

Influence of School Environment on Teaching and Learning of Physics in Public Secondary Schools in Ikere Local Government Area of Ekiti State

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ABSTRACT: This study examined the influence of school environment on teaching and learning of Physics in public secondary schools in Ikere Local Government Area of Ekiti state Nigeria. This study employed descriptive research design. All students offering physics as a subject in public schools in the study area formed the population of the study. Simple random sampling technique was used for the study. A total number of seventy-five (75) students were used as sample for the study. A research questionnaire was used for the study as an instrument. Three research hypotheses were formulated for the study. The data were analyzed using simple percentage and mean. The findings of the study revealed that; there was significant influence of school environment on teaching and learning of Physics in public secondary schools, there was significant impact of infrastructural facilities on teaching and learning of Physics in public secondary schools and there was significant effect of classroom painting, lighting and aesthetic beauty of the school on Physics students' attitude to school work. It was recommended that; appropriate school authorities should enable to provide a conducive school environment that has good climate for effective teaching and learning. Such environment should be safe, students treated fairly by teachers and happy to be in school as well as feel they are a part of the school and government should provide adequate school physical facilities in secondary schools to enhance teaching and learning processes. Finally, it is suggested that The Parent Teacher Association (PTA), philanthropist and other charitable organizations are also implored to compliment the effort of the government to boost availability of physical facilities and classroom painting, lighting and aesthetic beauty of the school.

Key Words: School, environment, school environment, teaching and learning

Introduction

The educational system is undoubtedly a system of production and could be viewed as a factory that requires men, money and material resources to aid production. The school plant, which refers to the physical facilities available in the school such as the school site, the buildings, equipment, machinery, furniture, electrical and water supply infrastructure, could simply be likened to the capital in an industrial setting. They are very necessary to ensure the effectiveness and efficiency of the system. Adeolu, (2013), said a simple aesthetic exterior suggestive of the purpose for which the buildings are used could be a pride to the students and could have an impressive influence on the school community as a whole.

The National policy on education 2014 stipulates that the school environment especially the physical environment should be made conducive to facilitate the learning process, (Mark, 2010). The policy recommends that classroom should be well constructed and spacious and all types of physical facilities such as instructional materials, library, laboratory, playing ground, toilets and staff rooms should be provided for effective teaching and learning process. Lizy (2012) explained that good modern physical facilities in school could add significantly to the promotion of academic performance. The size of classrooms, play-grounds and availability of material resources relative to the number of students in a school could also affect learning.

Indeed, learning environment plays a major role in shaping the quality of academic achievement in mathematics (Tella, 2010). It seems there is perceptual consistency among mathematics scholars about learning environment and the student's cognitive and effective outcome (Lizzio, 2012). It was observed that the learning is optimal when body, soul and spirit are in accord; otherwise learning will be ineffective (Frenzel, 2010)). Hence, clean, quiet and comfortable environment are important components of learning environment. And for a learning environment to be ideal, learning components such as furniture, ventilation, and thermal comfort must be provided (Bosque & Dore, 2010). In addition, Fraser and Fisher, (2012) examined the normal learning climate. They proposed 68°F to 74°F as the required learning temperature. Although Lizzio, (2012) noted that optimal learning climate varies from region of a country and with seasons of the year. So, the usage of actual learning environment varies according to different type of schools and society. Nevertheless, it is indeed a well-known fact that academic achievement in

mathematics among science students is greatly influenced by several components of learning environment as revealed by various research works (Akinsola, Tella & Tella, 2014).

Ahunanya and Ubabudu (2016) also reiterated the provision of adequate physical facilities for effective teaching and learning to take place. Okunuga (2015) and Ijaduola (2008) cautioned that with poor physical working condition, there are usually mental fatigue, truancy, frustration, discomfort, and poor health; all those consequently reduces students' academic performance.

The school physical facilities in most secondary schools have not been in good shape. In some cases, students sit on the ground to receive lessons, also many of the classrooms, laboratories, libraries, playing grounds are in a terrible state of despair (Mutiu, 2014) and Ahmed (2013) showed that in most of the nation's secondary schools, teaching and learning take place under a most uncomfortable environment, lacking basic materials. Physical conditions refer to those things that must be available in the working place for effective work to take place. In the context of the school system, they are those things that enable the teacher and students to be able to carry out the teaching/learning process effectively and contribute to the achievement of the school goals and objectives without fatigue and distraction (Ijaduola, 2010). As opined by Felix (2014), a good school organization must have appropriate physical conditions (aesthetic beauty, availability of instructional materials, location) necessary for effective teaching/learning. According to Subair and Awolere (2016), there should be maximum presence of physical conditions such as lighting, ventilation, good building constructions, location, instructional materials, sufficient windows, doors, vents and fans to cool the heat during hot season. All these improve work and health of both the teachers and the learners.

