SCHOOL ENVIRONMENT AND JUNIOR SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN BUSINESS STUDIES IN IKOT ABASI LOCAL GOVERNMENT AREA.

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ABSTRACT

This study examined the effect of school environment on Junior Secondary School Students' academic performance in Business Studies in Ikot Abasi Local Government Area of Akwa Ibom State . The study was guided by three research objectives, three research questions as well as three formulated research hypotheses. Ex-post facto research design was used for the study. The population for the study consisted of Junior Secondary School Business Studies Students' totalled One Thousand Six Hundred and Seventy Two students (1,672) in four (4) Public Secondary Schools in the studied area . The sample of the study was derived by using 5% of the population which gave eighty four (84) students in four public Secondary Schools consisting of 21students each drawn from 4 schools in the studied area . The data for the study was collected by the use of questionnaire and analyzed using both descriptive statistics and multi regression analysis technique via SPSS. The findings of the study revealed that both modern textbooks and classrooms affected Junior Secondary School Business Studies Students' academic performance significantly while school location affected Junior Secondary School Business Studies Students' academic performance insignificantly. The study concluded that library resources and school facilities affected Junior Secondary School Business Studies Students' academic performance significantly in Ikot Abasi Local Government Area of Akwa Ibom State while school location affected Junior Secondary School Business Studies Students' academic performance insignificantly in Ikot Abasi Local Government Area of Akwa Ibom State . The study recommended that government and other Education agencies should provide relevant modern textbooks as these would enhance the academic performance of students in the studied Local Government Area as well provide sufficient and relevant school classrooms as students' academic performance depends on the availability of better school facilities such modern textbooks and classrooms as revealed in the study.

Keyword: School Environment, Junior Secondary School, Students' Academic Performance and Business Studies

Introduction

Environment can be defined as a system within which living organisms interacts with the physical element while school environment is a learning place where the learners learn and

interact with learning facilities in order to be socialized and face the challenges in the society. Agusiegbe (2004) sees environments as consisting of all elements existing around man and which exert some influence on him. These include physical, biological and social attributes. Environment can also be seen as aggregate of all the external conditions and influences affecting the life and development of an organism.

In this study, school environment includes all the external conditions and influences in the school that affect the academic achievement of the student such as laboratory equipment, library facilities, qualified teachers, furniture, school building, good administrative management, teacher - pupil relationship and school location, among others. Environment, for the purpose of this work can be divided into two parts home environment and school environment.

School environment is the thread that connects the multitude of activities on the school. In many respects, this thread is almost invisible, yet everyone experiences its influence. Dudek (2000) opined that it could be said to be the external influences in the school that can influence academic achievement of students irrespective of their intelligent quotient. School environment can also be considered as the second teacher since space has the power to organize and promote pleasant relationships between people of different ages, to provide changes, to promote choices and activities and for its potential for sparking different types of social and affective learning (Okeke, 2001). It has been generally accepted that environment and heredity can hardly be separated from education in influencing achievement, hence a child's life and ability are influenced by nature and nurture. Heredity provides the natural disposition while a healthy environment makes available a window of opportunities to the learner (Ohuche , 2001).

The environmental variable of the setting helps to a large extent in ensuring attainability of the goals of such setting. The environmental differences and the differences in the quality of instruction from one school to another can create differences in the level of knowledge acquisition of the students. This shows that the learning facilities children are exposed to and the socio-economic influence on them can affect their academic achievement.

School environment includes the school building and the surrounding grounds such as noise, temperature and lighting as well as physical, biological or chemical agent (Chiu 1991). School environment can then be seen to include material and human resources, a learning place which consist of the entire interaction. The learning environment is both the natural and provided setting where teaching and learning take place. Maduewesi (1990) referred to teaching and learning environment as the setting physical and conceptual, in which teaching and learning are carried out as deliberately planned. And to Okobia in Maduewesi (1990) learning environment means classroom surroundings, physical facilities in the classroom and teacher – pupil relationship.

Studies on the relationship between availability of resources and students' academic achievement have revealed that secondary schools provided with adequate education resources performed significantly better than those provided with inadequate resources (Balogun, 1995).

Environment is a very important factor in achievement of goal of any educational programme. People acquire most of their knowledge through the interaction with facilities provided in the environment for learning. Also learning is influenced by the environment people are exposed to and the facilities provided in such environment lead to experience. As in the words of Piaget (1964) that active interaction with the environment is regarded as the most basic requirement for proper intellectual development.

The physical appearance and general condition of school physical facilities are the striking basis upon which many parents and friends of any educational institution make initial judgment about the quality of what goes on in the school. They are often turned off by dilapidated school blocks with sinking roofs and broken walls, bushy lawn and over grown

hedges. Also are profane writings on walls, littered lawns and path ways. Finally, the school physical environment is like a mirror reflecting the image of a school and through it the public decide whether or not to associate with the particular school (Mgbodile , 2004).

In Nigeria today, schools are closely associated with the communities. Most communities depend on the neighbourhood school for the provision of good and appropriate environment for accommodation, furniture and all form of equipment for certain activities like club or village meetings, wedding reception and church services. There is need for a well-planned and organized educational environmental enrichment because it fosters good interpersonal relationship. Moreover, Ajayi and Ashaolu (2005) opined that environmental enrichment regarding physical facilities is a major factor in students' academic achievement. Supporting this Ayodele (2005) and Ajayi (2007), have shown that school resources aid students' academic achievement.

It is now certain that most of secondary school products cannot gain admission into federal universities or university of their choice due to poor performance in the placement examination into these schools. This poor performance may be attributed to poor learning environment especially in the following areas: schools building, library services, and school location and school facilities.

(Mgbodile 2004) have pointed out that for effective teaching and learning situation, school building and educational goals, should be viewed as being interwoven. Apart from protecting the pupils from the sun, rain, heat and cold, school building represent learning environment which has great impact on the comfort, safety and performance of the children.

