. It ranges from teacher-student talks, student-student talks, school management and student talks and student-teacher facial expression of joy, anger, sadness, surprise, gesture, illustration and eye contact (Opara, 2001).

Previous studies of Stock and Mayberry (2003) in their study of effective school, summed up the aspect of school environment to be strongly related to student achievement as orderly learning environment

with high morale, positive treatment of students, active engagement of students, and positive social interaction in the school. In the same vein, Newman, Murray and Lusser (2001) in the study they conducted where classrooms are characterized as supportive and friendly, found out that students feel more comfortable interacting with mates and teachers.

Moreso, Johnson and Johnson (1975) in their research findings on the relationships among three goal structures and these aspects of student-student interaction, found that cooperation among students provides opportunities for positive interaction among students, whereas competition promotes cautious and defensive student-student interaction, and when students are in an individualistic goal structure they work by themselves to master the skill or knowledge assigned to them. In yet another study, Johnson and Johnson (1989) found out that within groups, giving and receiving of social support both on personal bases improves academic achievement. They further advanced the effect of student interaction on academic achievement.

In another related study conducted by Cowe and his associates (1973) of the ability to building and maintaining interdependent and cooperative relationship, they found out that poor peer adjustment in classroom interaction was an excellent predictor of emotional difficulties

in early adulthood. Moreso, Kohn and Thoseman (1972) in their study found out that acquiring social isolation is related to lack of social competence. In a similar study conducted by Harztup (1978) in which he identified preschool children who were social isolates paired them with same age and placed them in a layroom with toys aimed at stimulating cooperative play for ten play sessions. The socially withdrawn children were then observed in regular room. The cooperative play significantly increased frequency of social interaction of the withdrawn children. The researcher concluded that the play session provided an opportunity for the isolates to have experiences that occur infrequently in the regular classroom, such as being socially assertive by directing social activity.

2.7 Teacher Factor and Student Academic Achievement

Who has power in the classroom? Most people would say it is the teacher who has power. Willard, an early sociologist wrote in 1932, "that children are certainly defenseless against the machinery with which adult world is able to enforce its decision".

Furthermore, power is a structure of relationships ... a structure in which teachers and students can build or participate. Power is not an object and cannot be owned by anyone. The structure of relationships is

called power because it, rather than individuals who create it, is what shapes learners actions in the learning environment.

More importantly, teachers have the major responsibility for providing the curriculum and for guiding the growth and development of students since no other position for formal authority that exists in the classroom. teachers have the highest formal potential for interpersonal influence. Schmuck and Schmuck (1971) opined that, regardless of the learning group is conceptualized, most teachers do in fact influence the norms communication patterns, interpersonal attractions, and influence relationship in the classroom. Students continually respond to teachers' gestures and behaviours and in turn initiate behaviours to which the teacher must react. Teachers' influences are also continually immediate by students' responses, individually and collectively, formally, and informally. Moreso, favourable learning environment requires a certain cognitive orientation as well as deliberate effort and special interpersonal strategies. Teachers with favourable learning environment tend to see many more of the complexities of the interpersonal world and to understand how they might affect student behaviour and academic learning. Teachers with favourable environment tend to adapt a democratic and equalitarian relationship with their students.

Previous studies have found school environment to exert significant influence over learners. A review of forty (40) major studies between 1964 and 1980, by Anderson (1982) found that, over half of these studies reported effect of school environment on student achievement. Higher student's achievement was found to be associated with high teacher commitment or engagement, positive peer norms, an emphasis on group or team cooperation, high level of expectation held by teachers and administrators, consistency in administering rewards and punishment, consensus over curriculum and discipline, and clearly defined goals and objective also remain significant to student achievement.

Another attempt to relate teacher interaction and student achievement was made by McDonald and Elias (1976). They found that teacher interaction with student contributed to their various academic growth. They noted that in some instances good interaction appeared to increase the achievement of the average student than those with low interaction with student. Another finding by Hornstein et al (1986) revealed that, when teachers become more involved in school decision making, they take greater initiative in teacher student relationship and students academic achievement. It is however important to note that not

all teachers show a consistent pattern of teacher student interaction and the academic achievement of the students.