Poor maintenance and ineffective ventilation systems lead to poor health among students as well as teachers, which lead to poor performance and higher absentee rates (Fraser 2015). These factors can adversely affect student behaviour and lead to higher levels of frustration among teachers, and poor learning attitude among students.

Denga (2013) revealed that a significant number of secondary school physical environments are not conducive for learning. He states that to achieve improved performance by the students, there should be conducive physical environment for students in the secondary schools. Unfortunately, some of the urban and rural schools lack adequate infrastructural facilities like classroom blocks as some of the students learn under shade of trees (especially the newly established ones). And where the classroom blocks exist, one discovers that most of their roofs are blown off by rain storms. Other schools have pot-holes in the greater portions of their classroom begging for repairs or renovation. Worst still, a greater percentage of the students sit and write on the bare floor for insufficient classroom seats. This situation doubtless, cannot promote students learning ability and subsequently better performance in their class work including examinations.

Beyond the direct effects that poor facilities have on students' ability to learn, the combination of poor facilities, which create an uncomfortable and uninviting workplace for teachers, combined with frustrating behaviour by students including poor concentration and hyperactivity, lethargy, or apathy, creates a stressful set of working conditions for teachers (Smiths, 2011). Because stress and job dissatisfaction are common pre-cursors to lowered teacher enthusiasm, it is possible that the aforementioned characteristics of school facilities have an effect upon the academic performance of students. Hence, this study intends to examine the influence of school environment on teaching and learning of Physics in public secondary schools in Ikere Local Government Area of Ekiti state.

Every school has its location, facilities and also operates under different classroom condition, but all the students are expected to write the same standard examination (i.e. Senior Secondary Certificate Examination) at a completion of secondary education. It may be reasonable to expect a uniform performance from all the candidates since they were taught using the same curriculum and syllabus but in most cases some schools seem outperform others in all respect.

Frankly speaking, there must be a definite determinant that is really responsible for the constant failure or success of various schools. To find out this, it has become necessary to investigate the influence of school environment on teaching and learning of Physics in public secondary schools in Ikere Local Government Area of Ekiti state.

Hypotheses

The following hypotheses are formulated from the research questions;

1. There is no significant influence of school environment on teaching and learning of Physics in public secondary schools.

2. There is no significant impact of infrastructural facilities on teaching and learning of Physics in public secondary schools.
3. There is no significant effect of classroom painting, lighting and aesthetic beauty of the school on Physics students' attitude to school work.

School Location and Students' Academic Performance

According to Mbipom (2010), schools are either situated in one geographical location or the other. These geographical locations are either termed rural (remote) where modern facilities such as leisure, easy transportation, cultural heterogeneity, and cosmopolitan population are lacking or urban (city) where there are adequate facilities such as leisure, cinema, easy transportation, cultural heterogeneity, and cosmopolitan population. Unlike the rural schools where the population is relatively small and the students know one another by name, interactions are personal. Urban dwellers live individualistic life and only relate with people they feel like relating with, without any form of permanency.

Denga (2012) maintained that each environment plays a part in shaping the development of the child academically and otherwise. Accordingly, a child gets from his environment all he needed to enable him develop best. Students of urban surrounding have more opportunities to radios, educative film shows, electricity, televisions, well equipped laboratories and libraries etc that help or contribute in molding their approaches when compared to rural location students regarding academic achievement. Effiong (2011) on his part opined that any two individuals with approximately equal intelligence but living in two separate and distinct environments may end up attaining unequal intellectual heights.

Olasunkanmi (2014), in his research on the influence of school location on students' academic achievement in Lagos State, adopted a causal-comparative design with a random sample of 500 students from a population of senior secondary two students in the State. A six point likert type scale questionnaire titled SLSAAQ was administered. Independent t-test analysis was used to test the hypotheses at 0.05 levels of significance. From the result, it was observed that students from rural areas tend to perform poorly while those within the urban areas tend to perform better due to the availability of modern educational facilities.

