

STUDENTS' PERCEPTION ON SCHOOL ENVIRONMENT AND ACADEMIC PERFORMANCES IN SECONDARY SCHOOLS IN ENUGU STATE, NIGERIA.

BY

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Abstract

The study was carried out to investigate Students' perception on School Environment and Academic Performance in Secondary Schools in Enugu State. Descriptive research design was adopted to the study. The population for the study was 16, 397 SSII students (male students 6,959 and 9,438 female students) respondents in the 298 secondary schools in Enugu State education zone while the sample of the study was 391 respondents which comprised 191 male students and 200 female students using Taro Yamen formula (2000). The researcher employed multi-stage sampling techniques for the study. A purposive random sampling technique was used to draw the sample from the population. Three experts validated the instrument, two from Educational Management while the third was from the Department of Mathematics and Computer Science Education specializing in Measurement and Evaluation, all from Enugu state university of science and technology (ESUT) Enugu. To ensure the instrument's reliability, a preliminary test was conducted involving 40 respondents, consisting of 14 principals and 26 students from secondary schools in Ebonyi State. The choice of Ebonyi State was made because of the similar organizational process of secondary schools between both states. Also, they use the same educational policy. The researcher used Cronbach Alpha method to determine the internal consistency of the instrument which yielded .81 for cluster 1, .83 for cluster 2, .80 for cluster 3, .78 for cluster 4 and .81 for cluster 5. The overall reliability index was .80. This showed that the instrument was suitable for this study. Two research questions and two null hypotheses guided the study; while student t-test statistics was used to test the hypotheses at 0.05 level of significant. Cluster 1 has 13 items on school location, cluster 2 has 12 items on traditional school environment, The instrument was structured in a 4-point response categories and rating values as follows; Very High Extent (VHE) – 4 points, High Extent (HE) – 3 points, Low Extent (LE) – 2 points and Very Low Extent (VLE) – 1 point. The findings of the study showed that students have positive perception on the effect of school location and traditional school environment on academic performance of students in public secondary schools in Enugu State

Keywords: Education, Students, public education, School Environment, Academic Performance, Secondary Schools

Introduction

Education is very important in any given society. It is a process by which abilities and capabilities of individual are developed. These abilities might be physical abilities, emotional abilities, social abilities and intellectual abilities. It is the actualizing of human potential so that the individual can become something more than what he was before. According to Ugwuanyi (2018) education is the process by which society establishes to assist the young to learn and understand the heritage of the past, participate productively in the society and contribute meaningfully for the development of the society. Emeka (2015) citing Kneller (2017) sees education as a process by which any society through schools, colleges, universities and other institutions deliberately transmit knowledge, values and skills from one person to another. As a result of deregulation in Nigerian education, the system of education has two main interest groups- public education and private education.

Public education is the pillar or backbone of society which opens the door of equal educational opportunity to all citizens. It is a public owned property which attracts public attention constantly. According to Ukeje in Akpa, Udoh and Faghamiye (2017): *Public school is concerned with the acquisition of appropriate skills, abilities and competencies of both mental and physical nature as equipment for the individual to live in this society, and acquisition of arelevant and balanced knowledge of facts about localand world phenomena. (P.12-13)* Public schools can also be seen as those schools controlled neither by individuals nor by private interest or agencies but by those who represent the society as a whole. In other words public schools are those schools which are supported and controlled by the government of the state or nation while private schools are those schools that are not administered by local, state or national government, which retain the right to select their student body and are funded in whole or part by charging their students tuition rather than with public funds. This means that the school established by the missionaries, individuals and voluntary organizations belong to this group. According to Hernes (2018) United Nations Educational, Scientific and Cultural Organization (UNESCO) and the world Bank, private educational institutions are those that are not operated by a public authority, but are controlled and managed by a private body or board of governors not selected by a public agency or selected by public vote. The institution may be run by or operated by non-governmental organizations (NGOS) or business enterprise. Thus, school sector (public or private) and class size are two important structural components of schools which the economic status of parents would determine the one to be afforded. Smaller class sizes create more intimate settings and therefore can increase teacher-student bonding which has also been shown to have a positive effect on students' success. This trend is a huge problem to parents, teachers, government and Stakeholders in the education system.