Good and Brophy (1980) found out that some teachers causes students to decline by providing them with less educational opportunity and by teaching them less. Moreso, it was found out that differences in resource allocation across school set the stage for qualitative school environment for learning. Herriatt and St. John (1996) showed that both teachers and school authority in low socio-economic neighborhood were less experienced and less satisfied in their jobs in high status areas. Furthermore, teaching and learning do not typically take place within a dyadic relationship between adult and a child student learning takes place within a network of relationships with peers, and it is these relationships that form the context within all learning that takes place. Student-student, student and school organization relationship are an important and vital aspect of school environment and classroom learning in students development and socialization.

2.8 Summary

Relevant literatures were reviewed on the concept of school environment, theories of environment for effective learning the school administration and academic achievement.

Similarly, the student interaction and academic achievement, the school facilities and academic achievement, interaction of student and teacher factor on student academic achievement and measurement of performance were also discussed.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter is made up of description of the research methodology. Attention would be given to description of the population and sample of the study, instrumentation and type of questionnaire, procedure for data collection, pilot study, reliability and validity of instrument and procedure for data analysis.

3.1 Research Design

The research design for this investigation is a survey method. Survey method generally attempts to find out opinions of people about a particular situation or phenomenon easily. It also gathers information from a natural setting comfortably. This design is thus adopted because the study seeks to investigate the effect of school environment on students' academic achievement in Federal College of Education, Zaria.

3.2 Population

The population of this research comprises all the N.C.E. students and undergraduate students of Federal College of Education, Zaria. The

N.C.E. students were drawn from four schools in the college which include School of Art and Social Sciences, Education, Science and School of Languages, which make a total number of 7,300, while the undergraduates will be drawn from ten different departments which comprise a total number of 2,080 and these is shown in the table below.

Table 3.2.1 Distribution of Students

NCE	Student Population
NCE I	2,500
NCE II	2,800
NCE III	2,000
Total	7,300
UNDERGRADUATES	
200 Level	780
300 Level	590
400 Level	710
TOTAL	2,080

3.2 Sample Sizes and Sampling Technique

Samples and sampling technique was used for this study. Dagari (1994) states that a sample is a small proportion of a population selected for observation and analysis. Under this observation of the small proportion, inferences could be made on the characteristics of the population and such sample will be selected based on the principles of randomness. Out of the total population of 9,380 students of both the N.C.E. and Undergraduates of Federal College of Education, Zaria, the researcher used 2,000 students for the random sampling. The researcher selected 200 candidates out of the 2,000 students who constituted the main respondents for the study through sampling technique. To do this, the random sampling method was used to select the respondents in order to give every member of the respondents an equal opportunity of being selected.

Table 3.3.1 represents the population size and the number of candidates selected for the study.

Table 3.3.1: Distribution of Sample Size

COURSES	N.C.E.	POPULATION	SAMPLE SIZE
NCE III	School of Art and Social Science	450	40
	Education	600	30
	Science	260	13
	Languages	290	17
	TOTAL	1600	100
B.Ed. 400 Level	B.Ed Arabic	37	15
	B.Ed(ED) Biology	38	10
	B.Ed(ED) Chemistry	25	05
	B.Ed. (CRS)	37	13
	B.Ed. Geography	40	07
	B.Ed. Home Economics	48	15
	B.Sc. (ED) PHE	45	05
	B.Ed. Social Studies	55	14
	B.Ed. Islamic Religious Studies	45	11
	Total	400	
	GRAND TOTAL	2,000	100

3.4 Instrumentation

The researcher designed structured questionnaire titled: "The Effect of School Environment on Students Academic Achievement (ESESAA) and the respondents are restricted to an option.

The format of the questionnaire was based on 5-point Likert Scale of Strongly Agreed (5), Agreed (4), Undecided (3), Disagreed (2), and

Strongly Disagreed (1). The design of the questionnaire is clustered around six part section.

Part A is on School Surrounding while Part B is concerned with the learning facilities. Part C of the questionnaire is on teacher-student relationship aimed at finding the effect of school environment on student academic achievement. Part D on the other hand, solicit information on student-student relationship and Part E is on school organization and finally Part F is on measuring students performance.

3.5 Validity and Reliability of the Instrument

3.5.1 Validity

Content validity was used as most suitable for verification of the questionnaire items. This method has been found to be most favourable by Kerlinger (1973). He hold the view that validation of the content of the research instrument by experts is an important and acceptable technique. In agreement with Kerlinger, experts in the field of educational psychology have gone through the instrument and they gave a satisfactory comment which shows that they are satisfied with the face and content validity.

