**INFLUENCE OF SCHOOL ENVIRONMENT ON THE ACADEMIC PERFORMANCE OF PUPILS IN PUBLIC PRIMARY SCHOOLS IN NKANU EAST LOCAL GOVERNMENT AREA OF ENUGU STATE**

**BY**

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**DEPARTMENT OF ARTS AND SOCIAL SCEINCE EDUCATION**

**FACULTY OF EDUCATION**

**GODFREY OKOYE UNIVERSITY ENUGU.**

**JULY 2018**

**TITLE PAGE**

**INFLUENCE OF SCHOOL ENVIRONMENT ON THE ACADEMIC PERFORMANCE OF PUPILS IN PUBLIC PRIMARY SCHOOLS IN NKANU EAST LOCAL GOVERNMENT AREA OF ENUGU STATE**

**A PROJECT REPORT**

**SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF DEGREE OF BACHELOR OF EDUCATION (B.Ed.) HONOURS**

**IN SOCIAL STUDIES**

**BY**

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**JULY 2018**

**CERTIFICATION PAGE**

I, Ani Gloria Ifesinachi, a degree student in the Department of Arts and Social Science Education with Registration Number U16/EDU/SSE/014 has satisfactorily completed the requirements for the course and research work for the degree for Bachelor of Education, B.Ed. (Social Studies). The work contained in this project report is original and has not been submitted in part or full for any diploma degree of this or any other university.

**APPROVAL PAGE**

This research report has been approved for the Department of Arts and Social Science Education, Godfrey Okoye University, Enugu.

By

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Prof. Aaron Eze Date

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**DEDICATION**

This work is joyfully dedicated to the Almighty God; also, it is dedicated to my husband and all the members of my family who intercedes always on my behalf throughout my academic pursuit.

**ACKNOWLEDGEMENT**

 With great pleasure, I wish to thank the Almighty God for his His infinite mercy, kindness and faithfulness upon me and my family and for making this work a success.

I wish to express my profound gratitude and appreciation to the hard working father Very Rev. Fr. Prof. Christian Anieke. The Vice Chancellor of Godfrey Okoye University.

I also want to thank my supervisor – Mrs. Eze who supervised the work patiently from the beginning of this work to the end .

I also recognize the useful advice of my brother and beautiful sisters and to my family for their financial support.

Finally, I express my gladness and thanks to all my well wishers remain bless too.

**Abstract**

The topic of the research was Influence of School Environment on the Academic Performance of Pupils in Public Primary School in Nkanu East Local Government Area of Enugu State. The purpose was to find out influence of the school environment on the academic performance pupils in public primary school pupils in Nkanu East Local Government Area of Enugu State. the target population of the study will comprise the teachers, students and on-teaching staff. The target population was 3,000 respondents. The researcher used simple random sampling method to select the total of (500) respondents from the above school, which comprises the academic staff, non-academic staff and students. The researcher selected (100) one hundred respondents from each school, making a total of 500 respondents from the five schools selected. The researcher used questionnaire to collect data from the respondents. The researcher used simple percentage to analyze the data collected. The instrument for data collection was questionnaire. The findings included the following: that the school environment has power to influence the quality of academic performance of the pupils, secondly, that good school environment gives opportunity to pupils to learn effectively. The researcher recommended that owners of schools should make their school environment conducive to enhance proper teaching and learning. secondly, owners of schools should spend adequate money on the development of school environment like library to attract attention to the pupils.

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**CHAPTER ONE**

**INTRODUCTION**

**Background of the Study**

# Education in the largest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another.

Research findings have proven that there are many factors that affect the teaching and learning process of the child. These findings have created a lot of doubt among scholars as weather the school environment can influence the learning process of the child. To understand this finding, it is important to define what school environment means.

Orji (2016) defined school environment as all the human and non-human materials that help in the teaching and learning process, e.g. the human resources, the instructional materials, the school facilities, etc. contribute seriously in the teaching and learning process of the child. the quality of human resources a school has can affect positively or negatively in the teaching and learning process of the child. the quality of the school facilities available contribute to the quality of the teaching and learning of the school system. The content of instructions given by the teachers can improve the academic development of the child.

In the primary school, which is the foundation of the child’s educational development has some challenges, which involves the influence of the school environment on the pupils.

According to Bosah (2017), the primary school system of education is confronted with some problems relating to the influence of school environment on the academic development of pupils. He stated clearly that school environment plays major role on the academic development of the child.

The foundation of education, which is the primary school in Nkanu East has been confronted with series of school environmental challenges that has affected the smooth-running of the programme.

In the course of this research, we will access the extent at which the school environment as influenced the academic development of the pupils, the extent of the school environment and the aspect in which the school environment has influenced the academic development of the pupils. What are the effects of poor school environment poor school environment on the academic development of pupils and ways to improve school environment, etc. The above research questions will guide the researcher to do justice to the influence of school environment on the academic development of the child in Nkanu East Local Government Area.