Secondary school is the stage of education following primary school. It is generally the final stage of compulsory education. Webster (2009) sees secondary school as a school intermediate between elementary school and collage usually offering general technical, vocational or college-preparatory course, while Collins (2003) refers to it as a school for young people, usually between the ages of eleven and eighteen. As for the National policy on education (FRN, 2004) it is the form of education children receive after primary education and before the tertiary stage. Environment can be defined as a system within which living organisms interact with the physical element while education environment is a learning place where the learner learn and interact with learning facilities in order to be socialized and face the challenges in the society Agusiegbe (2014) sees environments as consisting of all elements existing around man and which exert some influence on him. These include physical, biological and social attributes. Environment can also be seen as aggregate of all the external condition and influence affecting the life and development of the learners.

Environment for the purpose of this work can be divided into two parts: Home environment and school environment. Home environment is the surroundings where one lives. Home environment influences adolescents aspiration. The social upbringing of the child begins from home (family). It is the home that makes the child to be identified with his or her society, culture, religion or social class. Thus, the home continues to exercise a strong influence over the child's life and academic performance in the school (Berner, 2018). It has to be noted that home differs in terms of their significance in the social order. For instance, some have more prestige, money and so on which some have wider experiences and knowledge of how to operate within the society or school environment. Meanwhile, school environment comprised of school building, school library, school location, traditional school and virtual environment (Agusiegbe, 2016). parents, teachers and even students themselves.

School environment is the totality of the physical and non-physical facilities that makes teaching and learning workable. Agusiegbe (2016) sees environment as consisting of all elements existing around man and which exert some influence of him. These include physical, biological and social attributes. Environment can also be seen as aggregate of all the external conditions and influences affecting the life and development of an organism. In this study environment includes all external conditions and influences in the school that affect the academic performance of students such as laboratory, equipments, library facilities, qualified teachers, furniture, school buildings, good administration, cordial students -students relationship and school location among others (Mgbodile 2024).

A healthy and attractive school environment facilitates learning and promotes students pride in their schools and their interest to stay in school. Many researchers opined that some school environments are in bad condition and have negative influence on students' general performance. The above developments got the attention of education stakeholders and future researchers from time to time to question how effective is the school environment towards the academic performance of school children. There are rains of opinions in pages of literatures on what could be the problem. For instance, Sabitu and Mgbodile (2024) discovered that some

facilities in Nigerian schools such as classrooms, staffrooms, laboratories, workshops, libraries, chairs and tables amongst other things are in bad shape and makes learning uncomfortable for students. According to studies like (Mgbodile 2024) there are essential instrument that facilitates teaching and learning in classroom such as instructional materials and enough setting positions with digital facilities. Mgbodile (2024) also held that availability and proper utilization of instructional material have close tie in fostering students learning in classroom.

School location is the thread that connects the multitude of activities on the school. In many respects, this thread is almost invisible, yet everyone experiences its effect. Williams in Okebuko (2020) opined that it could be said to be the external effects in the school that can effect academic performance of students irrespective of their intelligent quotient. School location can also be considered as the second teacher since space has the power to organize and promote pleasant relationships between people of different ages, to provide changes, to promote choices and activities and for its potential for sparking different types of social and affective learning (Okeke 2021). It has been generally accepted that location and heredity can hardly be separated from education in influencing performance, hence a child's life and ability is affected by nature and nurture. Heredity provides the natural disposition while a healthy location makes available a window of opportunities to the learner (Ohuche in Arua 2021). The location variable of the setting helps to a large extent in ensuring attainability of the goals of such setting. The location differences and the differences in the quality of instruction from one school to another can create differences in the level of knowledge acquisition of the students. This shows that the learning facilities children are exposed to and the socio-economic effect on them can affect their academic performance.

School location includes the school building and the surrounding grounds such as noise, temperature and lighting as well as physical, biological or chemical agent, (Okoronta, 2021). School location can then be seen to involves material and human resources, a learning place which consist of the entire interaction. The learning location is both the natural and provided setting where teaching and learning takes place. Okobosho (2021) referred to teaching and learning location as the setting physical and conceptual in which teaching and learning are carried out as deliberately planned. And to Okobia in Okobosho (2021) learning location means classroom surroundings, physical facilities in the classroom and teacher – pupil relationship.

