

**SCHOOL ENVIRONMENT AS CORRELATE OF ACADEMIC ACHIEVEMENT OF
SECONDARY SCHOOL ENGLISH LANGUAGE STUDENTS IN ENUGU STATE**

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ABSTRACT

The study examined the relationship between school environment and academic achievement of secondary school English language students in Enugu state. Three research questions were asked and three hypotheses were formulated to guide the study. The study adopted a correlation design. The population of the study consists of 10,560 SSS 2 English language students of 2023/2024 academic session in all the 290 schools owned by the government in Enugu state. A sample of 385 SS2 students was used for the study. The sample was drawn using multistage approach which involved simple random sample technique and proportionate random sampling technique. The instruments used for data collection are a questionnaire and an English language achievement test. The questionnaire is titled: "School environment Questionnaire (SEQ) while the achievement test is titled: English Language Achievement Test (ELAT). The instruments were validated by three specialists/experts: One expert was Measurement and Evaluation and one Educational Management and Policy experts from Enugu State University of Technology (ESUT) and one English language teacher from Federal Government College, Enugu. The reliabilities of the instruments were established using Cronbach alpha and Kuder Richardson (KR20) methods. Reliability indices of 0.83 and 0.88 were obtained for SEQ and ELAT respectively. Pearson Product Moment Correlation Coefficient was used to answer the research questions while Linear Regression analysis was used to test the null hypotheses at .05 level of significance. Result of the analysis revealed among others that; there is a moderate positive relationship between physical school environment and academic achievement of secondary school English language students in Enugu state; there is a moderate positive relationship between social school environment and academic achievement of secondary school English language students in Enugu state; and there is a high positive relationship between learning school environment and academic achievement of secondary school English language students in Enugu state. Based on the findings, the researcher recommended that; teachers should understand the school environment of their students and use appropriate instructional strategies that will correspond with the school environment for effective teaching and learning to take place in English Language classrooms.

Keywords: School Environment, Academic Achievement, Secondary School, English Language

Introduction

The way and manner at which teaching and learning activities are carried out more efficiently and effectively lies greatly on the nature of the environment in terms of conduciveness, healthiness, safety and availability of quality human and material resources among others. The school environment is that particular environment where teachers and students come together for the purpose of teaching and learning. Booth and Okely in Ozuluonye, Obineme and Ekweogu (2023) defined school environment as the physical environment (e.g. classroom facilities and equipment), school policies (e.g. time allocated for activities) and infrastructures (e.g. library, laboratory and hostels) made available for learning achievement of students. Similarly, Ileoye (2015) posited that the school environment comprises the availability of adequate and qualitative facilities to promote teaching and learning. Odeh, Oguche and Ivagher (2015) outlined the characteristics of the school environment to include school buildings, furniture's, playgrounds, sporting facilities and other related equipment which aid the teacher's delivery of lesson. The school environment also includes the social relationships in the school. The relationships include principal-community relationship, principal-teacher relationship, teacher-teacher relationship, teacher-students and students-students' relationships. It has been observed that the school environment has a great influence on students learning.

According to Abbott (2014) school environment is an essential element of teaching and learning; of which no reasonable teaching-learning process can take place without its conduciveness. In the same vein, Kwa (2017) observed that creating a conducive educational environment is as important as what is taught and shared, showing that it is not only the infrastructure, the technology, the educators or the student itself. In the opinion of Alexander (2013), a conducive and healthy school environment shapes the attitudes which children develop toward the school as well as promotes teaching and learning. A safe and healthy physical environment requires a good location and safe buildings; protection from excessive noise; natural light; clean indoor air and water; a healthy outdoor environment; and healthy school-related activities including safe management and maintenance practices, use of non-toxic cleaning supplies, careful use of pesticides, vector control and use of non-toxic art supplies.

Corroborating the above assertion, Blum (2015) opined that students who attend schools with a positive, respectful climate are able to focus on learning and realize their academic, interpersonal and athletic potential. Such schools have clearly and explicitly communicated policies and procedures that set clear boundaries for respectful, non-violent treatment of school community members and support an environment that is free of negative and harmful physical, social, emotional and intellectual language and actions. A positive and conducive school climate provides a solid foundation for supporting students' academic achievement and development of positive attitudes and behaviors. Akujiobi and Onyiorah (2023) noted that the educational process of development in schools occur in physical, social, cultural and psychological environment. Physical facilities are germane to effective learning and academic achievement of students.