3.5.2 Reliability

The reliability of the instrument was established by conducting a pilot study with a population of forty-six (46) students. Thirty (30) students were drawn from Federal College of Education, Kano for the NCE students and sixteen (16) students were also drawn from the Faculty of Education in Ahmadu Bello University, Zaria for the undergraduate students. The researcher personally distributed the questionnaire in the classroom and collected them with the help of the research assistants. However, method 2 (covariance matrix) was applied to assess the reliability estimate of the instrument from the analyses, the instrument was discovered to be reliable with significant alpha of 0.8795.

3.6 Procedure for Administration of the Instrument

The copies of the questionnaire were administered and supervised with the help of the research assistant and also the copies of the questionnaires were collected by the researcher. 200 copies of the questionnaire were administered to the students of Federal College of Education, Zaria but the researcher was able to collect 199 back out of the 200 that were given to the students. The researcher sought

permission from various Heads of Departments in Federal College of Education, Zaria for cooperation among the respondents.

3.7 Procedure for Data Analysis

Data collected were analysed using statistics, frequencies, percentages, means and standard deviations (SD) to analyse the biodata of the students. The four hypotheses were tested with Pearson Product Correlation to find the effect among the variables. All hypotheses were tested at 0.5 probability. Thus level (0.5) hypotheses were either accepted or rejected.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.0 INTRODUCTION

Data collected from the students on the effect of school environment on students' academic achievement in Federal College of Education, Zaria were analyzed in this chapter. Two sets of data were analysed in this chapter, the first set consisted the response from the field survey while the second set is the academic achievement of the students over the period covered by the study, and also the marks for each academic achievement score is graded according to the students grades – example 70-100 (A), 60-69 (B), 50-59 (C), 45-49 (D), 40-44 (E), and 0-39 (F).

The scores for each of the section are analysed in means and standard deviation. The mean score is based on the five-point scale used in the survey conclusion on each of the variable investigated based on the mean score along the five points. The highest score for agreement of each item is 5 while the highest score for disagreement is 3.4. Thus mean score of 3.5 and above are considered as agreement.

4.1 The Demographic Characteristic of the Students

A total of 199 students were involved in the study. Among their demographic variables selected for investigation were level, gender, residential location and course discipline.

In table 4.1 the variables are tabulated in frequencies and percentages.

Table 4.1: Classification of the Students by their level of education

Level of Education	Frequency	Percentage
NCE	146	73.4
Undergraduates	53	26.6
Total	199	100

The NCE students were more, accounting for 146 representing 73.4% while only 53 or 26.6% were undergraduates. This is not surprising because the N.C.E. students are the majority students of the college.

Table 4.2 Classification of the respondents by gender

Gender	Frequency	Percentage
Male	119	59.8
Female	80	40.2
Total	199	100

As indicated in table 4.2 above majority of the students interviewed were males as this group accounted for 119 representing 59.8% of the total number of respondents while the remaining 80 or 40.2% were females.

Table 4.3 Classification of the respondents by their residential location

Residential Location	Frequency	Percentage
On campus	77	38.7
Off-campus	122	61.3
Total	199	100

On residential location of the students, it was observed that the result of the off-campus is greater representing 122 or 61.3% while only 77.or 38.7% stay within the school campus.

Table 4.4 Classification of students by their course discipline

Course Discipline	Frequency	Percentage
Arts	87	43.7
Science	112	56.3
Total	199	100

Lastly on demographic variable is course discipline. They were broadly divided into science and arts. The outcome of the descriptive analysis indicated that science course were the majority with 112 or 56.3% while art course accounted for 87 or 43.7% of the overall population.

4.2 Test of Hypotheses

Four hypotheses were raised in the study and two statistical tests were employed for the analysis. Pearson Product Moment Correlation was used to test all the four hypotheses.