Studies on the relationship between availability of resources and students academic performance have revealed that secondary schools provided with adequate education resources performed significantly better than those provided with inadequate resources (Balogun, 2016). Location is a very important factor in performance of goal of any educational programme. People acquire most of their knowledge through the interaction with facilities provided in the location for learning. Also learning is effected by the location people are exposed to and the facilities provided in such location lead to experience. As in the words of Piaget (1964) that active interaction with the location is regarded as the most basic requirement for proper intellectual development. The physical appearance and general condition of school physical

facilities are the striking basis upon which many parents and friends of any educational institution make initial judgment about the quality of what goes on in the school. They are often turned off by dilapidated school blocks with sinking roofs and broken walls, bushy lawn and over grown hedges. Also are profane writings on walls, littered lawns and path ways. Finally, the school physical location is like a mirror reflecting the image of a school and through it the public decide whether or not to associate with the particular school (Mgbodile, 2022).

In Nigeria today, schools are closely associated with the communities. Most communities depend on the neighbourhood school for the provision of good and appropriate location for accommodation, furniture and all form of equipment for certain activities like club or village meetings, wedding reception and church services. There is need for a well planned and organized educational location enrichment because it fosters good interpersonal relationship. Moreover, Ajayi and Ashaolu (2018) opined that location enrichment regarding physical facilities is a major factor in students' academic performance. Supporting this Ayodele (2018) and Ajayi (2017), have shown that school resources aid students academic performance. It is now certain that most of secondary school products cannot gain admission into federal universities or university of their choice due to poor performance in the placement examination into these schools. This poor performance may be attributed to poor learning location especially in the following areas: schools building, library services, and school location and school facilities.

A traditional school typically refers to an educational institution that follows established methods, practices, and curricula. Key characteristics include: students deliver content through lectures, reliance on textbooks and standardized materials and set schedules, classrooms, and routines (Sabitú&Mgbodile (2024). Thus, it is a learning setting where students gather in a physical classroom, led by a teacher who delivers instruction through lectures, discussions, and other teaching methods. Physical classroom space: Students and female students meet in a designated classroom, which is often equipped with desks, chairs, whiteboards, and other educational resources. Teacher-centered instruction: The teacher is the primary authority and delivers instruction through lectures, presentations, and demonstrations. Structured lessons: Lessons are often structured around a set curriculum, with clear learning objectives and outcomes. Face-to-face interaction: Students interact with the teacher and their peers in person, which can facilitate social learning, discussion, and collaboration. Textbooks and printed materials: Traditional classrooms often rely on textbooks, workbooks, and other printed materials as primary learning resources. Gonzalez (2023) contended that the traditional method of teaching has been shown over and over again to be ineffective as it relates to student engagement; however, he conceded that traditional face-to-face instruction provides female students the opportunity to make personal connections with their students. In contrast, Li (2023) examined the effects of blended e-learning on an 11th grade electrical machinery class on achievement levels using a test and a self-assessment. Their study used an experimental group who used blended e-learning and a control group who were instructed in a traditional face-to-face setting. The results of the study indicated that there was no statistical significant difference on the achievement test; however, the experimental group rated themselves