Furthermore, educational facilities such as modern textbook and classrooms are needed to develop cognitive areas of knowledge, abilities and skills that are necessary for academic achievement. Moreover, the development of the affective and psychomotor domain is also facilitated by the presence of necessary and relevant school facilities. From the fore going one can see that school environment plays a crucial role in academic achievement of a child. This problem of poor performance is more pronounced in ill-equipped schools hence it becomes necessary to find out the influence of school environment on the academic performance of junior secondary schools in Business Studies in Ikot Abasi Local Government Area of Akwa Ibom State ..

1.2   Statement of the problem

It has been observed by the educationists in particular and other scholars in general that poor academic performance is attributed to so many factors within and outside the school environment. These factors range from lack of adequate classrooms , inadequate school library , socio economic status of parents , poor government attitudes towards education , students' factor , teachers' factor , lack of modern textbooks , school location , among others .

Accordig to Ahmodu (2023) , some schools have adequate school buildings, good library and suitable textbooks, good administrative management, professionally qualified teachers, good laboratory equipments as well as good location while in some schools little or none of these things exist. To further buttress this point, Ahmodu (2023) averred that   poor teaching experience, inadequate physical infrastructure, unsatisfactory building design , library resources and school location respectively are likely to cause to poor students' academic performance .

Although many factors have been observed to cause poor academic performance in the extant literatures , this study specifically investigates the influence of school location , modern textbooks and classrooms respectively on academic performance of junior secondary school students' in Business Studies in Ikot Abasi Local Goverent Area .

In the light of the perceived causes of poor students' academic performance that this study is carried out to examine the effect of Junior Secondary Schools Business Studies Students' academic performance in Ikot Abasi Local Government Area .

1.3   Purpose of the study

The main purpose of the study is to examine effect of Junior Secondary Schools Business Studies Students' academic performance in Ikot Abasi Local Government Area. Specifically, the study seeks to achieve the following objectives:

1.   To   determine the effect of modern textbooks on Junior Secondary Schools Business Studies Students' academic performance in Ikot Abasi Local Government Area

2.. To determine the effect of school location on Junior Secondary Schools Business Studies Students' academic performance in Ikot Abasi Local Government Area .

3. To assess the effect modern classrooms on Junior Secondary Schools Business Studies Students' academic performance in Ikot Abasi Local Government Area

1.4   Research Questions

The following research questions are raised in this study:

1.   What is the effect modern textbooks on Junior Secondary Schools Business Studies Students' academic performance in Ikot Abasi Local Government Area?

2.   What is the effect of school location on Junior Secondary Schools Business Studies Students' academic performance in Ikot Abasi Local Government Area?

3.   What is the effect of modern classrooms   on Junior Secondary Schools Business Studies Students' academic performance in Ikot Abasi Local Government Area?

1.5   Hypotheses of the study

H_{O1} :   There is no significant effect of modern textbooks   on Junior Secondary Schools Business Studies Students' academic performance in Ikot Abasi Local Government Area .

H_{O2} : There is no significant effect of school location on Junior Secondary Schools Business Studies Students' academic performance in Ikot Abasi Local Government Area.

H_{O3} : There is no significant effect of modern classrooms   on Junior Secondary Schools Business Studies Students' academic performance in Ikot Abasi Local Government Area .

1.6   Significance of the Study

This study is expected to provide useful information to various institutions and personnel involved in decision making, formulating polices and implementing them. These include:

Government: The findings of the study would enable government to   be aware of the influence of school environment on academic performance of students so as to provide relevant school facilities to improve the performance of students in the studied schools. .

Teachers: The study findings would assist the teachers to understand the effects of school environment on the students' academic performance so as exhibit the right attitude that would enhance the performance of students academically.

Policy makers: The findings of this study would bring to the fore the need to structure and set up conducive school environment by the relevant policy makers in order to have effective teaching – learning environment.

Researchers: This study would also serve as a reference material for future researchers who may have interest research on this topic.

1.7   Limitations of the Study

The main limiting factor of the study arose from the design of the study that the researcher used. The design of the study was ex-post facto. Ex-post facto design has the limitation in the sense that the researcher cannot control the independent variables because their manifestations have already occurred. Moreover, they are inherently not manipulative

(Kerlinger, 1973 as cited in Cirindi , 2004). Also, the findings of this study cannot be generalized to cover other fields of study.

1.8   Delimitation of the Study

The study was delimited to the school environment and academic performance of students' in Business Studies in Ikot Abasi Local Government Area.

1.9   Operational Definition of Terms

The following terms are operationally defined for clarity. They are:

Modern textbooks: These are textbooks designed to enhance academic performance of students in the twenty first century.

School location: A school could be located in the urban or rural area. Rural schools are generally inferior to urban schools as schools in rural areas lacked human and material resources needed for success at school. The location of school whether urban or rural affects a child's ability to study and perform at the level expected of him.

Modern classrooms: These are classrooms designed to enhance learning with necessary facilities.

Environment: Environment is the sum total of all surroundings of living organism including natural forces and other living things, which provide conditions for development and growth. In this study, environmental factors are factors that affect students from performing optimally in their academics within the students` environment.

Academic performance : Academic performance is educational objective set by students and teachers to be achieved over a time-frame, during which the students are expected to have worked assiduously towards achieving the set objectives.

SECTION TWO

REVIEW OF RELATED LITERATURE

The review of the related literature for this study was carried out under the following subheadings: conceptual review, theoretical review, review of empirical studies and summary of literature review.

2.1 Conceptual Review

In conceptual review , the following concepts are explained : Concept of environment ; Concept of school environment respectively .

2.1.1 Concept of environment

An environment is the natural surrounding of an organism and it can be land, air or water (Asogwa , 2008). According to Onyehalu in Okafor (2006), environment is of three parts namely: physical, social and abstract. Physical environment is objects or materials found in the home, school or community. It also includes people like parents, peers and children. The social environment is the social life, societies, clubs among others. While abstract environment is the reactions, feedbacks responses received on interaction with others.

Environment is the physical world inhabited by man, or the realm of nature untainted by man (human action), or the cultural milieu — the physical environment as modified by human action, (Ofomata 2004 as cited in Eze, 2010). It could also be seen as things, around the child that he might perceive or that might have some effect on him. It can be view as all system of air, land, water and life that surround man. In other words environment is the sum total of all the external conditions which may act upon an organism or community to influence its development or existence. For example the surrounding air, light, moisture, temperature, wind,

soil and other organisms. As for Monkhouse, in Ofomata (2004 as cited Eze ,2010), it is the whole sum of the surrounding external conditions within which an organism, a community or an object exists.