Table 4.5: Mean Scores on School Environment and Academic Achievement by the Students

Variables of School Environment and Students Academic Achievement	N	Mean	Standard Deviation	Standard Error
School surrounding	199	45.8346	6.7994	0.58202
Learning facilities	199	41.2104	8.27708	0.58674
Teacher-student relationship	199	49.0952	5.07276	0.35966
Student-student relationship	199	52.3264	5.8912	0.41962
Student and school organisation	199	45.437	7.40747	-0.052486
Aggregate of effect of school environment	199	46.781	4.63652	0.32872
Aggregate of academic achievement	184	40.3774	12.9598	0.95018

The scores displayed in the table for school environment are mostly within the range of not sure except in the area of teacher-student

relationship and student-student relationship where the mean are above 3.4. The aggregate mean score for the effect of school environment on the table is 46.781. This implied that in all the result the students have a positive opinion of the effect of school environment on their academic achievement in the college. The aspect of teacher-student relationship and student-student relationship are areas of the school environment which the students agreed has effect on their academic achievement in the college.

Null Hypothesis I

School environment has no significant effect on the academic achievement of NCE and Undergraduate students.

Table 4.6a: Pearson Product Moment correlation on school environment vs. academic achievement of NCE students

	Source	N	Mean	SD	r	Sig	Decision
N.C.E	School environment	146	45.6	10.8	.035	.174	Significant
	Academic achievement	146	138.7	26.2			

(R= 0.35 Sig. 174) Correlation is significant at 0.05 level.

The computed correlation coefficient shown in table 4.6a above revealed that there is a significant relationship of school environment on the academic achievement of NCE students. This position was confirmed

from the calculated Pearson Correlation of .174 at .035 level of significance. This value is less than 0.05 which means that significant relationship has been established. Therefore the null hypothesis which states that there is no significant effect of school environment on the academic achievement of NCE students is therefore rejected.

Table 4.6b Pearson Product Moment Correlation on School Environment vs. Academic Achievement of Undergraduate students

Source		N	Mean	SD	r	Sig	Decision
Undergraduate	School Environment	53	74.6	9.6	.024	.310	Significant
	Academic achievement	53	203.4	19.1			

(R=.024 sig. .310) correlation is significant at .05 level.

The computed correlation coefficient shown in table 4.6b above revealed a significant relationship of school environment on the academic achievement of undergraduate students. This position was confirmed from the calculated Pearson Correlation .024 is significant at .310 level indicating a significant effect of school environment on the academic of undergraduate students. Therefore the null hypothesis is rejected.

Null Hypothesis II

School environment has no significant effect on the academic achievement of male and female students.

Table 4.7a Pearson Product Correlation on School Environment vs. academic achievement of male students

	Source	N	Mean	SD	r	Sig.	Decision
Male	School environment	119	40.8	11.4	0.26	.781	In significant
	Academic achievement	119	142.8	23.9			

((R=0.26 sig. .781) correlation is insignificant)

The calculated Pearson Correlation Sig. was .781 which is higher than the 0.05 level of tolerance indicating no significant effect of school environment on the academic achievement of male students, hence the null hypothesis which states that there is no significant effect of school environment on the academic achievement of male students is accepted.

Table 4.7b Pearson Product Correlation on school environment vs. academic achievement of female students

	Source	N	Mean	SD	r	Sig.	Decision
Female	School environment	80	38.6	11.7	-.134	.236	Insignificant
	Academic achievement	80	182.8	36.4			

(R=-.134 Sig. .236) correlation is insignificant)

The above Pearson correlation table 5.7b showed that there is no significant effect of school environment on the academic achievement of female students. This is because the calculated Pearson correlation value .134 had a

significant effect of .236 which is higher than the 0.05 level of tolerance indicating no significant effect of school environment on the academic achievement of female students. The null hypothesis is therefore accepted and retained.

Null Hypothesis III

School environment has no significant effect on the academic achievement of on-campus and off-campus students.

Table 4.8a Pearson product moment correlation on School Environment Vs. academic achievement of students on campus.

	Source	N	Mean	SD	r	Sig	Decision
On Campus	School environment	77	42.4	6.7	.030	.248	Significant
	Academic achievement	77	142.7	23.9			

(R. 030 Sig. .248) correlation is significant at 0.05 level.

Computed correlation coefficient shown in table 4.8a revealed that there is a significant relationship of school environment on the academic achievement of students on campus. This was confirmed from the calculated Pearson correlation .030 is significant at .248 level indicating a significant effect of school environment on the academic achievement of students on campus, therefore the null hypothesis is rejected.

Table 4.8b Pearson product moment correlation on school environment vs. academic achievement of students living off campus.