According to Osagiede (2016) physical school environment is the physical characteristics of classroom such as size of classroom, floor, walls, desks, lighting, school structure, school climate, computer among others. Physical facilities in any school system range from the school plant, that is the school buildings, classroom, library, laboratories, toilet facilities, learning materials to other infrastructures that would likely motivate students

towards learning. Similarly, Akomolafe and Adesua (2016) referred physical school environment as school plant, that is, the school buildings, classrooms, library, laboratories, toilet facilities, offices and other materials and infrastructures that would likely motivate students towards learning. Akomolafe and Adesua further stated that the availability of these resources are quite important to achieving effectiveness in instructional delivery and supervision in the school system while the non-availability of basic facilities such as classrooms, office accommodation, workshops, sporting facilities, laboratories, library among others will bring about poor academic performance of secondary school students. Moreso, Koroye (2016) averred that aesthetic beauty of the school, infrastructural facilities, school equipment and instructional materials and school location influences secondary schools students' academic performance. Koroye emphasized that the availability, relevance and adequacy of these facilities contribute to students' high performance while unattractive school buildings, crowded classrooms, non- availability of playground and flower beds and surroundings that have no aesthetic beauty can contribute to poor performance. Quiet, cool, clean and beautiful physical environment makes the teacher and students happy and enhances their performance and productivity.

Social school environment is a direct consequence of teacher – learner interaction with materials. The way the teacher relates with the learners, the way he treats them and the methods he uses in making them learn bear directly on children's learning in school. For instance, if a teacher treats his pupils fairly, recognizes their individual differences and provides for them, the children will no doubt develop positive self-concept of themselves, they will be interested in the teacher and consequently will show interest in what the teacher presents to them to learn. Social school environment includes family members, friends and colleagues. Eyo in Ojating (2015) asserted that an individual is born into a social environment and it is only through interaction with that environment that he is able to develop a consciousness of self and affective characteristics. The social-environment is a most powerful informal learning situation in which the family, more specially parents, act educators (Sharma & Vaid in Ojating 2015). The activities of parents in the home counts for learning development of their children. Teacher-student interaction (relationship) is equally seen as a major factor in the learner's social environment.

According to Arafin, Wahab, The and Otman (2018) various social and cultural facilities are channeled through television, VCDs, magazines, story books, radio, mobile phones, internet, and so on. The mass media is not only an information channel for entertainment and knowledge, but also a variety of social, cultural, personality development and empowerment of individuals, whether positive or negative. Nonetheless, the negative influence of the mass media comprising the print media and the electronic media is actually indirectly affecting on behavior of the community and as a source that causes youth morality and deterioration. These social climate factors of school could influence participation of children both positively and negatively (Coster et al., 2013). Naz et al (2020) came up with the following social school environment that can hamper the academic performance of students such as: lack of life skills development, health related issues, drug abuse, lack of self-esteem, family issues, learning anxiety and noted that if teachers and schools can deal with this impairment that students will have quality academic performance.

Learning environment includes human behavioral and cultural dimensions, including the vital role of emotion in learning. The learning environment is a composite of human practices and material systems, much as an ecology is the combination of living things

and physical environment (Balog,2018). Contemporary learners deserve learning spaces that meet their individual and collective needs. To meet this challenge, educational leaders must provide physical and cultural environments that are empowering and engaging (Orlu,2015). Learning environments vary from classroom to classroom and context to context each with unique elements. Learning environments can be learner-centered; knowledge - centered; assessment - centered; and community - centered. Learner-centered environments are designed for the active construction of knowledge by and for learners (Federation University, 2018). Knowledge-centered learning environments are those which support students' deep investigations of big ideas through generative learning activities. Assessment-centered learning environments provide frequent, ongoing, and varying opportunities for assessment, including opportunities for revision and self and peer assessment. Community-centered environments value collaboration, negotiation of meaning, respect for multiple perspectives around which knowledge is constructed, and connections to the local community and culture (Raccoon-Gang 2018). A healthy and attractive learning environment makes for conducive learning and promotes students' pride in their schools and their interest to stay in school (Mgbodile, 2014). The fact remains that the school environment exerts pressure on students and by this, has a powerful influence on students' academic performance which might be negative or positive.