Influence of school Equipment/Instructional Materials on teaching and learning

On the issue of instructional materials, Mbipom (2010) described instructional materials as that which the teacher uses to achieve his set objectives. She further observed that lack of educational resources in our schools has been a major problem in the instructional process. She further concluded that ideally, no effective education can take place without equipment, facilities, materials etc. In her observation, a school environment that is handicapped by the non-availability of these teaching and learning facilities may strongly affect the level of students' academic performance. This then implied that learning equipment and materials have their own effects on the academic performance of the students.

Instructional materials are channels through which contents stimuli are presented to the learner (Basseyy, 2011). Inyang-Abia (2012) identified the following categories of instructional materials, visual, prints, graphics, electronic, projectiles and audiovisuals, instructional materials. According to him when these materials are adequately made available for studies they will facilitate the Ajari and Robinson (2010), embarked on several researches which include the importance of instructional materials on students. They sampled 200 students through the simple random sampling technique. An ex-post facto research design was adopted for the study. A four point likert type scale questionnaire was used for data collection. The data were analyzed using one way analysis of variance (ANOVA).

From the results they observed that educational resources in the school environment are very important in the development of an ideal teaching and learning environment. They further revealed that poor teaching and learning environment result to poor academic performance. Egbona (2012) in his research to find out to what extent instructional materials are made available for the teaching-learning process, in Ugep educational zonal district discovered that, the most common instructional materials made available for teaching is chalkboard, cardboard, and life specimen even though his findings shows that availability of instructional materials has no significant relationship with academic performance of students, he concluded that they should be made available as they facilitate the teaching – learning process.

In other words, Akpabio (2012) carry out a research on the topic Availability and Utilization of instructional and student academic performance in social studies. He formulated three hypotheses and tested them at 0.05, alpha level of significance. One of the hypotheses was test on how availability of instructional materials relates with academic performance of students in social studies. He found out that all the three hypotheses formulated were all significant. He concluded that instructional materials should always be made available during lessons as the present of these materials stimulates the interest of students

and equally facilitates the teaching – learning process. Etim (2001) carried out a research on the availability of instructional materials and academic performance of students in economics. He used Calabar municipality as his study area, and adopted stratified and simple random sampling for the selection of his sample. 200 students were used for the study. He discovered that most of the schools he visited did not have any instructional materials for teaching economics.

The few schools that have instructional materials available perform better in the achievement test that was given. He therefore conclude that instructional materials should be made available for teaching economics as their availability will trigger the interest of both the teacher and the students.

Impact of school physical facilities on teaching and learning

The school physical facilities are known as school plant and it includes the school buildings, classrooms furniture, equipment, instructional materials, laboratories, libraries, play grounds, etc. Lezotte and Passiroque (2013) carried out a study to find out the effect of school buildings on students' academic achievement. They formulated hypotheses based on prior students' achievement with study background, school building and students' achievement as the dependent variables. A total of 2,500 randomly selected students from 20 modern schools were used as sample. The Pearson's product moment correlation coefficient statistical tool was employed at 0.05 alpha level of significance.

The result showed that the school building accounts for significant variance in academic achievement. They recommended that classrooms should be spacious to promote flexibility of usage in groups and individual activities. Similarly, classroom plays a vital role in the education of the child. According to Nwachukwu (2010), the physical setting for learning affects the learner. The setting must be attractive enough to make students wish to spend long hours there. What we have presently in most of our secondary schools does not meet these requirements. The typical village classroom is part of an unattractive building. The roof may still be in place or may have been blown off by wind. If the later is the case, students are forced to study without being protected from the effects of the weather.

This kind of situation as stated by Nwachukwu (2010) in which the physical comfort of the students cannot be guaranteed is not ideal for learning and does not enhance academic achievement. Still on the possible influence of school plant, Klafs and Amhein (2011) conducted research to find out the influence of recreational facilities on students' academic performance in Lagos State. They employed questionnaire titled RFSDQ, which was administered on 500 randomly sampled secondary school students from 10 schools in Lagos. Four hypotheses were formulated for the study and analyses were made with chi-square (χ^2) statistics to find out how the scores vary.