Source		N	Mean	SD	r	Sig.	Decision
Off Campus	School environment	122	41.0	6.8	.000	.328	Significant
	Academic achievement	122	169.1	37.8			

(R .000 Sig .328) correlation is significant)

The computed correlation co-efficient shown in table 4.8b above revealed that there is a significant relationship of school environment on the academic achievement of students living off campus. This is as confirmed from the calculated Pearson correlation is significant at .328 level indicating a significant effect of school environment on the academic achievement of students living off campus. Therefore the null hypothesis is rejected.

Hypothesis IV

School environment has no significant effect on the academic achievement of Art and Science Students.

Table 4.9a Pearson Product Moment correlation on school environment vs. academic achievement of art students

	Source	N	Mean	SD	r	Sig	Decision
Art	School environment	87	41.8	6.6	.024	.242	Significant
	Academic achievement	87	143.0	24.0			

(R .024 sig .242) correlation is significant)

The computed correlation coefficient shown in table 4.9a above revealed that there is a significant relationship of school environment on the academic achievement of art students. This was confirmed from the calculated Pearson correlation .024 is significant at .242 level indicating a significant effect of school environment on the academic achievement of art students, therefore the null hypothesis is rejected.

Table 4.9b: Pearson product moment correlation on school environment vs. academic achievement of science students.

	Source	N	Mean	SD	r	Sig	Decision
Science	School environment	112	41.3	6.9	.001	.309	Significant
	Academic achievement	112	171.2	38.0			

(R.001 sig. 309) correlation is significant at 0.01

The computed correlation coefficient shown in table 4.9b above revealed that there is a significant relationship of school environment on the

academic achievement of science students. This was confirmed from the calculated Pearson correlation .001 is significant at .309 level indicating a significant effect of school environment on the academic achievement of science students. Therefore the null hypothesis is rejected.

4.3 Summary of Findings

The finding in this study after the analysis gave the following results:

1. The finding of hypothesis one revealed that, there is a significant effect of school environment on the academic achievement of NCE and Undergraduates students. Therefore the null hypothesis is rejected.
2. Hypothesis two revealed that there is no significant effect of school environment on the academic achievement of male and female students in F.C.E. Zaria. Therefore the null hypothesis was retained.
3. Hypothesis three revealed that there is a significant effect of school environment on the academic achievement of students living on campus and off campus in F.C.E. Zaria. Therefore the null hypothesis is rejected.

4. Hypothesis four revealed that: there is a significant effect of school environment on the academic achievement of Art and Science students. Therefore the null hypothesis is rejected.

4.4 Discussions

The main objective of this study was to examine the effect of school environment on the students' academic achievement in Federal College of Education, Zaria. Variables investigated in the school environment were school surrounding, learning facilities, teacher-students relationship, students-students relationship, school organization and for the academic achievement include, indicating scores in EDU 314; 322, 313, for NCE and EDU 401, 402, 309 for undergraduates. The effective aspects of the students investigation were the level of students (NCE and undergraduates), gender (male and female), the residential location (campus and off-campus) and the academic discipline of students (Art and Science). These were tested respectively in hypotheses one to four in this chapter.

Level

The first hypothesis states that, school environment has no significant effect on the academic achievement of NCE and Undergraduate students. Among the items used in assessing the effect

of school environment on the students academic achievement, the first two items where the ones the students agreed that the school surrounding encourage them to learn easily and that the school is where social support is given to learners, were the only items with scores above 3.4. In the aggregate score for the school surrounding, as indicated in table 4.5, where the mean score for both groups were tested, the mean score was 45.6 for NCE students and 74.6 for Undergraduate students. This means that the students agree that the school surrounding could significantly affect their academic achievement in the college. The result of the test reveals a significant effect in the level of students (NCE and Undergraduate).

This study is in accordance with Udoh and Ajala (1991) in which they observed that students who attend institutions that provide a healthy, mental and emotional environment are more likely to do well in their studies than those who attend institutions that generate unhealthy emotional and mental development. This study also agree with Stockard and Maybery (2003) in which they said orderly academic environment provide high morale, that is the level of confidence of the learner. It is also in accordance to Good and Brophy (1986) in which it was stated that

academic achievement is highly expected, when conducive surrounding for learning is being operated in the school.