Similarly, Amaechina and Ezeh (2019) explained that people's educational life histories are influenced not only by environment where they live or learn. The author further states 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. For students to succeed academically, they must feel safe, both physically and mentally, and to have a safe learning environment, students must feel welcomed, supported, and respected. Personalizing learning helps students develop skills including thinking critically, using knowledge and information to solve complex problems, working collaboratively, communicating effectively, learning how to learn, and developing academic mindsets that would greatly increase students engagement and achievement.

Academic achievement means student's educational outcome after a short period of learning engagement. It is also regarded as students' success in a short-term learning activity. Academic achievement is students' success in meeting short or long-term goals in education. Similarly, Duruji et al (2014) posited that academic achievement is the degree of a student's accomplishment of his or her task and studies. Duruji et al further said that the most well-known indicator of measuring academic performance/achievement is grades which reflect the students "score" for their subjects and overall tenure. Academic achievement means the extent to which a student has attained their short or long-term educational goals. Secondary school students' in the process of socialization require a healthy environment and models so as to increase their academic achievement.

Federal Republic of Nigeria (2013) defined secondary education as the education children receive after primary education and before the tertiary stage. Secondary school is a special social space where education, training and personality development of children who are a community's future assets are founded and run by proper training methods, appropriate physical space and favorable psychological environment (Raccoon-Gang, 2018).The broad aims of secondary education are; preparation for useful living within the society and preparation for higher education. Secondary school is the bridge between the primary and tertiary levels. It is the spring board from where all the students of higher education take off and all primary school leavers must pass through it to become useful to themselves and

society. English language is a core and compulsory subject taught in both junior and senior secondary schools.

English has become a global language due to rapid internationalization and technological advancements. English is used as a means of communication all over the world. With this in mind, it is essential that teachers respond appropriately to equipping their students with the skills needed in the face of cultural and linguistic differences emerging between interactants in an international context (Mansfield and Poppi, 2015). The teachers in secondary schools are made up of male and female teachers trained at colleges of education and universities to make sure that the objectives of secondary education are achieved. However, the products of today's secondary school system can neither usefully live in the society nor move into higher institution without their parents' aid or examination malpractices (Omoregie, 2016).

Despite the popularity that English Language enjoys in Nigeria, reports abound on learners' poor performance in both internal and external examinations. Supporting this claim, the West Africa Examination Council (WAEC) Chief Examiner's Report shows evidence of recurrent poor English Language achievement. For instance, in 2021, only 38.81% of the 695,878 candidates that sat for the examination were within the pass level (with grades 1-6). In 2022, only 38.599% of the 741,298 candidates that sat for the examination were within the pass level (with grades 1-6) and in 2023, only 37.05% of the 887,484 candidates that sat for the examination were within the pass level (with grades 1-6). The performance of learners in English Language in the senior secondary school certificate Examinations (WASSCE, NECO & GCE) have not been encouraging, probably due to school environment. This necessitated the study on school environment as a correlate of academic achievement of secondary school English language students in Enugu state..

Statement of the Problem

There is a growing concern over the astronomical decline in learners' academic achievement among secondary school students in Enugu state. It appears to the researcher that learners are performing below expectations. Despite the popularity that English Language enjoys in Nigeria, reports abound on learners' poor performance in examinations. The emerging concern for the poor achievement of learners in English Language and its resultant consequence on the production and development of learners had led to the search for school environment and its relationship in academic achievement in English language in Enugu state.

The dwindling state of learners' academic achievements calls for an immediate and urgent solution. School environment is an academic environment where teaching and learning are made available to learners based on the prescription of a formal curriculum. The school environment has broad influence on students' learning and growth, including a significant aspect of their social, emotional and ethical development. The state of physical facilities in public secondary schools today appears to be of great concern to students, parents and all educators. There seems to be inadequate provision of these facilities, some of the existing ones seem to be in a dilapidated state, while some lack good maintenance or may not function at all. The moral values, norms, cultural values in our secondary schools are vast disappearing, relationship between the schools, teachers and community are no longer cordial, hence no supportive roles from the communities. The psychological state of students are not tuned to their success, the learning environment created is not helping teachers to accomplish their goals. Moreover, there seems to be an increase in population of students due to high enrolment rate.

A close observation of students' performance seems to indicate lack of in adequate facilities and enabling learning environment that could motivate secondary students towards high performance. Therefore, this study is set to examine the extent school environment correlates students academic performance in English Language in Enugu state.