2.1.2 Concept of school environment

School environment consist of both material and non-material resources in the school. It includes the teachers, peers, cohesiveness, the subjects, method of teaching. A healthy and attractive school environment makes for conducive learning and promotes students pride in their schools and their interest to stay in school (Mgbodile 2004 as cited in Eze ,2010). Belanger (1996 as cited in Eze ,2010) , writing on the importance of learning environment stated that people's educational life histories are influenced not only by provision of learning opportunities, but also by the quality of the environment where they live or learn. Continuing he stated that learning is more than education provision and that the community in which learners live have a profound impact on their aspiration to learn, their curiosity and their desire to develop their own competency.

Nwizu (2003 as cited in Adebayo etal., 2018) warned that the environment in which the learner acquires knowledge has a great influence on the cognitive achievement of the learner. It has also been generally agreed that the quality of learning is markedly influenced by environmental and organizational factors. Okafor (2006), opined that learning is an intimate transaction between the learner and his environment. This transaction takes place in a specific context. The child learning in a conduceive environment transcends the school parameter. It encompasses the entire community and nation. School environments – wall, ground, lights, and mechanical system can serve as active contributors to the students' learning process (Keep, 2002 as cited in Ahmodu , 2023).

Clark (2002 as cited in Ahmodu, 2023) on the importance of learning environment strongly stated that: *Growth depends upon internalizing events into a storage system" that corresponds to the environment, it is this system that makes possible the child's increasing ability to go beyond the information encounter on a single occasion. He does this by making predictions and extrapolations from his stored model of the world. (P. 45).*

Quisenberry, Eddowesi and Robinson (1991 in Adebayo etal., 2018), for individuals to be self-motivating and self-imitating, the environment or the setting must be amenable and responsive to human interaction. If the settings do not allow for permeability and malleability, then individual initiative in the learning process is stifled. As Piaget (1964) sited by Okeke (2001) defined intelligence as an accumulation of knowledge which is as a result of the child's exploration of, and experimentation with the environment and his ability to assimilate and accommodate the environment. He continue by saying that active interaction with the environment is regarded as the most basic requirement for proper intellectual development. In the words of Omengboji (2005), material environment is a major determinant of goal attainment in school.

2.2   Theoretical Review

This work is based on the following theories. These theories include:

2.2.1 Skinnerian environmental theory: This theory was developed in 1957. During the 1930s , B . F . Skinner proposed the theory of operant conditioning, which states that behaviour change and learning occur as the outcomes or effects of punishment and reinforcement. The definition of the theory emphasises that behaviour is controlled by the environment , so to produce excellent behaviour , or performance , the environment must be controlled in specific ways as much as the time as possible .

This theory relates to the achievement of educational goals. This becomes necessary since the study is on the influence of school environment on the student achievement of public secondary schools in Ikot Abasi Local Government Area.

The origin of environmental theories can be traced to a known psychologist named John Locke (1917). He is the father of the learning tradition. He postulated that experience and learning are basic and very essential to understanding of human behaviour. The environmental approaches conceive human behaviour as something that is acquired through the process of interaction with the environment, rather than inherited. According to this model, behavioral development is controlled by and is a function of the physical and psycho-social environment. Children's development is believed to be shaped by the pattern of reinforcement it receives from the environment.

Learning is manifested by a change in behaviour, and the environment shapes behaviour. Therefore learning is the acquisition of new behaviour through conditioning. The relevance of this theory to this study is that a well – structured environment enhances academic performance.

2.2.2   The Social Learning Theory

The social learning theory was developed by Bandura in 1977. The social learning theory is a perspective that states that people learn within a social context that is facilitated through modeling and observation. People, especially children, learn from the environment and seek acceptance from society by learning through influential models. The social behaviour is also influenced by being rewarded and /or punished for these actions. This takes live model in which an actual person demonstrates the desired behaviour, verbal instruction in which an individual describes the desired behaviour in detail and instructs the participant to engage in the behavior, and symbolic modeling which occurs by means of the media, including movies, television, internet, literature, and radio.

The most critical element of the social learning theory is that for pupils to learn they must pay attention, retain what they have learnt; reproduce what they have learnt; and be well motivated. The theory will be applied to the area of study to determine these critical elements of successful learning are operationalized and the extent to which parents and teachers are good models to the learners (Bandura, 1977). The relevance of this theory to this study lies in the fact that students should be motivated by their teachers to retain and reproduce what they have learnt so as to have better academic performance .

2.3   Empirical Review

Empirical review is based on the following review:

2.3.1   Modern Textbooks and Students' Academic Performance

Ola (1990) as cited in Ayaz (2017) investigated the influence of textbooks on academic performance of students in Ibadan. The study revealed that provision of adequate textbooks enhances academic performance of students positively.

Popoola (1989) as cited in Ayaz (2017)   revealed that modern textbooks had correlation with students' performance and schools which have well provided modern textbooks usually preserve high academic achievement.

Martin (2000) as cited in Ayaz (2017) observed that research show that reading of modern textbooks by students improve academic performance of students in schools. He stated that those students who have access to studying using modern textbooks perform better than others.

Adomi (2006) stressed that modern textbooks in library have significant importance for both students and teachers as cited in Suleiman etal. (2018) .

Oji and Abana (2012) as cited in Suleiman etal., (2018) confirmed that provision of good textbooks study increased students' habit. The finding of the study claimed that learners cannot acquire knowledge only through classrooms, they need to consult library materials (including online) to add to what teacher has taught them as cited in Suleiman etal., (2018) .

Hui (2006 as cited in Ahmodu , 2023) found that library information resources are related to learners' learning outcome as cited in Suleiman etal., (2018) .

Benard (2014 as cited in Ayaz etal., 2017) found that students in Tanzanian secondary schools faced many challenges in using textbooks which includes restricted reading hours, lack of current and up-to-date materials, and lack of trained librarians as cited in Suleimanetal., (2018) .