By implication the students agree that lack of learning facilities in the college affect their academic achievement. Going by the mean score, this means that students can be judged by the condition of the learning facilities in the college. Whatever progress made by the students in their academic achievement could therefore be attributed to the learning facilities provided in the college. This finding is line with Sexton (1961) in which he believes that the quality of money being spent in the school and with enough learning facilities provided for the learners enhance academic achievement.

Interpersonal relationship within the college was however observed to impact positively on the students' expression. The students agreed that their teachers have concern for their academic development and that their teachers tended to motivate them by the manner in which the teachers relate with the students. The students were of the view that their teachers were interested in their development and encourage them to participate actively in all the respective learning activities. The students were of the opinion that their teachers act as role models to them and their communication is always cordial. This factor (teacher-

student relationship) agreed that, it has effect on their academic achievement in the college. This finding is consistent with McDonald and Elias (1976) where it was reported that teachers and student interaction contribute to their academic growth and success. It is also in line with Schmuck and Schmuck (1971) in which they said most teachers influence normal communication patterns, interpersonal attraction and influence relationship in the classroom. This also is in accordance with Anderson (1982) which found higher students academic achievement with high teacher commitment in the school environment. It is also in line with Schinka (2003) in which he states that the quality of interpersonal relationship between the students and teachers affect their academic achievement. It is also in accordance with Aston and Webb (1986) in which they stated that, teachers have a "strong" sense of efficiency in the school environment by establishing a good relationship.

Another aspect of interpersonal relationship that was observed to have some positive impact on the students' academic achievement was the student-student relationship. This means that the students valued this aspect of the student-student relationship more than all others, as it affects their academic achievement in the college. This finding is consistent with Johnson and Johnson (1989) where it was reported that

student-student interaction affect their academic achievement in the school. This finding is also in line with Murray and Newman (2001) where it was reported that students feel more comfortable interacting with their mates which also contribute to their academic achievement. It is also in line with the finding of Soar (1983) in which he indicates that when students have poor study skills, interaction with peers can significantly increase their achievement. This finding indicates that student-student relationship are the basis of social development and socialization in the school environment, this is also in line with Robinson (2002) in which he said social interaction among peers are the primary relationship in which development and socialization takes place.

The last component which is school organization was assessed and did not reflect students' positive option as it relate to their academic achievement. The mean score (45.437) for student and school organization was below 3.6 which means that the student did not agree that school organization has effect on their academic achievement, in the college. This aspect, the school organization is the is the area that involves students in the administration of the school from the mean score the students did not feel that this has significant relationship on their academic achievement in the school. This study is in contrast with Likert

(1961) in which he said that communication link at each level of school organization hierarchy will encourage useful organizational hierarchy and managing of conflict rates, that is between teachers, students and school organization. It is also contrary to Dreenben (1956) in which he states that, organizational life of a school can communicate powerful and different messages to the participants (students), the scholars and the policy makers.

Gender

This hypothesis states that, school environment has no significant effect on the academic achievement of male and female students in F.C.E. Zaria. The gender implication of the relationship of school environment on students' academic achievement was tested here. The result did not reflect a gender bias on the relationship of students in their academic achievement. The effect though has no significant effect on their academic achievement by their gender. This accounted for the non-significance observation of their hypothesis in which the null hypothesis is accepted.

Hartup (1989) indicates that gender-typing occurs first in interaction between the child and his parents. This finding is contrary to Birch (1996) in which he states that there are lots of social rewards

within the school environment, between peers according to the gender appropriateness of the learners behaviour.

Residential Location

The third hypothesis states: School environment has no significant effect on the academic achievement of students living on campus and off campus in F.C.E. Zaria. The idea was to determine if the school environment have any significant effect based on their residential locations. The result of this hypothesis further reveal that, residential locations has a significant effect in their academic achievement, which is in line with Piaget (1965) findings in which he states that through interaction within the school environment learners develop the ability to view situations and problems from perspectives other than their own.