Purpose of the Study

The purpose of this study is to determine how school environment correlate to academic performance of secondary school English language students in Enugu state. Specifically, the study seeks to:

1. determine the extent to which physical school environment relate with academic achievement of secondary school English language students in Enugu state.
2. ascertain the extent to which social school environment relate with academic achievement of secondary school English language students in Enugu state.
3. investigate the extent to which learning school environment relate with academic achievement of secondary school English language students in Enugu state.

Research Questions

The following research questions guided the study:

1. To what extent does physical school environment relate with academic achievement of secondary school English language students in Enugu state?
2. To what extent does social school environment relate with academic achievement of secondary school English language students in Enugu state?
3. To what extent does learning school environment relate with academic achievement of secondary school English language students in Enugu state?

Hypotheses

The following null hypotheses were stated and tested at 0.05 level of significance.

- Ho₁: There is no significant relationship between physical school environment and academic achievement of secondary school English language students in Enugu state.
- Ho₂: A significant relationship does not exist between social school environment and academic achievement of secondary school English language students in Enugu state.
- Ho₃: There is no significant relationship between learning school environment and academic achievement of secondary school English language students in Enugu state.

Methodology

The design for this study is Correlational research design. The correlational design is a research design that is aimed at determining the relationship between two or more variables, without controlling for extraneous factors that might influence the result (Nworgu, 2015). The study was carried out in public secondary schools in Enugu state. The population of this study was 11,560 SSS 2 English language students of 2023/2024 academic session in all the 290 schools owned by the government in Enugu state. A sample of 385 SS2 students was used for the study. This study used a multi-stage sampling approach. Two instruments title; "School environment Questionnaire (SEQ)" and English Language Achievement Test (ELAT). was used for data collection. The instruments were subjected to face and content validation by

three experts. One expert was from Measurement and Evaluation, Enugu State University of Science and Technology (ESUT), one expert from English language teacher from Federal Government College, Enugu and one expert from Educational Management, Godfrey Okoye University, Enugu. To assess reliability, the instrument was ascertained using Cronbach Alpha reliability method that yielded Cronbach Alpha reliability coefficients of 0.83 and 0.88 for the two sections of the instrument respectively. The data were collected by the researcher with the help of three research assistants. All the 385 copies administered were duly filled and returned indicating 100% return rate. Data were analysed using Pearson Product Moment Correlation was used to answer the three research questions while Linear Regression analysis was used to test the three null hypotheses that guided the study at 0.05 level of significant. The strength of the relationship was established using Creswell (2014) correlation coefficient scale thus

+0.70 to 1.00 Strong/High Extent relationship

+0.40 to 0.69 as Moderate/Medium Extent relationship and

+0.00 to 0.39 no correlation/Weak/Low Extent relationship

Creswell (2014) opined that correlation coefficients can range from -1.00 to +1.00 with positive number used to identify a positive relationship and negative numbers being used to identify a negative relationship while linear association is indicated with a correlation coefficient of 0.00.

Null hypotheses were accepted as the alternate were rejected if the F-ratio is less than the F-critical.

Results

The results were presented according to the research questions and the corresponding hypotheses as follows

Research question 1

To what extent does physical school environment relate with academic achievement of secondary school English language students in Enugu state?

Table 1: Correlation Matrix of extent of relationship between physical school environment and academic achievement of secondary school English language students in Enugu state

		Physical school environment	Achievement in English language
Physical school environment	Pearson Correlation	1	.672**
	Sig.(2.tailed)		.000
	N 385		
Achievement in English language	Pearson Correlation	.672**	1
	Sig.(2.tailed)	.000	
	R ² .651		
N	385	385	

****Correlation is significant at the 0.05 level (2.tailed)**

Data in Table 1 indicated a correlation coefficient (r) of .672 which is a positive correlation and is within the coefficient limit of +/- 0.40-0.69 as Moderate/Medium extent relationship. This indicates that physical school environment relate to academic achievement of secondary school English language students in Enugu state. The percentage coefficient of determination

(R²) .651 shows that 65.1% of the variations in students’ achievement in English language was attributed to physical school environment. The result here is that there is a moderate positive relationship between physical school environment and academic achievement of secondary school English language students in Enugu state

Hypothesis 1: There is no significant relationship between physical school environment and academic achievement of secondary school English language students in Enugu state.