Goodall and Pattern (2011 as cited in Ayaz etal., 2017) conducted studies on the impact of modern textbooks use and academic performance of students in Huddersfield University in United Kingdom. The researchers employed quantitative method to carry out the research. A set of questionnaire was used to elicit data from the participants. The findings of the study showed a positive relationship between the use of modern textbooks and academic achievement. They found that reasonable provision of modern textbooks was a predictor of students' academic achievement as cited in Suleiman etal., (2018) .

Lance and Hofschire (2012 as cited Ahmodu ,2023) investigated the link between library textbooks and academic achievement in Colorado public schools in the United States of America. Their study examined the provision of books to see whether it had an impact on the students reading habits. The researchers found that in some schools, where they had provided books , it increased the reading habits of their students, thus making a positive effect on students' academic achievement, in comparison to schools where they had no library staffing and where a negative relationship on students' academic performance was seen. They concluded that effective library service was a predictor of students' academic achievement and therefore necessary for the academic advancement of the students as cited in Suleiman etal ., (2018) .

Stone and Ramsden (2013 a cited in Ahmodu , 2023) who conducted an empirical study on the impact of the textbooks on students' academic attainment in the United Kingdom. The study adopted a mixed method (qualitative and quantitative) approach to carry out the study. Interview and questionnaire were used to collect relevant data. Eight universities in the United Kingdom were selected as sample for the study and students were used as the respondents. They found that students who accessed modern textbooks for their academic activities had a positive significant relationship with their academic achievement as cited in Suleiman etal., (2018) .

Strong (2013 as cited in Adebayo etal., 2018) researched on the significance of school textbooks on students' academic attainment and sustainable education in the United States of America. The data collected were analysed statistically. The study revealed that the presence of the textbooks improved the academic performance of students as cited in Suleiman etal., (2018) .

Similarly, Stone, Ramsden and Pattern (2011 as cited in Ayaz etal., 2017) studied the relationship between library textbooks and academic achievement. Their study found a high correlation between textbooks and students' academic achievement in schools. A high correlation was achieved because of the students' access to library materials which aided their learning. He noted that since the library was synonymous to students' academic success, its provision should not be undermined as cited in Suleiman etal., (2018) .

De Jager (1997 in Adebayo etal.,2018) studied on the link between modern textbooks and academic performance of students at the University of CapeTown, South Africa. The researcher collected the first year results of the sampled students as well as the reports of their activity in the school library. The results collected were based on those that had high grades and low grades. The data collected were analysed statistically and the findings of the study revealed

that there was a high positive relationship between library and academic achievement as cited in Suleiman etal., (2018) .

The foregoing study is congruent with the work of Vent (2006 as cited in Ayaz etal., 2017), who investigated the impact of library textbooks usage on achievement of students in secondary schools in Uganda. She observed that good reading habit of students was linked to the availability of library textbooks . The researcher used two schools to carry out the study. The first school had a library service, while the second school did not have a library. She concluded that schools with library services performed better, while school without the library service did not perform better. She submitted that library service remains an indispensable service in the school system.

Vent (2012 as cited in Ayaz etal., 2017) examined the relationship between modern textbooks and academic achievement of students in rural areas in Uganda. The outcome of the study is that, the provision of modern textbooks , to some extent, influenced students' academic performance as cited in Suleiman (2018) .

2.3.2   School Location and Students' Academic Performance

Owoeye and Yara (2011) showed that there is a significant difference between the academic achievement of students in rural and urban secondary schools as measured by senior school certificate examinations. The study showed that the geographical location of schools had a significant influence on the academic achievement of students as cited in Adebayo etal., (2018) .

Aruland Vimala (2012 as cited in Eze ,2010) conducted a research on the school environment and academic achievement of standard six students. The results showed that school environment enriched with modern facilities makes the students feel comfortable in their studies that result to high academic performance as cited in Adebayo (2018) .

Akabogu (2001 as cited Eze ,2010) investigated on the effect of location of school on secondary school students' achievement in reading comprehension. The study specifically is to find out whether urban or rural school effect performance of students in secondary schools. Two hundred and sixty (260) senior secondary class 2 (SS2) students in Enugu education zone of Enugu State were used for the study. The data collected were analysed using mean and standard deviation. The study found out that location of school has significant impact on achievement in reading comprehension.

Ayaz etal., (2004) found that school location enhances a child's growth and development. Children feel happy in a peaceful and friendly environment where as schools sited in noisy urban streets are associated with deficits in mental concentration leading to student's poor performance. Noise is anything that interferes with teaching/learning process. Noise produces influence on children's information processing strategies, feelings of personal control as well as their level of arousal as cited in Adebayo e tal., (2018) .

Akpa (2005) studied the relationship between academic achievement and school location and found that the there is no significant difference between academic achievement of students in urban students and that of students in rural students as cited in Adebayo (2018) . Adeole (2007) also observed that whether a student attends a rural or urban secondary school does not make any difference in his academic achievement as cited in Adebayo (2018) .

Owoeye (2002 as cited in Adebayo ,2018) found a significant difference between the academic performance of students in rural areas and that of their urban counterparts students in urban areas are better .

2.3.3   Modern classroom and Students' Academic Performance

Adomi (2006 as cited in Adebayo e tal , 2018) stressed that school classrooms have significant importance for both students and teachers. The study discussed that well equipped and proper use of school classrooms motivate the students to study well and improve their performance .

Hinum (1999 as cited in Eze 2010) found that the quality of classrooms has impact not only on educational outcomes but on the well being of students and teachers.

Ayodele (2004 as cited in Eze 2010) found that the availability of adequate classrooms facilities are necessary for the accomplishment of any educational goals and objectives. They revealed that effective management of school classrooms brings about development of educational programmes and facilitates educational process. It also results to boosting of the morale of teachers and students and enhances the usefulness in the determination of the worth of a school.

Farombi (1998 as cited in Usen , 2016) found that the classroom learning environment in some schools was poor. He cited examples of schools without chalkboard, absence of ceiling, some roofing sheets not in place, windows and doors removed among others, a situation which the researcher regarded as hazardous to healthy living of the learners.