Discipline

The hypothesis states that: School environment has no significant effect on the academic achievement of Art and Science students in F.C.E. Zaria. Specifically the students were classified in to Arts and Science for the purpose of carrying out this research. The result shows that, there is a significance effect of school environment, on the academic achievement of students discipline (Art and Science) in F.C.E. Zaria. This result is in accordance with UNESCO (2008) in its states that availability of learning

facilities improves academic achievement. This finding is also in line with Kleiber (1973) in which it was discovered that many students had better achievement in a school that had adequate facilities for learning. It is also in line with Dunn (1985) in which he states that, comfortable and conducive learning facilities will improve learners academic achievement and will reduce the occurrence of harassment and anti-social behaviour. The result of this finding is also in accordance with Stockard and Maybery (2003), Good and Brophy (1986) in which they state that orderly school environment provide high morale, and improves academic achievement.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter focused on the research findings, agreement and disagreement with some previous studies on the same problem. This chapter also includes the summary of the research work describing the subjects involved in the study, sampling procedure, instrumentation, statistical methods and findings. This chapter concluded with recommendations on how to improve the nature of school environment, thereby making it conducive for learning and providing effective atmosphere or environment for academic achievement.

5.2 Summary

As the study investigated the effect of school environment on student academic achievement a general introduction was made in chapter one which consist the background of the study, statement of the study, objective of the study, research question, hypotheses significance of the study and lastly scope and delimitation of the study.

Chapter two include the review of related literatures on the aspect of school environment, theories of environment for learning, school

organization, the impact of student-student relationship on academic achievement, student-teacher relationship and the impact of motivation on student academic achievement was highlighted.

Chapter three focused on the methodology aspects of the study including the research methodology, population for the study, samples and sampling technique, instrument, student questionnaire, pilot study, similarly reliability and validity of the instrument and procedure for data analysis.

Chapter four deals with the data collection that was subjected to analysis through the use of descriptive statistics along with the research questions and related hypothesis raised in the study. The scores for each of the section are analyzed in means and standard deviations, and Pedarson Product Moment correlation was used in testing the null-hypotheses and also findings and discussion of the study was cited.

5.3 Recommendations

Based on the findings of this study, the researcher would like to give the following recommendations with the hope that it will improve the general school environment in order to enhance the academic achievement of any student.

- The school environment should be a place that encourages learning and also should be a place where social support is given to learners.
- The college should provide comfortable classroom accommodation for learning.
- Teachers should try and find out the causes of difficulties in some areas of learning, and also the teachers should have concern for students academic achievement.
- There should be a very good cordial relationship between teachers and students in order to elicit learning.
- The college should have a well equipped laboratories, audio visual centres, and sporting facilities.
- Teachers should try and improvise materials for learning and also use adequate reinforcement for learning.
- The school administrators should involve students representatives in the decision that affect them.
- The school administration should initiate good policies for the benefit of the students, that is by engaging the students in project work, field trips in order to improve academic achievement.

- The teachers should also try and give feedback to learners, that is (test and assignment) to improve academic achievement.
- The federal government should provide adequate provision of infrastructure and resources to the institution for learning and stop providing educational materials on paper but never practically implemented.

5.4 Conclusion

This study investigated the effect of school environment on students' academic achievement for which null hypotheses 1-3 were accepted while hypothesis 2 was rejected. There is the need to create conducive atmosphere and positive school environment that will encourage active inter-relationship and interaction in the entire school environment. If there is conducive environment and cordial relationship between the students, teachers and most especially school organization or administration, the learners will achieve higher in their academic activities, and this will bring mutual trust, and will allow for collaborative efforts, effective communication and teachers will be motivated to improve in teaching activities. Lastly, there is also the need for the government to provide adequate materials for learning to be effective.

5.5 Recommendations for Further Studies

Further studies in a number of areas related to the general issue of conducive school environment will provide a rewarding research experience. For example, there is the need to further a replicate of this study in other schools, since schools differ from one another in terms of their uniqueness and interpersonal relationship, academic achievement and this will help in validating the finding of the present research.

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Below are the series of questions. You are expected to tick (✓) where applicable.

SECTION A:

1. Gender: Male [] Female []
 2. On Campus [] Off Campus []
 3. NCE [] Undergraduate []
 4. Art [] Science []

SECTION B

In this section, respond to the statement using the following format.