significantly higher on the self-assessment than the control group. This self-assessment +confirmed that blended e-learning 27 students were able to improve their self-efficacy in terms of their learning performance. Li et al. hypothesized that the above information could be the result of blended learning providing the face-to-face traditional instruction students need in order to move forward without the threat of dropping out, with the flexibility of reviewing the lessons countless times on their own time via the Internet. Furthermore, Helms (2023) indicated that there are many studies that provided insight into blended learning at the four-year university level, which indicated that blended learning is successful at engaging and motivating college students. Standardized assessments: Students are typically assessed through standardized tests, quizzes, and exams to evaluate their understanding of the material. Synchronous learning: Students learn together in real-time, with the teacher providing instruction and feedback during class hours. Overall, traditional classroom environments can provide a supportive and structured learning experience, but they may also have limitations in terms of flexibility, accessibility, and personalized learning. School environment being an important aspect of educational planning unless schools have well suitable location, good classroom, well equipped and the facilities well utilized and maintained much teaching and learning may not be effective. In some cases, students find it hard to access their school especially during rainy season, also many of the classrooms, laboratories, libraries, playing grounds are in a terrible state of despair. Many researchers stated that in most of the public secondary schools especially in Enugu State, teaching and learning take place under a most uncomfortable environment, lacking basic materials such as instructional materials, qualified teachers, poor students-teachers ratio and many more. Students' academic performance may not also be guaranteed where instructional space such as classrooms, library, laboratory, technical workshops and others are not structurally in good condition or lacking. Because of this ugly situation, the government is urgently needed to address this decadent to avoid more damages in our educational system. This dismay motivated the researcher to carry out a research work on students' perception on school environment and academic performance of students in Public Secondary Schools in Enugu State, Nigeria

The main purpose of the study is to determine the influence of school environment on the academic achievement of students of public secondary school in Enugu State.

Specifically the study intends to:

1. examine the effect of school location on academic performance of students in public secondary school in Enugu State.
2. ascertain the effect of traditional school environment on academic performance of students in public secondary school in Enugu State.

The following research questions guided this study:

- iii. What is the effect of school location on academic performance of students in public secondary school in Enugu State?

- iv. What is the effect of traditional school environment on academic performance of students in public secondary school in Enugu State?

The following hypotheses were formulated and tested at 0.5 level of significance:

HO₁: There is no significant difference in the mean rating of male and female students on the effect of school location on academic performance of students in public secondary schools in Enugu State.

HO₂: Significant difference does not exist between the mean ratings of male and female students on the effect of traditional school environment on academic performance in public secondary school in Enugu State.

Methods

The research adopted a descriptive survey research design because it enables the study of a representative subset of people or items to gather and analyze data reflecting the characteristics of the entire group. The study was carried out in all the public secondary schools in Enugu State. Enugu State is one of the states in the South East Zone of Nigeria. It has six educational zones, namely: Agbani, Awgu, Enugu, Nsukka, Obollo-Afor, and Udi. Enugu State is bounded in the East by Ebonyi State, in the West by Anambra State, and in the North by Kogi and Benue States. The language of the people of Enugu State is Igbo, and most of them are involved in agriculture and civil service. The city owes its geographical significance to the discovery of coal in 1909. Its major source of revenue is through coal that is why the state is called “Coal City State”. Enugu State is chosen as the area of the study because the researcher was very familiar with the area. The state is predominantly civil servants, traders, farmers and is one of the educationally advantaged states with many secondary schools and tertiary institutions, both public and private. The justification for using Enugu State is that it will provide a comprehensive setting to investigate students’ perception on school environment and academic performance in secondary schools in Enugu State.

The population for the study was 16,397 SSII students’ (male students 6,959 and 9,438 female students) respondents in the 298 secondary schools in Enugu State (Post Primary Schools Management Board (PPSMB), Enugu, 2025). The choice of male and female students in this study was because of their direct involvement in different learning environments and general assessment of students using the taxonomies of learning and Taro Yamen formula (2000). The researcher employed multi-stage sampling techniques for the study. The sample of the study was 391 respondents which comprised 191 male students and 200 female students. The researcher used purposive random sampling technique to draw the sample from the population.

Two research questions guided the study while two null hypotheses were tested at 0.05 level of significance. The instrument for data collection was structured questionnaire developed by the researcher titled: Students’ Perception on School Environment and Academic Performance in Secondary schools (SPSEAPSS) which was derived from the study topic. The instrument underwent validation by three research specialists to ensure its quality and appropriateness.

Two of the experts were from the Department of Educational Management, while the third was from the Department of Mathematics and Computer Science Education, specializing in Measurement and Evaluation.

To ensure the instrument's reliability, a preliminary test was conducted involving 40 respondents, consisting of 14 principals and 26 students from secondary schools in Ebonyi State and it gave a coefficient index of 0.80. The researcher, along with a team of five research assistants, was responsible for distributing the copies of questionnaire to the respondents, which consisted of both principals and teachers.