Jacoby (2004 as cited in Michael ,2019) revealed that School classrooms play a vital role in the actualization of educational goals and objectives by satisfying the physical and emotional needs of the staff and students of the school. Henceforth, school plant can be regarded to as everything within the school premises which include the site, buildings, equipment and all essential structures. In other words school plant is the sum total of building, equipment, textbooks including the surrounding where teaching and learning takes place. By human resources, we mean the personnel employed in the school to ensure the learning. They include the principals, the headmistress, the teachers and the administration staff. The human resources can also be seen as the greatest and most useful facilities a school can ever have, the reason being that no matter how a school is physically facilitated, if there are no human resources in it, there can be no learning invariably, there will be no school. While physical resources can be seen as those materials which can give help or comfort to school, organization, country or an individual. For example, the buildings, the libraries, chairs, books, chalkboards, sports field environment .

Smith (2000 as cited in Michael ,2019)found that the physical needs are met through provision of safe structures adequate sanitary facilities, a balanced visual environment, appropriate thermal environment and sufficient shelter space for his work and play. His emotional needs are met by creating pleasant surroundings, a friendly atmosphere and an inspiring environment for teaching and learning process.

Hale (2002 as cited in Michael ,2019) revealed that students in classrooms with large windows, natural lightening and well -designed skylight were found to perform well from 19% to 25% better than their peers in classrooms without proper facilities , only environmental conditions in schools affect students, but also the staff as observed by (Hunter, 2006 as cited in Michael ,2019) and this includes the inoperative heating system.

Bollock ,2007 as cited in Michael ,2019) found that overall building condition, the age of the buildings and the windows in the instructional areas were positively related to students achievement in learning .

(Brome, 2005as cited in Michael ,2019) found that students' achievement depended upon the school classrooms , its age, the design and the conditions of the school. School plant played a significant role in directing the task of teaching and learning and that of shaping students' learning process in and out of school. No doubt, school buildings as a tool for instituting an effective teaching and learning, constituted sizeable investment of public funds over its development and maintenance by the administrators.

Dare (2010 as cited in Michael ,2019) found that school facilities as all the available assets of a school that can be used to foster and facilitate effective teaching and learning as well as to protect the physical well- being of the occupants. The school plants are the physical expression of the school curriculum. That is, the school curriculum determines to a large extent the nature of school plant to be erected and the purpose it will serve. School facilities are expected to be adequately and carefully planned, developed and maintained in order to ensure their relevance to the school curriculum and towards effective teaching and learning in educational institutions. Well designed and functional school buildings with a wide array of teaching aids therefore provides effective delivery of the school curriculum and are positively related to students' academic performance.

Owoeye and Yara (2011 as cited in Ahmodu , 2023) found that the modern schools' acoustical control measures have been installed, but traditional schools do not have such measures to control. Most of these schools' facilities that are essential for proper learning environments are purely vague in traditional schools but are present and functioning in modern schools. These found that school facilities explain the percentage of students learning. They further stress that school facilities are accounted for 3.6 percent to 6.4 percent of the variance on 5 of the 9 subjects of the learning when facilities are correlated with the composite score of the students in the lower test of basic skills. In order words, these percentages represent how much the facilities account for the difference between the score of students in modern and traditional schools?

Bert (2011as cited in Ahmodu ,2023) found that students in the controlled classroom environment conditions performed significantly better than students in the uncontrolled environmental conditions. Therefore, school classrooms present a formidable body of research findings that demonstrate the condition of the school facilities has a measurable influence on the performance of the students in a secondary school.

2.6   Summary of literature review

The review of literature is based on the following headings: conceptual review, theoretical review and review of empirical studies. It is evident that environment is a vital tool in effective and efficient operation of educational programme. Good school environment contribute immensely to higher level of educational performance. Regardless of where a school is located, a rich school environment is comfortable and secure from danger; radiate a sense of well being and send a caring message. Thus good school environment is the key to a high performance of education institution. It also discusses the effect of modern textbooks , school location and modern classrooms. The theoretical review deals with the theories of environment which includes learning models and social learning approach.

SECTION THREE
METHODOLOGY

3.1   Research Design

Survey research design   was adopted in this study to investigate the effect of School Environment on Academic Performance of Junior Secondary School Students' in Business Studies in Ikot Abasi Local Government Area of Akwa Ibom State , Nigeria . According to Kothari (2004) , survey design researches are often used to collect primary data from the respondents   . Descriptive research designs are survey methods of all kinds that include both comparative and correlational methods (Kothari , 2004) . In the same vein , Baridam (2018) opined that descriptive research design is used to describe and explain administrative and management activities .

This research design is chosen because of its effectiveness in assessing the relationships and the effects of two or more variables (that is, the dependent and independent variables). Thus, the design is consistent with the main objective of this research.

3.2   Population for the Study

In selecting the study subjects , the researcher must define the target population . The target population is the entire population to which the findings of the study is applicable . It is the entire group of items which the researcher wishes to study and about which he plans to generalize (Baridam ,2018) . It should , however , be pointed out that in a given project , the researcher cannot study the entire population . The researcher , in this circumstance , identifies the portion of the population to which he or she can have access which is technically known as accessible population . In this study , the target population consists of all the Public Secondary Schools Junior Secondary School Business Studies students' in Ikot Abasi Local Government Area . The Local Government has Four (4) approved Public Secondary Schools and a total number of One Thousand Six Hundred and Seventy Two Junior Secondary School Students'(1,672) (Akwa Ibom State Education Statistics , 2013) .

3.3   Sample and Sample size Determination

The sample is the portion of the accessible population . The sample is the representative of population to which the researcher generalizes his findings (Baidam , 2018) . The sample size of this study represented 5% of the entire population as recommended by Cohen, Manion and Morrison (2011) for a large population. Therefore , the sample size is determined as follows :

5%   *   1,672 =84 Students

The researcher drawn twenty One Students (21) Junior Secondary School Business Studies Students' each from Four (4) approved Secondary Public Schools Schools in Ikot Abasi Local Government Area which is the study area as follow :

S/N	NAME OF SCHOOLS	NO .OF SAMPLES DRAWN
1.	METHODIST SEC . SCH , ETE	21
2.	REGINA COELI SEC. SCH , ESSENE	21
3.	SEC . COMM . SCH , IBEKWE	21
4.	COMP. HIGH . SCH , EDEM AYA	21
	TOTAL SAMPLE SIZE	84

The study adopted simple random sampling technique which gave every member of the group equal chance of being selected for the study .