The investigation revealed significant results for the study. Klafs and his colleague found that availability of recreational facilities do not only lead to increase practice in skill acquisition by individuals but also serve to encourage mass participation in sporting programmes, thereby promoting students' academic performance. In an attempt to discover the factors affecting students' performance in agriculture, Ntekpere (2014) conducted a research. He randomly sampled a total of 207 males with a mean of 21.40 and a standard deviation of 3.58, and 139 female students with a mean of 17.94 and standard deviation of 4.25.

Research Method

The survey design of the descriptive type of research is used for the study. The design involves critical consideration of each variable involved in the study without any manipulation. The research considers the type of design suitable for the study because it allows a wide coverage within a limited time.

This study is carried out in Ikere-Ekiti Local Government Area of Ekiti State Nigeria. The town is a lone local government area. The town has many private and public secondary schools.

The target population of the study consists of entire public senior secondary school Physics students in Ikere Ekiti Local government area of Ekiti State. It cut across both male and female students.

A sample of seventy-five (75) students was selected. It comprised of seventy-five physics students in senior secondary school class two (SS2). Fifteen (15) students each were selected from five public schools. Purposeful sampling technique was used in selecting the schools that constitute the sample.

A research instrument tagged School Environment Questionnaire (SEQ) is used for the study as a structured questionnaire. SEQ has two (2) sections, A and B. Section A will be used to elicit information on the bio data of the students which includes: Name of schools and gender aught. Section B will be used to elicit information on the research variables. The questionnaire consisted of 3 items arranged in the modified likert scale format.

The face and content validity of the instrument will be done by the researcher's supervisor. The correction pointed out will be effected in the final drafts of the questionnaire.

The reliability of the instrument will be carried out using the test re-test method of reliability. The

instrument is administered to the students after two weeks the second administration is done. The two set of data are analyzed using Pearson product moment correlation in order to determine the value (r) at 0.05 level of significant difference.

The administration of questionnaire will be done by the researcher. The researcher distributes the questionnaires to the students, reasonable time was given to the students to complete the questionnaires and the questionnaires will be collected immediately after it is completed.

All the questionnaires were collected from the students as soon as they finished with their responses. Their responses were scored and organized in tabular forms. The modified four Point Likert-types rating scale was adopted for the questionnaire, responses were of the types Strongly Agreed, Agreed, Disagreed and Strongly Disagreed. Simple percentages and means were used to analyse the data. In decision making, any calculated mean (x) that is above the mean rating (Xr) of 2.50 is “Accepted” while calculated mean (x) below the mean rating (Xr) of 2.50 is “Rejected”.

RESULTS AND DISCUSSION

Research Hypothesis 1

There is no significant influence of school environment on teaching and learning of Physics in public secondary schools.

In order to test this research hypothesis, data were collected from students. Data collected were analyzed and presented in table 2.

Table 2: Mean Ratings on the influence of school environment on teaching and learning of Physics.

S/N	ITEMS	SA	A	D	SD	X	REMARK
1	Students who feel safe, cared for and supported have better academic achievement in Physics.	4(21) 81	3(22) 66	2(16) 32	1(16) 16	2.60	Agreed
2	Students who do feel secured in a school environment achieve better in their academics	4(23) 92	3(19) 57	2(17) 34	1(16) 16	2.65	Agreed
3	Positive interpersonal relationships and optimal learning opportunities in a school environment can increase achievement levels of students in Physics.	4(36) 144	3(28) 84	2(10) 20	1(1) 1	3.32	Agreed
4	Culturally conscious school environment can significantly shape the degree of academic achievement level of students in Physics.	4(22) 88	3 (20) 60	2 (18) 36	1(15) 15	2.65	Agreed
5	Students in schools with a better school environment have higher achievement and better socio emotional health.	4 (23) 92	3 (17) 51	2(19) 38	1(16) 16	2.63	Agreed

Data presented on Table 2 showed that the mean ratings of items 1-5 are 2.60, 2.65, 3.32, 2.65, and 2.63 respectively.

All the mean ratings are above the cut-off point of 2.50. This means that the students agreed that; students who feel safe, cared for and supported have better academic achievement in Physics; students who do feel secured in a school environment achieve better in their academics; positive interpersonal relationships and optimal learning opportunities in a school environment can increase achievement levels of students in Physics. Culturally conscious school environment can significantly shape the degree of academic achievement level of students in Physics and students in schools with a better school environment have higher achievement and better socio emotional health. The cluster mean of 2.8 found to be above the cut-off point of 2.50. This implies that there is significant influence of school environment on teaching and learning of Physics in public secondary schools

Research Hypothesis 2

There is no significant impact of infrastructural facilities on teaching and learning of Physics in public secondary schools.