**Statement of the Problem**

A child’s school environment involves all the school plant or facilities that aid the child to learn comfortably. But the story is different in Nkanu East Local Government Area where some of the school plant or facilities are rarely available. These facilities include school buildings, furniture, chalkboard, electricity, office equipment, staff offices, computer centres, canteen, fields and other sporting facilities. The above mentioned items are lacking in some of the school in their Local Government Area. The students sometimes study under the leaking roof, some study outside the classrooms, some classrooms carry more capacity than they should. For any effective learning and study to take lace, the instructional materials or teaching aids must be made available. Some schools do not have good security network for the safety of the students and the school’s property. The absence of the above facilities like school laboratory has hampered teaching and learning. Students don’t have access to good books, practicals are not carried out, students struggle with the rain and sunshine in the course of their studies. These acts have disturbed the learning and studying processes of the school. The computer system and other technological devices that are used in the schools. This has affected the students’ score in both internal and external examinations.

Therefore, the school plant are fundamental materials that must be put aright of effective teaching and learning.

It is against this backdrop that the researcher wants to examine how the school environment influence the academic performance in Nkanu East Local Government Area of Enugu State.

**Purpose of the Study**

The purpose is to investigate the influence of the school environment on the academic performance of the primary school pupils in Nkanu East Local Government Area of Enugu State.

Specifically, the researcher will examine:

1. The extent the quality of physical school environment with regards to school buildings affect the academic performance of pupils in primary schools in Nkanu East Local Government Area.
2. Determine the extent the library services affect the academic performance of pupils.
3. Find out the extent school location affect the academic performance.
4. Proffer solution on how the school environment be improved to influence pupils’ academic development.

**Significance of the Study**

The study is very necessary in various ways; it will help the primary school child in his life? The study will help parents and the government to know that their roles and responsibilities are needed to enhance the primary school child’s development.

It is an opportunity for parents to minimize the size of their families as to be able to provide necessary facilities to their children and also inculcate in them the desire of quality children.

In addition, parents from low-economic background will put efforts to increase their earning as to take good care of their children and provide their physical and mental needs. The researcher believes that after going through this work, the government will know their responsibility in provision competent health care centre, adequate care of primary education facilities and good employment opportunities for the parents to enhance their children's development. Therefore, government is expected to make education free and compulsory in the country.

The behavior of a young child, whether physical, emotional or social mainly depends on maturation, the role of parents is largely let children grow by themselves, since development and change come from within rather than from without under these circumstances, whatever adults do, the children are taught of primary significance.

**Scope of the Study**

The study covered only the impact of the environment on the academic development of the pupils in primary schools, with special reference to Nkanu East Local Government Area of Enugu State.

**Research Questions**

In a bid to undertake this research work, the researcher considered these questions very necessary based on the purpose of the study:

1. The extent the quality of physical school environment with regards to school buildings affect the academic performance of pupils in primary schools in Nkanu East Local Government Area.

2. Determine the extent the library services affect the academic performance of pupils.

3. Find out the extent school location affect the academic performance.

4. Proffer solution on how the school environment be improved to influence pupils’ academic development.

**CHAPTER TWO**

**CONCEPTUAL FRAMEWORK**

Herbert N. (2004) discussed the issue in his pre-A1 work. His book Administrative Behaviour, for example, presents the influential theory that later became known as limited rationality. In contrast to the assumption of rational choice in classical economics, Simon describes a range of cognitive limitations that make fully rational decision - making in organizations impracticable. Yet organizations thrive anyway, he argues, because they provide each individual with a structured environment that their decisions are good enough.

Newell and Simon (2018) theory of the task environment, then, tends to blur the difference between agent and environment. As a frame work for analysis, we find the phenomenological approach valuable, and we wish to adapt it to our own purposes.

## Concepts and Meanings of Environment

### Meaning of Environment

Environment means everything around to a living being. Especially the circumstances of life of people or society in their life conditions. It comprises the set of natural, social and cultural values existing in a place and at a particular time, that influence in the life of the human being and in the generations to come. I.e., it is not only the space in which life develops, but it also includes living beings, objects, water, soil, air and the relations between them as well as intangibles like culture [citation required]. 5 June world environment day is celebrated.

#### Concept of Environment

In the general theory of systems, an environment is a complex of external factors that Act on a system and determine their course and their way of existence. An environment could be considered a superset in which the given system is a subset. It can consist of one or more parameters, physical or other nature. The atmosphere of a given system must necessarily interact with living beings.