3.4   Data Analysis Technique

The study adopts multiple regression statistical tool to analyze the data collected via SPSS statistical package and descriptive statistics respectively . Specifically , multiple regression technique is used to test the formulated research hypotheses . While descriptive statistical tools are used to answer the research questions ..

3.5   Method of Data Collection

The study adopted questionnaire method for data collection in which the instrument is researcher's made . The questionnaire developed has two sections , the first section (section A) is designed to capture the respondents' biometric data while section two (section B) captures information from the respondents regarding the effects of School Environment on Junior Secondary School Business Studies Students' Academic Performance of the studied Local Government Area . The study used primary source of data emanating from the respondents responses from the questionnaire . The questionnaire adopted the 4 – point Likert Scale of Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D). The respondents were asked to indicate the extent of their agreement with the given items.

3.7   Validation of Instrument

The validity of an instrument is the degree to which a test measures what it purports to measure (Baridam ,2018) . To ensure the validity of the instrument, the initial instrument was subjected to face validation. It was done by three experts in Measurement and Evaluation in the Department of Educational Foundations all in the Akwa Ibom State College of Education ,Afaha Nsit .These experts were requested to critically examine the instrument in terms of relevance of the content and clarity of the statement. They were also requested to advice the researcher on the suitability of the rating scale. Comments from these experts were taken into consideration in the final modification of the instrument.

3.8   Reliability of the Instrument

Reliability is the consistency in producing a reliable result (Kothari ,2004) . This focuses on the degree to which empirical indicators are consistent across two or more attempts to measure the theoretical concepts. When questionnaires were administered at different times to the same individuals give the same results . This is technically referred to as the reliability of instrument . The reliability coefficient of the instrument of 0.62 was obtained using SPSS Statistics . This showed that the instrument was reliable for the study .

3.9   Administration of the Instrument

The administration of instrument for the study was carried out by the researcher by taking the questionnaires to the respondents concerned with the instruction on how to fill them. Each subject was told the aim of the research, which is to ascertain the effects of School Environment on JSS3 Business Studies Students' Academic Performance in Ikot Abasi   Local Government Area . The respondents   filled the questionnaire independently and later retrieved individually.

3.10   Scoring of Instrument

The researcher scored the instrument as follows : Strongly Agree (4) , Agree (3) , Strongly Disagree (2) and Disagree (1) respectively .

3.11   Model Specification

A multiple regression equation is set up to investigate the hypothesized relationships between the dependent variable (Academic Performance) and independent variables (

School Environment proxied by modern textbooks , School location and modern classrooms respectively) in this study. The econometric form of the equation is given as:

$$AP = \beta_0 + \beta_1 MT + \beta_2 SL + \beta_3 MC + e$$

Where :

AP = Academic Performance .

β_1-β_3 = Coefficient of the variables

MT = Modern Textbooks

SL = School Location

MC = Modern Classrooms

e = Stochastic variables

3.12   Decision Rule and Statistical Procedure

The decision rule for the test of hypotheses is stated thus :

Reject Ho if p> 0.05 and Tcal>Ttab

Do not reject Ho if p<0.05 and Tcal<Ttab

SECTION FOUR

ANALYSIS AND INTERPRETATION OF DATA

The analysis and results of data collected are presented below . The presentation is based on the three research questions and three null hypotheses formulated to guide the study.

Research Question One : What is the effect of modern textbooks on Junior Secondary Schools Business Studies Students' Academic Performance in Ikot Abasi Local Government Area ?

Table 4.1 Descriptive Statistics of the effect of modern textbooks on Junior Secondary Schools Business Studies Students' academic performance   in Ikot Abasi Local Government Area .

S/N	ITEMS	N	Minimum	Maximum	Mean	Std. Deviation
1.	Modern textbooks help me to achieve success in my education	84	1.00	4.00	2.3452	.98781
2.	I do my assignments in the library	84	1.00	4.00	2.2738	.82654
3.	I am reading in the library to pass my exams	84	1.00	4.00	2.3452	.76826
4.	No modern textbooks contribute to academic performance	84	1.00	4.00	2.5714	.93507
5.	I read textbook for study can make me achieve a good academic success .	84	1.00	4.00	2.4524	1.02269
6.	I like to read modern book for better performance in school	84	1.00	4.00	2.4762	.96288
7.	Good modern texts aid in achieving better academic performance .	84	1.00	4.00	2.6786	.86652
	Valid N (listwise)	84				

Source : Researcher's Computation (2024)

The descriptive statistics which gave a description of features of data and variables in the work are presented in Table 4.1 . The statistics are minimum , maximum ,mean and standard deviation respectively . The mean shows the average while the standard deviation shows the spread of data . The descriptive statistics above shows that items 1-7 showed a minimum of 1 and maximum of 4 respectively , and the means of 2.3452 , 2.2738 , 2.3452 , 2.5714 , 2.4524 , 2.4762 and 2.6786 respectively . Item 2 had the lowest mean of 2.2738 while item 7 had the higher mean in total which revealed that good modern textbooks affect academic performance of the studied students' positively . The standard deviations of items 1-7 showed 0.98781 , 0.82654 , 0.76826 , 0.93507 , 1.02269 , 0. 96288 and 0.86652 respectively . In the Table 4.1 above , item 5 the higher spread of 1.02269 than others .

Research Question 2 : What is the effect of School Location on Junior Secondary Schools Business Studies Students' Academic Performance ?

Table 4.2 Descriptive Statistics of the effect of school location on Junior Secondary Schools Business Studies Students' academic performance   in Ikot Abasi Local Government Area .