Data collected were analyzed and presented in table 3.

Table 3: Mean Ratings on the impact of infrastructural facilities on teaching and learning of Physics.

S/N	ITEMS	SA	A	D	SD	X	REMARK
6.	Lack of infrastructural facilities affects the students' academic achievement in Physics and their progress in school.	4(29) 116	3(16) 48	2(15) 30	1(16) 16	2.80	Agreed
7.	Inadequate infrastructural facilities among	4(21)	3(23)	2(16)	1(15)	2.67	Agreed

	teachers results to retarding students' academic achievement in Physics.	84	69	32	15		
8.	Unavailability of learning resources is serious threat to effective teaching and learning of Physics.	4(33) 132	3(27) 81	2(15) 30	1(-) -	3.24	Agreed
9.	Lack of well-equipped physics laboratory tends to have tremendous influence on teaching and learning of Physics.	4(20) 80	3(24) 72	2(15) 30	1(16) 16	2.64	Agreed
10.	Adequate instructional materials result to good academic performance of students in Physics.	4(26) 104	3(17) 51	2(18) 36	1(14) 14	2.73	Agreed

Data presented on Table 3, showed that the mean ratings of items 6-10 are 2.80, 2.67, 3.24, 2.64, and 2.73. All the mean ratings are above the cut-off point of 2.50. This means that the students agreed that; lack of infrastructural facilities affects the students' academic achievement in Physics and their progress in school and inadequate infrastructural facilities among teachers results to retarding students' academic achievement in Physics. Unavailability of learning resources is serious threat to effective teaching and learning of Physics. Lack of well-equipped physics laboratory tends to have tremendous influence on teaching and learning of Physics. Adequate instructional materials result to good academic performance of students in Physics. The cluster mean of 2.82 was also found to be above the cut-off point of 2.50. Hence, it implies that there is significant impact of infrastructural facilities on teaching and learning of Physics in public secondary schools

Research Hypothesis 3

There is no significant effect of classroom painting, lighting and aesthetic beauty of the school on Physics students' attitude to school work.

Data collected were analyzed and presented in table 4

Table 4: Mean Ratings on the effect of classroom painting, lighting and aesthetic beauty of the school on Physics students' attitude to school work.

S/N	ITEMS	SA	A	D	SD	X	REMARK
11	Adequate provision of infrastructures makes students learn with ease thus bringing about good academic achievement in Physics.	4(25) 100	3(21) 63	2(15) 30	1(14) 14	2.76	Agreed
12	Poor and inadequate physical facilities, obsolete teaching techniques, overcrowded classrooms leads to poor academic achievement of students in Physics.	4(28) 112	3(16) 48	2(17) 34	1(14) 14	2.77	Agreed
13	School facilities when provided will aid teaching learning programme and consequently improve academic achievement of students in Physics.	4(20) 80	3(25) 75	2(16) 32	1(14) 14	2.68	Agreed
14	Facilities form one of the potent factors that contribute to academic achievement of students in the school system.	4(22) 88	3(18) 54	2(21) 42	1(14) 14	2.64	Agreed
15	Unattractive school buildings and overcrowded classrooms contributes to poor academic achievement of the students in Physics.	4(27) 108	3(16) 48	2(15) 30	1(17) 17	2.71	Agreed

Data presented on Table 4 showed that the mean ratings of items 11-15 are 2.76, 2.77, 2.68, 2.64, and 2.71 respectively. These means are all above the cut-off point of 2.50. This means that the students agreed that; adequate provision of infrastructures makes students learn with ease thus bringing about good academic achievement in Physics. Poor and inadequate physical facilities, obsolete teaching techniques, overcrowded classrooms leads to poor academic achievement of students in Physics. School facilities when provided will aid teaching learning programme and consequently improve academic achievement of students in Physics. Facilities form one of the potent factors that contribute to academic achievement of students in the school system. Unattractive school buildings and overcrowded classrooms contributes to poor academic achievement of the students in Physics.. The cluster mean of 2.71 was also found to be above the cut-off point of 2.50. This implies that there is significant effect of classroom painting, lighting and aesthetic beauty of the school on Physics students' attitude to school work.