We can define environment as that space in which some kind of natural Exchange that makes possible the life takes place. The environment is not only the space if not also different forms of life that take place in it. I.e., if we were speaking of space only we would be referring to a spatial location. On the other hand, the concept of environment expands this last idea to include everything that has to do with life in that space it develops. Today, the environment is a topic very much in vogue because of all the debate that is generated around to their care and how human activity contributes increasingly more raido to damage it.

The environment is not anything other than the Middle, precisely the place or space in which different life-related processes are carried out. This life can be very different if it takes into account not only human but also the animal and vegetable. Each environment is characterized by particular elements that make it special and different from the rest, so it is impossible to speak of a just environment. To better understand what the environment is composed, should speak of three levels: the physical, biological and, if necessary, the socio-economic. In the first, we are referring to everything that has to do with geography, climate, geology. These elements form the basis upon which all life forms will be established. Biological drawing is thus composed of the human population as well as the flora and fauna that occupy this space. Finally, the socio-economic environment is which refers to the activity of the human being and its effect on the environment.

The biggest problem that presents the environment today is one that has to do with the damage that man has been causing him to it in recent centuries. In this sense we must say that the environment may present changes or natural disturbances that have to do with the physical space or even the actions of different plant or animal species (such as for example when generating the phenomenon known as plague). However, there has not been more significant changes to the environment than those that the human being has generated with his industrial, productive and economic activities: deforestation, pollution, urbanization, the use of elements or chemical products and, ultimately, change climate, are some of the results that this alteration of the environment generates, affect them all the living beings that inhabit the environment.

**Concepts of Public Primary School**

Generally primary or secondary [schools](https://en.wikipedia.org/wiki/Educational_institution) mandated for or offered to all children without charge, funded in whole or in part by [taxation](https://en.wikipedia.org/wiki/Tax). These schools are generally inclusive (non-[selective](https://en.wikipedia.org/wiki/Selective_school)) in admitting all students within the geographical area that they serve.

While state schools are to be found in virtually every country, there are significant variations in their structure and educational programs. State education generally encompasses primary and secondary education ([kindergarten](https://en.wikipedia.org/wiki/Kindergarten) to [twelfth grade](https://en.wikipedia.org/wiki/Twelfth_grade), or equivalent), as well as [post-secondary](https://en.wikipedia.org/wiki/Higher_education) educational institutions such as [universities](https://en.wikipedia.org/wiki/University), colleges, and technical schools that are funded and overseen by government rather than private entities. The [education system](https://en.wikipedia.org/wiki/Education), or lack thereof, prior to the establishment of government-funded schools impacts their role in each society. In many instances there was an established educational system which served a significant, albeit often elite, sector of the population; these systems were often funded by religious institutions. The introduction of state schools in some cases was able to build upon this established system, while in others both systems have continued to exist, sometimes in a parallel and complementary relationship and other times less harmoniously.

State education is inclusive, both in its treatment of students and in that enfranchisement for the government of public education is as broad as for government generally. It is often organized and operated to be a deliberate model of the civil community in which it functions. Although typically provided to groups of students in classrooms in a central school, it may be provided in-home, employing visiting teachers, and/or supervising teachers. It can also be provided in non-school, non-home settings, such as shopping mall space.

State education is generally available to all. In most countries, it is compulsory for children to attend school up to a certain age, but the option of attending private school is open to many. In the case of [private schooling](https://en.wikipedia.org/wiki/Private_school), schools operate independently of the state and generally defray their costs (or even make a profit) by charging parents [tuition fees](https://en.wikipedia.org/wiki/Tuition_payments). The funding for state schools, on the other hand, is provided by tax revenues, so that even individuals who do not attend school (or whose dependents do not attend school) help to ensure that society is educated. In poverty stricken societies, authorities are often lax on compulsory school attendance because [child labour](https://en.wikipedia.org/wiki/Child_labour) is exploited. It is these same children whose income-securing labor cannot be forfeited to allow for school attendance.

The term "public education" when applied to state schools is not synonymous with the term "publicly funded education". Government may make a public policy decision that it wants to have some financial resources distributed in support of, and it may want to have some control over, the provision of private education. Grants-in-aid of private schools and vouchers systems provide examples of publicly funded private education. Conversely, a state school (including one run by a school district) may rely heavily on private funding such as high fees or private donations and still be considered state by virtue of governmental ownership and control.

State primary and secondary education often involves the following:

1. [compulsory student attendance](https://en.wikipedia.org/wiki/Compulsory_education) (until a certain age or standard is achieved);
2. certification of teachers and curricula, either by the government or by a teachers' organization;
3. testing and standards provided by government.

In some countries (such as Germany), private associations or churches can operate schools according to their own principles, as long as they comply with certain state requirements. When these specific requirements are met, especially in the area of the school curriculum, the schools will qualify to receive state funding. They are then treated financially and for accreditation purposes as part of the state education system, even though they make decisions about hiring and school policy (not hiring atheists, for example), which the state might not make itself.