S/N	ITEMS	N	Minimum	Maximum	Mean	Std. Deviation
8.	Schools in the urban areas improves academic success	84	1.00	4.00	3.8810	2.46129
9.	Schools in the rural areas improves academic success	84	1.00	4.00	2.6071	.71166
10.	I do not like schooling in the city	84	1.00	4.00	2.3690	.63587
11.	I know I can study well in the city school	84	1.00	4.00	2.5238	.73593
12.	School location does not matter where academic success is concerned	84	1.00	4.00	2.8690	.77272
13.	School location never relate with academic performance	84	1.00	4.00	2.8452	.79901
14.	Schools located in noisy areas can aid me achieve better performance in my education	84	1.00	4.00	2.8810	1.01084
	Valid N (listwise)	84				

Source : Researcher's Computation (2024)

The descriptive statistics which gave a description of features of data and variables in the work are presented in Table 4.2 . The statistics are minimum , maximum ,mean and standard deviation respectively . The mean shows the average while the standard deviation shows the spread of data . The descriptive statistics above shows that items 8 -14 showed a minimum of 1 and maximum of 4 respectively , and the means of 3.8810 , 2.6071 , 2.3690 , 2.52378 , 2.8690 , 2.8452 and 2.8810 respectively . Items 12-14   had the greater mean values that are within the same range of 2.8690 , 2.8452 and 2.8810   respectively than items 9-11 . The

standard deviations of items 8 -14 showed 2.46129 , 0.71166 , 0.60587 , 0.73593 , 0.77272 , 0. 79901 and 1.01084 respectively . In the Table 4.2 above , item 14 showed the higher spread of 1.01084 than others .

Research Question 3 : What is the effect of modern classroom on Junior Secondary Schools Business Studies Students' Academic Performance ?

Table 4.3   Descriptive Statistics of the effect of modern classrooms on Junior Secondary Schools Business Studies Students' academic performance   in Ikot Abasi Local Government Area .

S/N	ITEMS	N	Minimum	Maximum	Mean	Std. Deviation
15.	My school has no textbook	84	1.00	4.00	2.6429	.78607
16.	Poor textbooks make students fail practical exams in my school	84	1.00	4.00	2.6429	.80125
17.	Leaking classrooms do not make for better academic success	84	2.00	4.00	2.7976	.72444
18.	Functional classrooms aids students to perform better in school	84	1.00	4.00	3.4405	4.11389
19.	Good lighting system during night class can contribute to good academic performance	84	1.00	4.00	2.7857	.93230
20.	Good textbooks do not relate with academic success	84	1.00	4.00	2.8929	.79179
	Valid N (listwise)	84				

Source : Researcher's Computation (2024)

The descriptive statistics which gave a description of features of data and variables in the work are presented in Table 4.3 . The statistics are minimum , maximum ,mean and standard deviation respectively . The mean shows the average while the standard deviation shows the spread of data . The descriptive statistics above shows that items 15 -20 showed a minimum of 1 and maximum of 4 respectively , and the means of 2.6429 , 2.6429 , 2.7976 , 3.4405 , 2.7857 and 2.8929   respectively . Items 18   had the greater mean value of 3.4405, meaning that availability of classrooms in the school aids to achieve better academic performance while items 15-17 & 20   had means that are within the same range of   2.6429 , 2.6429 , 2.7976 , 2.7857 and 2.8929 respectively . The standard deviations of items 15 -20 showed 0.78607   , 0.80125 , 0.72444 , 4.11389 , 0.93230 ,   and 0.79179 respectively . In the Table 4.3 above , item 18 showed the higher spread of 4.11389 than others where their spread is somewhat even .

4.2   Test of Hypotheses

The model adopted in this study is stated below and used for hypotheses testing

$$AP = \beta_0 + \beta_1 MT + \beta_2 SL + \beta_3 MC + e$$

Table 4.4 Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	61.173	11.680		5.237	.000
	MODERN TEXTBOOKS	-.102	.184	.136	.558	.004
	SCHOOL LOCATION	.001	.150	.441	.004	.997
	MODERN CLASSROOMS	-.112	.143	.188	-.785	.001

a. Dependent Variable: ACADEMIC PERFORMANCE

Source : Researcher's Computation(2024)

Table 4.4 above was used to test the three research hypotheses below :
Test of Hypothesis One

H_{O1}: There is no significant effect of modern textbooks on Junior Secondary School Business Studies Students' Academic Performance in Ikot Abasi Local Government Area .

The result in Table 4.4 shows that Library resources have significant effect on the academic performance of in Onna Local Government Area (Beta =.136 or 13.6% , p =0.004 , p < 0.05 , t =0.558) . Thus , the null hypothesis one which states that there is significant effect of modern textbooks on Junior Secondary Schools Business Studies Students' Academic Performance in Ikot Abasi Local Government Area is accepted .

Test of Hypothesis Two

H_{O2}: There is no significant effect of School Location on Junior Secondary Schools Business Studies Students' Academic Performance in Ikot Abasi Local Government Area .

The result in Table 4.4 shows that Library resources have significant effect on the academic performance of in Onna Local Government Area (Beta =.441 or 44.1% , p =0.997 , p > 0.05 , t =0.004) . Thus , the null hypothesis one which states that there is significant effect of School Location on Junior Secondary Schools Business Studies Students' Academic Performance in Ikot Abasi Local Government Area is rejected .

Test of Hypothesis Three

H_{O3}: There is no significant effect of modern classrooms on Junior Secondary Schools Business Studies Students' Academic Performance in Ikot Abasi Local Government Area .

The result in Table 4.4 shows that modern classrooms have significant effect on the academic performance of in Onna Local Government Area (Beta =.188 or 18.8% , p =0.001 , p < 0.05 , t = - .785) . Thus , the null hypothesis one which states that there is significant effect of modern classrooms on Junior Secondary Schools Business Studies Students' Academic Performance in Ikot Abasi Local Government Area is accepted .