Table 2 Regression analysis of relationship between physical school environment and academic achievement of secondary school English language students in Enugu state

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	6772.991	1	6772.991	314.824	.000 ^a
Residual	8239.700	383	21.514		
Total	15012.691	384			

a. Dependent variable: Achievement in English language

b. Predictors:(Constant), Physical school environment

Df= degree of freedom, F= f-calculated, correlation is significant at 0.05 level (2 tailed)

Table 2 revealed that F-calculated value of 314.824 at 0.05 level of significance. The table also shows that the P-value of .000^a which is less than the alpha value at 0.05; thus null hypothesis which states that there is no significant relationship between physical school environment and academic achievement of secondary school English language students in Enugu state is rejected and accepted that there was a significant relationship between physical school environment and academic achievement of secondary school English language students in Enugu state. This implies that physical school environment to moderate/medium extent relates to students achievement in English language in Enugu State.

Research Question 2: To what extent does social school environment relate with academic achievement of secondary school English language students in Enugu state?

Table 3: Correlation Matrix of extent of relationship between social school environment and academic achievement of secondary school English language students in Enugu state

		Social school environment	Achievement in English language
Social school environment	Pearson Correlation	1	.554**
	Sig.(2.tailed)		.000
	N	385	385
Achievement in English language	Pearson Correlation	.554**	1
	Sig.(2.tailed)	.000	
	R ² .525		
N	385	385	

****Correlation is significant at the 0.05 level (2.tailed)**

Data in Table 3 indicated a correlation coefficient (r) of .554 which is a positive correlation and is within the coefficient limit of +/- 0.40-0.69 as Moderate/Medium extent relationship. This indicates that social school environment relate to academic achievement of secondary school English language students in Enugu state. The percentage coefficient of determination (R²) .525 shows that 52.5% of the variations in students' achievement in English language could be attributed to social school environment. The result here is that there is a moderate positive relationship between social school environment and academic achievement of secondary school English language students in Enugu state

Hypothesis 2

A significant relationship does not exist between social school environment and academic achievement of secondary school English language students in Enugu state.

Table 4: Regression analysis of relationship between social school environment and academic achievement of secondary school English language students in Enugu state

Sum of		Squares	df	Mean Square	F	Sig.
1	Regression	1876.142	1	1876.142	54.699	.000 ^a
	Residual	13136.549	383	34.299		
	Total	15012.691	384			

a. Dependent variable: Achievement in English language

b. Predictors:(Constant), social school environment

Df= degree of freedom, F= f-calculated, correlation is significant at 0.05 level (2 tailed)

Table 4 revealed that F-calculated value of 54.699 at 0.05 level of significance. The table also shows that the P-value of .000^a which is less than the alpha value at 0.05; thus null hypothesis which states that a significant relationship does not exist between social school environment and academic achievement of secondary school English language students in Enugu state is rejected and upheld that a significant relationship exist between social school environment and academic achievement of secondary school English language students in Enugu state. This implies that social school environment to moderate/medium extent relates to students achievement in English language in Enugu State.

Research question 3

To what extent does learning school environment relate with academic achievement of secondary school English language students in Enugu state?

Table 5: Correlation Matrix of extent of relationship between learning school environment and academic achievement of secondary school English language students in Enugu state

		Learning school environment	Achievement in English language
Learning school environment	Pearson Correlation	1	.776**
	Sig.(2.tailed)		.000
	N	385	385
Achievement in English language	Pearson Correlation	.776**	1
	Sig.(2.tailed)	.000	
	R ² .641		
N	385	385	

****Correlation is significant at the 0.05 level (2.tailed)**

Data in Table 5 indicated a correlation coefficient (r) of .776 which is a positive correlation and is within the coefficient limit of +/-0.70 -1.00 as Strong/High extent relationship. This indicates that learning school environment relate to academic achievement of secondary school English language students in Enugu state. The percentage coefficient of determination (R²) .641 shows that 64.1% of the variations in students’ achievement in English language could be attributed to learning school environment. The result here is that there is a high positive relationship between learning school environment and academic achievement of secondary school English language students in Enugu state

Hypothesis 3

There is no significant relationship between learning school environment and academic achievement of secondary school English language students in Enugu state.