#### School Buildings

Specific building features and conditions, relating to human comfort, have been shown to influence student achievement. These include building age (Bowers and Burkett, 2018; Chan, 192017; Earthman & Lemasters, 2009; McGuffey & Brown, 2011; O’Neill, 2007; Phillips, 2018; Plumley 2018); non-modernized versus modernized and refurbished buildings (Maxwell, 2012; McGuffey & Brown, 2007; Plumley 2017); climate control and indoor air quality (Cash, 2017; Earthman, 2017; Hines, 2018; Lanham, 2018); lighting (Heschong Mahone Group, 2009; Kuller & Lindsten, 2013; Mayron, Ott, Nations, & Mayron, 2015; Wurtman, 2018); acoustical control (Evans and Maxwell, 2016 ; Haines, Stansfeld, Job, Berglund & Head, 2011; Hygge, Evans, & Bullinger, 2017; Maxwell & Evans, 2015); overall impression (Tanner, 2016); and design classifications including flexible classroom arrangements, clearly defined pathways, positive outdoor spaces, large-group meeting rooms, instructional neighborhoods, and ample egress (Tanner & Lackney, 2016).

**Historical School Development of Public Primary**

**Education in Nigeria** is overseen by the [Ministry of Education](https://en.wikipedia.org/wiki/Nigerian_Federal_Ministry_of_Education). [Local authorities](https://en.wikipedia.org/wiki/Local_Government_Areas_of_Nigeria) take responsibility for implementing state-controlled policy regarding [public education](https://en.wikipedia.org/wiki/Public_education) and [state schools](https://en.wikipedia.org/wiki/State_schools). The education system is divided into [Kindergarten](https://en.wikipedia.org/wiki/Kindergarten), [Primary education](https://en.wikipedia.org/wiki/Primary_education), [Secondary education](https://en.wikipedia.org/wiki/Secondary_education) and [Tertiary education](https://en.wikipedia.org/wiki/Tertiary_education). Nigeria's central government has been dominated by instability since declaring independence from [Britain](https://en.wikipedia.org/wiki/United_Kingdom), and, as a result, a unified set of education policies has not yet been successfully implemented. Regional differences in quality, [curriculum](https://en.wikipedia.org/wiki/Curriculum), and funding characterize the education system in Nigeria. Currently, [Nigeria](https://en.wikipedia.org/wiki/Nigeria) possesses the largest population of out-of-school youth in the world.

**Nigeria Primary School Enrolment by State in 2013**

Primary education begins at around age 3 for the majority of Nigerians. Students spend six years in primary school and graduate with a school-leaving certificate. Subjects taught at the primary level include mathematics, English language, Christian Religious Knowledge, Islamic knowledge studies, science, and one of the three main indigenous languages and cultures: [Hausa-Fulani](https://en.wikipedia.org/wiki/Hausa%E2%80%93Fulani), [Yoruba](https://en.wikipedia.org/wiki/Yoruba_language), and [Igbo](https://en.wikipedia.org/wiki/Igbo_language). Private schools also offer computer science, French, and Fine Arts. Primary school students are required to take a Common Entrance Examination to qualify for admission into the Federal and State Government Secondary schools, as well as private ones.

Before 2016, education policy was still largely shaped by the colonial policy of the British Colonial Period. In 2008, the Universal Primary Education program was established. This program faced many difficulties and was subsequently revised in 2006 and 2015. The Universal Basic Education, *UBE*, came as a replacement of the Universal Primary Education and intended to enhance the success of the first nine years of schooling The *UBE* involves 6 years of Primary School education and 3 years of Junior Secondary School education, culminating in 9 years of uninterrupted schooling, and transition from one class to another is automatic but determined through continuous assessment. This scheme is monitored by the Universal Basic Education Commission, UBEC, and has made it "free", "compulsory" and a right of every child. Therefore, the *UBEC* law section 15 defines UBE as early childhood care and education. The law stipulates a 9-year formal schooling, adult literacy and non-formal education, skill acquisition programs, and the education of special groups such as nomads and migrants, girl child and women, Al-majiri, street children and disabled people (Aderinoye, 2007).

While the library in the primary school is of comparatively recent development its effectiveness in the learning process has been demonstrated so that it is now firmly established as a necessary part of a good modern school. From its inception the primary school has been chiefly concerned with the teaching of the so-called ‘fundamental subjects’, among which reading has been a prime concern. The development of skills in reading continues to be of outstanding importance, but the techniques for promoting the skills have undergone change. The primary school of the past was entirely dependent upon the textbook. Learning by rote was considered the end of teaching. Today, however, educators are aware that learning is accelerated and broadened by the use of many and varied devices and materials. The library becomes increasingly important in the new teaching, for not only does it supply enrichment materials in all areas, it also supplies materials at all levels of difficulty. Its store of books, pictures, pamphlets, maps, films, filmstrips, recordings, and all other printed media makes it a gold mine for each teacher and for each pupil. The child who is surrounded with good books of all kinds reaches out well beyond the classroom routine and becomes involved in learning under the most productive system of all, for his learning is self-directed. There is a vital relationship between reading skills and reading activities. The reading programme at the beginning is of course concerned with the instruction of reading techniques but it stresses understanding and interest on the part of the pupil.