Table 4.5 Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.255[a]	0.65	.030	.93361	2.384

a. Predictors: (Constant), MODERN CLASSROOMS , SCHOOL LOCATION, MODERN TEXTBOOKS
b. Dependent Variable: ACADEMIC PERFORMANCE

Source : Researcher's Computation(2024)

The model summary which was used to explain the overall effect of the independent variables (modern textbooks , School location and modern classrooms   respectively) on the dependent variable (Academic Performance) . The R square (Coefficient of Determination) of 0.65 is obtained . This obtained R square of 0.65 means that 65% of variation in Junior Secondary Schools Business Studies Students' Academic Performance was explained by modern textbooks , School location and modern classrooms respectively while 35% variation in Junior Secondary Schools Business Studies Students' Academic Performance was due to stochastic variables (i.e. variables that can affect the dependent variable but not considered in the study)   . The R value of 0.239 shows that there is a low relationship between the dependent variable and independent variables . The Durbin Watson of 2.384 indicated absence of autocorrelation .

Table 4.6 ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	4.841	3	1.614	1.851	.145[b]
1	Residual	69.730	80	.872		
	Total	74.571	83			

a. Dependent Variable: ACADEMIC PERFORMANCE
b. Predictors: (Constant), MODERN CLASSROOMS , SCHOOL LOCATION, MODERN TEXRBOOKS

Source : Researcher's Computation(2024)

The result in Table 4.6 shows the calculated F value of 1 .851 which is less than the critical F value of 3.63 at 0.05 level of significance and p value of 0.000 was obtained . This means that the independent variables have significant effect on the dependent variable   **Discussion of Findings**

In evaluating the model of the study , we have :
AP = 61.173 + 0.136(MT) + 0.441(SL) + 0.188(MC) + 11.680
The constant of 61.173 is the value that Academic Performance takes when all independent variables are zero . The coefficient of Modern textbooks is 0.136 , which means that a unit increase in Modern textbooks will result in the dependent variable increasing by 0.136 units . The coefficient of School location is 0.441 , which means that a unit increase in school

location will result in the dependent variable increasing by 0.441 units . The coefficient of Modern classroom   is 0.188 , which means that a unit increase in Modern classrooms will result in the dependent variable increasing by 0.188 units .

Table 4.5 presented the model summary which was used to explain the overall effect of the independent variables (Modern textbooks , School location and modern classrooms respectively) on the dependent variable (Academic Performance) . The R square (Coefficient of Determination) of 0.65 was obtained . This obtained R square of 0.65 means that 65% of variation in Academic Performance   was explained by modern textbooks , School location and modern classrooms   respectively while 35% variation in Academic Performance was due to stochastic variables   (i.e. other variables that affect Academic Performance but not considered in this study) . The R value of 0.239 shows that there is a low relationship between the dependent variable (Academic Performance) and independent variables (modern textbooks , School location and modern classrooms   respectively) . This finding is in tandem with findings of (Adebayo e tal., 2018) whose work found that modern textbooks , School location and modern classrooms affected academic performance of students .

The result showed that modern textbooks   had significant effect on JSS3 Business Studies Students' Academic Performance in Ikot Abasi Local Government Area (Beta =.136 or 13.6% , p = 0.004 , p < 0.05 , t =0.558) . Thus , the null hypothesis one which states that there is no significant effect of school location on Junior Secondary Schools Business Studies Students' Academic Performance in Ikot Abasi Local Government Area was accepted . This finding is in agreement with the findings of Akabogu (2001) .

The result showed that school location   had insignificant effect on Junior Secondary Schools Business Studies Students' Academic Performance in Ikot Abasi Local Government Area (Beta =.441 or 44.1% , p = 0.997 , p > 0.05 , t =0.004) . Thus , the null hypothesis two which states that there is no significant effect of school location on Junior Secondary Schools Business Studies Students' Academic Performance in Ikot Abasi Local Government Area was rejected . This finding is inconsistent with the finding of (Owoeye 2002 as cited in Adebayo etal. ,2018).

The result showed that modern classrooms   had significant effect on Junior Secondary Schools Business Studies Students' Academic Performance in Ikot Abasi Local Government Area (Beta =.188 or 18.8% , p = 0.001 , p < 0.05 , t =0.558) . Thus , the null hypothesis three which states that there is no significant effect of modern classrooms on Junior Secondary Schools Business Studies Students' Academic Performance in Ikot Abasi Local Government Area was accepted . This finding is consistent with the finding of Adomi (2006 as cited in Adebayo e tal. , 2018) .

SECTION FIVE
SUMMARY ,CONCLUSION AND RECOMMENDATIONS
The summary of findings , conclusion and recommendations are presented below :
5.1   Summary of Findings
The study examined effect of academic performance on Junior secondary Schools Business Studies Students' in Ikot Abasi Local Government Area   . The data collected for the study were analyzed using descriptive statistics and multiple regression technique via SPSS . In summary , the study revealed the following findings :

i.   Modern textbooks   showed significant effect on Junior Secondary Schools Business Studies Students' academic performance in Ikot Abasi   Local Government Area of Akwa Ibom State   .

ii.   School location   showed insignificant effect on Junior Secondary Schools Business Studies Students' academic performance in Ikot Abasi   Local Government Area of Akwa Ibom State   .

iii.   Modern classrooms revealed   significant effect on Junior Secondary Schools Business Studies Students' academic performance in Ikot Abasi   Local Government Area of Akwa Ibom State   .

5.2   Conclusion

The study concluded that modern textbooks and modern classrooms   affected Junior Secondary Schools Business Studies Students' academic performance significantly   in Ikot Abasi Local Government Area of Akwa Ibom State while school location affected Junior Secondary Schools Business Studies Students' academic performance insignificantly   in Ikot   Abasi   Local Government Area of Akwa Ibom State .

5.3   Recommendations

I .In line with the findings of this work , the following recommendations were made :

Government and other Education agencies should provide relevant library resources as these would enhance the academic performance of students in the studied Local Government Area .

ii Sufficient and relevant school facilities should be provided by the Government to the studied schools as students' academic performance depends on the availability of better school facilities as revealed in the study .

5.4   Suggestions for Further Studies

i. A study can be carried out using other variables other than those used by the researcher in this study to examine effect of Junior Secondary Schools Business Studies Students' academic performance in the Local Government Area .

ii. Research can also be conducted in other local government areas of the state to examine the effect of Junior Secondary Schools Business Studies Students' academic performance using other statistical tools other than the used by the research in this study .

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