- 5 - SA = Strongly Agree
 4 - A = Agree
 3 - NS = Not Sure
 2 - DA = Disagree
 1 - SDA = Strongly Disagree

PART A: THE SCHOOL SURROUNDING

S/N	Statement	SA 1	A 2	NS 3	DA 4	SDA 5
The school surrounding:						
1	encourages me to learn easily					
2	is where social support is given to learners					
3	is favourable for learning activities					
4	is always noisy for effective learning					
5	is where the welfare of the learner is the teacher's priority					
6	is always quiet for academic achievement					
7	is not favourable for learning activities					
8	is where comfortable accommodation is being provided for the learners					
9	is where the classroom accommodation for the students is adequate and comfortable					
10	is where the security and safety of the learners is not the concern of the college					

11	is always safe and there is adequate security for the learners					
12	is always neat for academic activities					
13	is where the comfort of the learners receives priority					
14	has good footpath to our classrooms and hostels					

PART B: LEARNING FACILITIES

S/N	Statement	SA	A	NS	DA	SDA
1	The college provide enough teaching materials for effective learning					
2	My teachers use varieties of teaching aid in the classroom					
3	The college provide enough electricity for effective learning					
4	The furniture in the college is not always enough for learning activities					
5	The college provide enough teaching materials					
6	The learners have adequate learning materials for academic achievement					
7	The college does not have well equipped audio visual resource centre					
8	The college has a well equipped audio visual resource centre for effective learning					
9	The college laboratories are not well equipped for teaching activities					
10	My teachers do not improvise teaching aids in the classroom at all					
11	The college laboratories are well equipped for academic development					
12	The college provide enough furniture in the classroom for effective learning					
13	My college provides enough needed materials for the teachers to improve their teaching aids					
14	The college provide microphones in the lecture theatres					

PART C: TEACHER-STUDENT RELATIONSHIP

S/N	Statement	SA 1	A 2	NS 3	DA 4	SDA 5
1	My teachers have concern for our academic development					
2	Our teachers neglect the causes of our difficulties in the classroom					
3	The manner in which our teachers relate with us is a motivating factor for learning					
4	Our teachers are highly interested in our all-round development					
5	My teachers encourage us to participate actively in our learning activities					
6	Our teachers do not assist us to improve our study habit					
7	Our teachers do not accept criticisms from students					
8	My teacher recognise and reward the good efforts by the learners					
9	My teachers are not trustworthy					
10	My teacher is a role model to me					
11	Our lecturers have concern for our welfare					
12	Communication is cordial between teachers and students					
13	Our teachers accept constructive criticisms from the students					
14	My teachers encourage us to face our studies seriously					

PART D: STUDENT-STUDENT RELATIONSHIP

S/N	Statement	SA 1	A 2	NS 3	DA 4	SDA 5
	Student-Student relationship:					
1	facilitate my academic achievement					
2	stimulate my interest in classroom performance					

S/N	Statement	SA 1	A 2	NS 3	DA 4	SDA 5
3	The relationship with my friends interfere with my academic achievement					
4	Student relationship affects the level of my academic achievement					
5	I find it difficult to study with my friends					
6	encourages good cooperation with my fellow students					
7	makes me happy and academically hopeful					
8	student relationship do not stimulate my interest in my studies					
9	Makes me to study very well					
10	the manner we study with my friends makes me more determined in my studies					
11	help me to shape my character					
12	facilitates my understanding					
13	affects my performance positively					
14	encourages me to avoid isolation in the classroom					

PART E: STUDENT AND SCHOOL ORGANISATION

S/N	Statement	SA 1	A 2	NS 3	DA 4	SDA 5
1	The school administration involves student representatives in decision making					
2	The school administration is not accessible and open to the students					
3	My school practice democratic leadership style					
4	The school administration and the students have very good relationship					
5	My school administration initiate good policies for the benefit of students					

S/N	Statement	SA 1	A 2	NS 3	DA 4	SDA 5
6	The school administration decision is always final					
7	My school administration does not take the student side in case of any problem or crises					
8	My school administration is accessible and open to the students					
9	The school administration is always concerned about the student welfare					
10	My school administration practice flexible leadership style					
11	The school administration accept constructive criticisms from the students					
12	My school administration initiate academic projects to improve academic achievement					
13	The provost sometimes personally supervises the college to ensure effective teaching and learning activities					
14	The school administration do not accept constructive criticisms from the students					

SECTION F: MEASUREMENT OF PERFORMANCE

In this section, indicate your scores in 2006 examination results for three courses

Registration Number:-----

Combination-----

NCE III	SCORES
EDU 314	
EDU 322	
EDU 313	

B.ED	SCORES
EDU 401	
EDU 402	
EDU 403	