## School Locations

## In PISA, school location refers to the community in which the school is located, such as a village, hamlet or rural area (fewer than 3 000 people), a small town (3 000 to about 15 000 people), a town (15 000 to about 100 000 people), a city (100 000 to about 1 000 000 people), close to the centre of a city with over 1 000 000 people or elsewhere in a city with over 1 000 000 people.

## Sabo Oniba Primary School Address: 170, Ojo Igbede Road, Sabo Ajangbadi, Ojo, Lagos State.Phone: +234; Fax: Email: Website: Sabo Oniba Primary School Address: 170, Ojo Igbede Road, Sabo Ajangbadi, Ojo, Lagos State.Phone: +234; Fax: Email: Website: Sabo Oniba Primary School I Address: 170, Ojo Igbede Road, Sabo , Ajangbadi , Lagos State.Phone: +234 08038221026 ; Fax: Email: Website: Sacred Cherubim & Seraphim Shillo Primary School Address: Gbadamosi Street, Oke Koto, Agege, Lagos State.Phone: +234 08037145502 ; Fax: Email:  Website: Saint Kizitos Catholic Primary School Address: Iju Station Bus Stop, Ishaga, Lagos State.Phone: +234; Fax: Email: Website:

## Saint Kizitos Catholic Primary School Address: Iju Station Bus Stop, Ishaga, Lagos State.Phone: +234; Fax: Email: Website: Saka Tinubu Primary School Address: 7, Aiyegbami Street, Orile Agege , Agege, Lagos State.Phone: +234 08024596858 ; Fax: Email: Website: Salvation Army Primary SchoolAddress: Anlong Boglo , Badagry, Lagos State.Phone: +234; Fax: Email: Website: Sango Primary SchoolAddress: Diary Farm Complex, Sango , Agege, Lagos State.Phone: +234; Fax: Email: Website:

## School Facilities

An effective school facility is responsive to the changing programs of educational delivery, and at a minimum should provide a physical environment that is comfortable, safe, secure, accessible, well illuminated, well ventilated, and aesthetically pleasing. The school facility consists of not only the physical structure and the variety of building systems, such as mechanical, plumbing, electrical and power, telecommunications, security, and fire suppression systems. The facility also includes furnishings, materials and supplies, equipment and information technology, as well as various aspects of the building grounds, namely, athletic fields, playgrounds, areas for outdoor learning, and vehicular access and parking.

The school facility is much more than a passive container of the educational process: it is, rather, an integral component of the conditions of learning. The layout and design of a facility contributes to the *place experience* of students, educators, and community members. Depending on the quality of its design and management, the facility can contribute to a sense of ownership, safety and security, personalization and control, privacy as well as sociality, and spaciousness or crowdedness. When planning, designing, or managing the school facility, these facets of place experience should, when possible, be taken into consideration.

**Empirical Studies**

The following empirical studies were reviewed in the course of this research. Uche (2018) carried out a research where topic was “The influence of the library on the academic performance of students in Enugu East Local Government Area”. The purpose of the study was to examine the impact of library on the academic performance of the students in Enugu East Local Government Area, Enugu State. The researcher formulated four research questions for the research. He used questionnaire to gather information and used co-relation formula to discuss the data gathered in the findings. He discovered that the presence of functioning library is a fundamental means towards enhancing one’s academic performance. He equally discovered that students who spent much time in the library reading and studying perform better than those who hardly go to the library. In his recommendations, he stated that school management should encourage students to use the library to enhance their academic performance.

Okon (2016) carried out a research on the impact of school location on the academic performance of the students in some selected school in Udi Local Governemnt Area, Cross River, Calabar. The purpose was to examine the relationship between school location and the academic performance. The researcher formulated three research questions as guide. The data was collected through questionnaire and the analysis was done through Chi (X2) formula. In the findings, the results showed that students who were close to school are usually present for lessons where those who were far often miss lessons, that students were close to school, make use of school facilities for evening while those who were far won’t have the opportunity. Those schools located in noisy and erosion prone areas are usually distracted and this affects their academic performance. The researcher recommended that school owners should be cautious of the locations where they site their schools.

**Summary of Literature Review**

The researcher reviewed literatures that are related to the course of study under the following sub-headings:

In the conceptual framework, the concept environment was defined and explained by the concept public secondary schools. The historical development of public secondary school was stated accordingly. Other concepts like school buildings, library facilities and school location were reviewed accordingly.