Table 6 Regression analysis of relationship between learning school environment and academic achievement of secondary school English language students in Enugu state

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2118.214	1	2118.214	62.917	.000 ^a
Residual	12894.477	383	33.667		
Total	15012.691	384			

a. Dependent variable: Achievement in English language

b. Predictors:(Constant), Learning school environment

Df= degree of freedom, F= f-calculated, correlation is significant at 0.05 level (2 tailed)

Table 6 revealed that F-calculated value of 2118.214 at 0.05 level of significance. The table also shows that the P-value of .000^a which is less than the alpha value at 0.05; thus null hypothesis which states that there is no significant relationship between learning school environment and academic achievement of secondary school English language students in Enugu state is rejected and accepted that there was a significant relationship between learning school environment and academic achievement of secondary school English language students in Enugu state. This implies that learning school environment to a high extent relates to students achievement in English language in Enugu State.

Discussion of Findings

The discussion of findings of this study was organized under the following headings:

Relationship between physical school environment and academic achievement of secondary school English language students in Enugu state

It was revealed in this study that there is a moderate positive and significant relationship between physical school environment and academic achievement of secondary school English language students in Enugu state. Data analysed showed a moderate extent relation between physical school environment and academic achievement of secondary school English language students. This shows that there is a moderate tendency for physical school environment to improve students' academic achievement in English language. This is in agreement with the finding of Akomolafe and Adesua (2016) that examined the relevance of physical facilities in enhancing the level of motivation and the academic performance of senior secondary school students in South West Nigeria and reported that there was a significant relationship between physical facilities and students' level of motivation and academic performance. In the same vein Koroye (2016) examined the extent physical school environment influence students' academic performance in secondary schools in Bayelsa State and reiterated that aesthetic beauty of the school and infrastructural facilities significantly influence students' academic performance.

Relationship between social school environment and academic achievement of secondary school English language students in Enugu state

It was revealed in this study that there is a moderate positive and significant relationship between social school environment and academic achievement of secondary school English language students in Enugu state. The finding showed a moderate extent relation between social school environment and academic achievement of secondary school English language students. This shows that there is a moderate tendency for social school environment to improve students' academic achievement in English language. This is in agreement with the finding of Waziri-Garba, Barde and Gishiwa (2018) that investigated the ' influence of social school climate and teachers' effectiveness in senior secondary schools in Yobe State, Nigeria and reported that there is significant moderate relationship between social school climate and teachers' effectiveness in senior secondary schools in Yobe State. In line with the finding, Aliyu, (2016) reiterated that socio-economic class of parents, it is believed exert a pronounced effect on the behaviour of adolescents in and out of the classroom more than any other variables in their social environment.

Relationship between learning school environment and academic achievement of secondary school English language students in Enugu state

The finding also revealed that there is a very high positive and significant relationship between learning school environment and academic achievement of secondary school English language students in Enugu state. The result showed a very high extent relation between learning school environment and academic achievement of secondary school English language students. This indicated that there is a very high tendency for learning school environment to improve students' academic achievement in English language. This is in agreement with the finding of Shamaki (2015) who determined the influence of learning environment on students' academic achievement in mathematics at senior secondary school level and reported that there is significance difference between the mean performance of students taught in an ideal learning environment and that of students taught in a dull learning environment. In the same vein Amadim (2022) who investigated the influence of learning environment on students' academic achievement in Social Studies in Edo South Senatorial District and reported that school learning environment have a high influence on students' academic achievement in Social Studies in Edo South Senatorial District.

Conclusion

The study examined school environment and academic achievement of secondary school English language students in Enugu State. Based on the findings accruing from this study, it was concluded that physical environment, social environment, and learning environment are significant associated variables with academic achievement of secondary school English language students in Enugu State. Hence, the variables are concomitant variables.

Recommendations

The following recommendations were made based on the findings and discussions of the study;

1. English language teachers should understand the school environment of their students and use appropriate instructional strategies that will concise with the school environment for effective teaching and learning to take place in English Language classrooms

2. Government should invest more on the current status of school environment in order to enhance students' academic achievement in English language. Conducive classroom environment should be provided to facilitate activity based teaching and learning geared towards positive academic outcome in secondary schools.
3. That government at all levels should invest more infrastructures such as modern library fully equipped with current books, modern science and computer laboratory, spaced classroom blocks, borehole to provide good drinking water for occupants of the school as well as other infrastructures needed to facilitate education in the school.
4. School heads should periodically engage their staff on awareness programmes through workshop or seminar and also provide all the needs to maintain good relationship with co-teachers and students as this would help to maintain order in the school and smooth relationship between teachers and students.

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