Discussion of Findings

The first finding of this study revealed that there is significant influence of school environment on teaching and learning of Physics in public secondary schools. This finding agrees with the views of Megan (2012), whose research on school environment in high-risk urban environments indicates that a positive, supportive, and culturally conscious school climate can significantly shape the degree of academic success experienced by urban students". This result is in line with the findings obtained by Olasunkanmi (2014), who in his research on the influence of school environment on students' academic achievement in Lagos State, found out that students from rural areas tend to perform poorly while those within the urban areas tend to perform better due to the availability of modern educational facilities.

The second finding also revealed that there is significant impact of infrastructural facilities on teaching and learning of Physics in public secondary schools. This finding is in consonance with the opinion of Hallak (2010) who states that facilities form one of the potent factors that contribute to academic achievement of students in the school system. They include the school buildings, classroom, accommodation, libraries, laboratories, furniture, recreational equipment, apparatus and other instructional materials. He went further to say that their availability, relevance and adequacy contribute to academic achievement of students. He however, quickly added that unattractive school buildings and overcrowded classrooms among others contribute to poor academic achievement of the students in primary and other levels of education.

The finding of this study is in agreement with the findings arrived by Klafs and Amhein (2011) who conducted research to find out the influence of recreational facilities on students' academic performance in Lagos State and discovered that availability of recreational facilities do not only lead to increase practice in skill acquisition by individuals but also serve to encourage mass participation in sporting programmes, thereby promoting students' academic performance. This finding is also in order with the findings obtained by Ntekpere (2014) who conducted a research on the influence of school infrastructural facilities on students' academic performance and found out that the unavailability and lack of school infrastructural facilities significantly influenced the academic performance of the students in Physics.

The third findings revealed that there is significant effect of classroom painting, lighting and aesthetic beauty of the school on Physics students' attitude to school work. To have effective teaching and learning, it lead to the combination of many factors which among others include: the classroom painting and lighting, seats and sitting arrangement, the classroom climate, air quality or ventilation, facilities. Thus, students' academic achievements are tried to these components of learning environment. Owolabi (2012) explains that students can perform better if classrooms have enough lighting and the quality of lighting and painting influence students' academic performance in science. The research also reveals that poor ventilation must be catered for and equally be discouraged so that the classroom temperature should be kept moderate in order not to hinder quality academic activities. Overcrowd does harm to learning science as indicated by the research.

The finding of this study is in corroboration with the findings obtained by Bowers and Burkett (2010) who found that students in newer buildings outperformed students in older ones and posted better records for health, attendance, and discipline. The study attributed approximately three percent of the variance in achievement scores to facility age, after considering socio-economic differences in the students' populations. This finding is also in agreement with the findings of Phillips (2011) who found out that there existed a significant influence of aesthetic beauty of the school on students' academic performance. He found a link between building age and student achievement and behaviour. Clearly, there is consensus that newer and better school buildings contribute to higher student scores on standardized tests.

Conclusion

Based on the results of this study, it was concluded that school environment, physical facilities and classroom painting, lighting and aesthetic beauty of the school has significant influence on teaching and learning of Physics in private secondary schools in Ikere-Ekiti Local Government Area.

Recommendations

Based on the findings of this study and conclusion, the following recommendations were made:

1. Appropriate school authorities should enable to provide a conducive school environment that has good climate for effective teaching and learning. Such environment should be safe, students treated fairly by teachers and happy to be in school as well as feel they are a part of the school.
2. Government should provide adequate school physical facilities in secondary schools to enhance

teaching and learning processes.

3. The Parent Teacher Association (PTA), philanthropist and other charitable organizations are also implored to compliment the effort of the government to boost availability of physical facilities and classroom painting, lighting and aesthetic beauty of the school.
4. Government should provide facilities like modern laboratories, functional libraries, and comfortable classrooms for better academic performance; in addition to effective maintenance or renovation of old buildings, chairs, desks, recreational equipment among others should be part and parcel of the schools system.
5. The state governments should pay more attention to education by providing the necessary funds to the principals and school administrators to not only provide necessary learning facilities but maintain existing structures, while a board at the level of the state government can be established to regulate private schools to ensure that standards are maintained.
6. Parents and the stakeholders through P.T.A. should work to see that the learning environment conform to UNESCO standard.
7. Government should improve the condition of classroom by providing electric fittings besides renovations of schools.
8. The Ministry of Education and indeed all stakeholders in the education sector should work towards the provision of adequate physical facilities and instructional materials.

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