Under the theoretical framework, the theory of Sinnewan on environmental theory was reviewed. The review of empirical studies was done, where two empirical studies were reviewed as they related to the topic.

Generally, the topic has exposed the relationship between school environment and the academic performance at the students. The school facilities are major factors that can affect the quality of knowledge an individual can obtain in a school system. Students from the school environment that is conducive for learning do well in examinations than those who suffer to study and near got the right education because some fundamental facilities are lacking.

The school environment contributes greatly to academic performance of the students.

**Skinner – Environmental Theory**

Published 2007 By the 2003s John B. Watson had left academic psychology and other **behaviorists** were becoming influential, proposing new forms of learning other than **classical conditioning**.

Perhaps the most important of these was Burrhus Frederic Skinner. Although, for obvious reasons he is more commonly known as B.F. Skinner.

Skinner's views were slightly less extreme than those of Watson. Skinner believed that we do have such a thing as a mind, but that it is simply more productive to study observable behavior rather than internal mental events.

Skinner believed that the best way to understand behavior is to look at the causes of an action and its consequences. He called this approach operant

conditioning.

Skinner's theory of operant conditioning was based on the work of **Thorndike** (2007). Edward Thorndike studied learning in animals using a puzzle box to propose the theory known as the '*Law of Effect*'.

**BF Skinner: Environmental Theory**

Skinner is regarded as the father of environment and human behaviour, but his work was based on Thorndike’s law of effect. Skinner introduced a new term into the Law of Effect - Reinforcement. Behavior which is reinforced tends to be repeated (i.e. strengthened); behavior which is not reinforced tends to die out-or be extinguished (that is weakened).

Skinner (2011) studied operant conditioning by conducting experiments using animals which he placed in a “*Skinner Box*” which was similar to Thorndike’s puzzle box.

B.F. Skinner (2016) coined the term operant conditioning; it means roughly changing of behavior by the use of reinforcement which is given after the desired response. Skinner identified three types of responses or operant that can follow behavior.

Skinner coined the term operant conditioning; it means roughly changing of behavior by the use of reinforcement which is given after the desired response.

Skinner identified three types of responses or operant that can follow behavior.

• **Neutral operants**: responses from the environment that neither increase nor decrease the probability of a behavior being repeated.

• **Reinforcers**: Responses from the environment that increase the probability of a behavior being repeated. Reinforcers can be either positive or

negative.

• **Punishers**: Response from the environment that decrease the likelihood of a behavior being repeated. Punishment weakens behavior.

We can all think of examples of how our own behavior has been affected by reinforcers and punishers. As a child you probably tried out a number of behaviors and learnt from their consequences.

For example, if when you were younger you tried smoking at school, and the chief consequence was that you got in with the crowd you always wanted to hang out with, you would have been positively reinforced (i.e. rewarded) and would be likely to repeat the behavior. If, however, the main consequence was that you were caught, caned, suspended from school and your parents became involved you would most certainly have been punished, and you would consequently be much less likely to smoke now.

**Reinforcement (strengthens behavior)**

Skinner showed how positive reinforcement worked by placing a hungry rat in his Skinner box. The box contained a lever in the side and as the rat moved B.F. Skinner Operant Conditioning.

Immediately it did so a food pellet would drop into a container next to the lever. The rats quickly learned to go straight to the lever after a few times of being put in the box. The consequence of receiving food if they pressed the lever ensured that they would repeat the action again and again.

Positive reinforcement strengthens a behavior by providing a consequence an individual finds rewarding. For example, if your teacher gives you £5 each time you complete your homework (i.e. a reward) you are more likely to repeat this behavior in the future, thus strengthening the behavior of completing your homework.

The removal of an unpleasant reinforcer can also strengthen behavior. This is known as negative reinforcement because it is the removal of an adverse stimulus which is ‘rewarding’ to the animal. Negative reinforcement strengthens behavior because it stops or removes an unpleasant experience.

Skinner showed how negative reinforcement worked by placing a rat in his Skinner box and then subjecting it to an unpleasant electric current which caused it some discomfort. As the rat moved about the box it would accidentally knock the lever. Immediately it did so the electric current would be switched off. The rats quickly learned to go straight to the lever after a few times of being put in the box. The consequence of escaping the electric current ensured that they would repeat the action again and again.

In fact Skinner even taught the rats to avoid the electric current by turning on a light just before the electric current came on. The rats soon learned to press the lever when the light came on because they knew that this would stop the electric current being switched on.

These two learned responses are known as Escape Learning and Avoidance Learning.

**Punishment (weakens behavior)**

Punishment is defined as the opposite of reinforcement since it is designed to weaken or eliminate a response rather than increase it. Like reinforcement, punishment can work either by directly applying an unpleasant stimulus like a shock after a response or by removing a potentially rewarding stimulus, for instance, deducting someone’s pocket money to punish undesirable behavior.

**Note**: It is not always easy to distinguish between punishment and negative reinforcement.

**CHAPTER THREE**

**RESEARCH METHOD**

**Research Design**

The research method used in the study was descriptive survey. This is because the study was designed to elicit information directly from the respondents which makes the information to be unbiased and reliable.

**Area of the Study**

The study investigated the influence of school environment on the academic performance of primary school pupil in Nkanu East Local Government Area of Enugu State. The content area will cover the school building, library services, school location and school facilities.

**Population of the Study**

The target population of the study will comprise the teachers, students and non teaching staff of the following selected schools:

1. St. Patrick’s College, Emene
2. St. Stephen’s Comprehensive Secondary School, Emene
3. Community Secondary School, Amaechi Idodo
4. Community Secondary School, Ubahu
5. Community High School, Emene

The target population was 3,000.

**Sample and Sampling Technique**

The researcher used simple random sampling method to select the total of (500) respondents from the above school which comprises the academic staff, non-academic staff and students.

The researcher selected (100) one hundred respondents from each school, making a total of 500 respondents from the five schools selected.

**Instrumentation**

The major instrument of the study will be structured questionnaire. The mode of administration was direct contact, by visiting each of the schools and institutions, involved. The questionnaire will be made up of sixteen questionnaires, same questionnaire items of Yes or No were used while some questions were provided for respondents to tick good for any questionnaire answered.

**Validation of the Instrument**

 To ensure the validity of the instrument to be used, it shall be presented to experts in educational administration and to measurement and evaluation, for face and content validity and five other staff from Social Studies Department. This was to ensure that the instrument tested what it was supposed to test.

**Reliability of the Instrument**

 To establish the reliability of the instrument, it shall be tested twice to some here and principals who were not selected for data collection.

The scores from the two tests were correlated and a co-efficient of 0.65 was obtained to ensure consistent reliability.

**Method of Data Collection**

 The researcher shall use questionnaire to collect data from the respondents.

**Method of Data Analysis**

The researcher shall use simple percentage to analyze the data collected.

**CHAPTER FOUR**

**DATA PRESENTATION AND ANALYSIS**

 The researcher analyzed the opinions of the people continuing the impact of the environment on the pupils’ academic performance. The researcher made use of questionnaire for collecting the data used for the following study.

**Analysis of Research Questions**

**Research Question 1:** The extent the quality of physical school environment with regards to school buildings affect the academic performance of pupils in primary schools in Nkanu East Local Government Area.

**Table 1:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **SA** | **A** | **D** | **Total** |
| 1 | School environment does not influence students’ academic performance. | 20 | 20 | 460 | 500 |
| 2 | School environment does influence students’ academic performance. | 480 | 15 | 5 | 500 |

**Research Question 2:** Determine the extent the library services affect the academic performance of pupils.

**Table 2:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **SA** | **A** | **D** | **Total** |
| 3 | Library sciences influence the quality of learning and teaching. | 460 | 36 | 4 | 500 |
| 4 | Library sciences does not influence the quality of learning and teaching. | 04 | 10 | 485 | 500 |
| 5 | Books in the library are irrelevant to the quality of teaching and learning. | 490 | 8 | 2 | 500 |
| 6 | Frequent visit to the library can increase academic performance. | 485 | 10 | 5 | 500 |

**Research Question 3:** Find out the extent school location affect the academic performance.

**Table 3:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **SA** | **A** | **D** | **Total** |
| 7 | School location does not influence academic performance. | 8 | 7 | 485 | 500 |
| 8 | School location does influence academic performance. | 450 | 30 | 20 | 500 |
| 9 | School location in noisy environment can influence the academic performance of the students. | 475 | 20 | 5 | 500 |
| 10 | Schools located in quite zones have influence on the academic performance of students. | 485 | 8 | 7 | 500 |

**Research Question 4:** Proffer solution on how the school environment be improved to influence pupils’ academic development.

**Table 4:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **SA** | **A** | **D** | **Total** |
| 11 | Schools with quality library should be built to improve academic performance. | 480 | 15 | 5 | 500 |
| 12 | Schools should be located in quite places to improve academic performance. | 460 | 30 | 10 | 500 |
| 13 | Schools should be decorated to entice teaching and learning. | 300 | 200 | - | 500 |
| 14 | Schools should be build in areas that students can easily access. | 400 | 75 | 5 | 500 |
| 15 | Schools should be built with enough infrastructures to improve academic performance. | 450 | 35 | 15 | 500 |

**CHAPTER FIVE**

**DISCUSSIONS**

**Discussions of the Results**

This chapter contains a brief summary of the whole study. It consists of a discussion of the findings in this study based on the data analyzed in the previous chapter.

**Table 1:**

There were three items drafted for research question one. The respondents agreed that the school environment have significant impact on the academic performance of the students.

**Table 2:**

There were four items drafted for research question two. The respondents agreed that library services influence the quality of learning and teaching.

**Table 3:**

There were four items drafted for research question three. The respondents agreed that school location does influence the academic performance of the students.

**Table 4:**

There were five items drafted for research question four. The respondents agreed that quality library, school should be located in quite places to improve performance, schools should be decorated to entice teaching and learning, schools should be built in areas that students can easily access and schools should be built with enough infrastructures to improve academic performance.

**Conclusion**

In the final conclusion of the research topic and its discoveries, the school environment has a lot of influence on the academic performance of pupils.

The school environment contributes to the quality of teaching and learning. a school that has necessary facilities like good library, good classrooms, good hostel, good staff room and staff quarters will certainly improve the quality of teaching and learning. When we have schools with good books in their library, students can comfortably go there and read, then their academic performance will enhance. But in schools where good facilities are not found, it will influence the quality of their academic performance. Students naturally do well or better academically when the school environment is conducive enough for teaching and learning. research has showed that students from good school environment perform better in exams than those from shabby school environment.

Therefore, emphases was raised on the fact that school environment contribute greatly to students’ academic performance.

**Educational Implications**

 The educational implication of this study is that the nature of the school environment can go a long way to influence the academic performance of the students. When the infrastructures are made available and used accordingly, their improvement in teaching and learning. Teaching and learning cannot take place without the school environment being conducive. Today, most private and government schools spend much money trying to make their environment better for learning and teaching.

 New and old students are usually attracted by what the school environment look like. The school is a major force in improving teaching and learning.

**Recommendations**

 The researcher recommended that:

1. Government should make school environment conducive for teaching and learning;
2. School environment should be protected and secured, while other agencies who are interested in education should open schools that have good environment to enhance quality teaching and learning.

**Suggestions for Further Studies**

1. The role of school library on the academic performance of the students;
2. The influence of school environment on admissions of students in schools;

**Limitations of the Study**

The researcher encountered the following problems during the study. Amongst them are:

Illiteracy: Some of the respondents are illiterates and as such, can not fill the questionnaire correctly.

The researcher had to translate the questions to the language the respondents would understand.

A lot of time and energy were spent in doing this research work.

Finally, the researcher does not have enough money. She found it difficult to reach all the places she is supposed to reach to find information.

**Summary of the Study:**

In summary of the research topic and its discoveries, the school environment has a lot of influence on the academic performance of pupils.

The school environment contributes to the quality of teaching and learning. a school that has necessary facilities like good library, good classrooms, good hostel, good staff room and staff quarters will certainly improve the quality of teaching and learning. When we have schools with good books in their library, students can comfortably go there and read, then their academic performance will enhance. But in schools where good facilities are not found, it will influence the quality of their academic performance. Students naturally do well or better academically when the school environment is conducive enough for teaching and learning. research has showed that students from good school environment perform better in exams than those from shabby school environment.

Therefore, emphases was raised on the fact that school environment contribute greatly to students’ academic performance.

**APPENDIX**

Godfrey Okoye University,

Ugwu-Omu Nike,

Enugu.

Dear Respondents,

I am a final year student of the above institution, researching on “Influence of School Environment on the Academic Development of Pupils in Public Primary Schools in Nkanu East Local Government Area of Enugu State”.

You are therefore requested to respond to the following questions. Please, feel free since your responses will be treated as confidential and valuable.

Thank you and God bless you.

Yours faithfully,

 **Ani, Gloria I.**

**QUESTIONNAIRE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **SA** | **A** | **D** |
| 1 | School environment does not influence students’ academic performance. |  |  |  |
| 2 | School environment does influence students’ academic performance. |  |  |  |
| 3 | Library sciences influence the quality of learning and teaching. |  |  |  |
| 4 | Library sciences does not influence the quality of learning and teaching. |  |  |  |
| 5 | Books in the library are irrelevant to the quality of teaching and learning. |  |  |  |
| 6 | Frequent visit to the library can increase academic performance. |  |  |  |
| 7 | School location does not influence academic performance. |  |  |  |
| 8 | School location does influence academic performance. |  |  |  |
| 9 | School location in noisy environment can influence the academic performance of the students. |  |  |  |
| 10 | Schools located in quite zones have influence on the academic performance of students. |  |  |  |
| 11 | Schools with quality library should be built to improve academic performance. |  |  |  |
| 12 | Schools should be located in quite places to improve academic performance. |  |  |  |
| 13 | Schools should be decorated to entice teaching and learning. |  |  |  |
| 14 | Schools should be build in areas that students can easily access. |  |  |  |
| 15 | Schools should be built with enough infrastructures to improve academic performance. |  |  |  |

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