The research questions were answered using mean and standard deviations. The null hypotheses were tested through the application of the t-test statistic, with the significance level (alpha) set at 0.05. To calculate the mean, each response was assigned a specific numerical value based on the real limits of numbers, where a Very High Extent (VHE) corresponds to a range of 3.50-4.00, a High Extent (HE) falls between 2.50-3.49, a Low Extent (LE) between 1.50-2.49, and a Very Low Extent (VLE) is between 0.00-1.49. The statistical interpretation of the hypothesis test relied on the significance values generated by software such as the Statistical Package for Social Sciences (SPSS). If the probability value from the test exceeds the alpha level of 0.05, the null hypothesis will not be rejected rather it will be accepted, indicating an insignificant difference. However, if the probability value falls below 0.05, the null hypothesis will be rejected, signalling a statistically significant finding.

Results

Research Question 1: What is the effect of school location on academic performance of students in public secondary school in Enugu State?

Table 1: Mean scores and standard deviation of male and female students' perceptions on school location on academic performance of students in public secondary school

ITEMS		Male students 191		Female students 200		Overall 391		
S/N	Students' perceptions on school location and academic performance of students in public secondary school:	\bar{X}	SD	\bar{X}	SD	\bar{x}	SD	Dec
1	Schools located in urban areas tend to have better access to resources, such as libraries, laboratories, and	3.07	.82	2.97	.80	3.00	.81	HE

	technology, which can enhance academic performance.							
2	Urban schools often attract more qualified and experienced female students, which can positively impact academic performance.	3.01	.82	3.01	.83	3.01	.82	HE
3	Schools in urban areas tend to have better infrastructure, including modern classrooms, sanitation facilities, and sports facilities, which can create a more conducive learning environment.	2.96	.84	2.99	.81	2.98	.82	HE
4	Road network and risk factors	2.99	.86	3.01	.81	3.00	.83	HE
5	Urban schools often provide more opportunities for cultural and extracurricular activities, which can enrich students' educational experiences.	2.95	.80	2.96	.83	2.96	.82	HE
6	Schools located in urban areas can be prone to environmental distractions, such as noise pollution, traffic congestion, and crime, which can negatively impact academic performance	2.98	.83	2.98	.81	2.98	.82	HE
7	Urban schools often face overcrowding, which can lead to inadequate resources, reduced teacher attention, and decreased academic performance.	3.04	.79	2.96	.80	2.98	.80	HE
8	Schools located in rural areas may not have enough facilities	2.95	.82	3.02	.82	3.00	.82	HE
9	Schools located in rural areas lacks qualified female students	3.00	.81	3.02	.82	3.02	.81	HE
10	School location can improve or decrease government interest	3.03	.81	3.05	.80	3.05	.80	HE
11	School location facilitates monitoring	2.99	.83	3.02	.82	3.01	.82	HE

12	Many schools in rural area lack good roads and electricity, making it difficult to operate	2.93	.81	3.02	.84	2.99	.83	HE
13	Schools in rural areas lack allocation of quality teaching facilities.	3.07	.82	2.97	.80	3.00	.81	HE
Cluster Mean/SD		2.99	0.82	2.99	0.81	2.99	0.816	HE

The result in Table 1 shows that both male students and female students rated high perception on school location and academic performance of students in public secondary school to a high extent, with identical cluster means of 2.99 and standard deviations of 0.81. All 13 items were rated “High Extent” (HE), indicating strong agreement that influence of School location on academic performance of students in public secondary school in Enugu State. Key items included Qualified Female students. (mean = 3.01), Road network and risk factors (mean = 3.00), and providing security support for bullied students (mean = 3.02). Other notable items were encouraging incident reporting (overall mean = 3.00) and School location facilitates monitoring (overall mean = 3.01). The consistent high ratings across items reflect the importance of School location on academic performance of students in public secondary schools in Enugu State. The standard deviations suggest that the respondents' answers were closely aligned or showed little variation.

Research Question 2: What is the effect of traditional school environment on academic performance of students in public secondary school in Enugu State?

Table 2: Mean scores and standard deviation of male and female students’ perceptions on traditional school environment and academic performance of students

ITEMS		Male students 191		Female students 200		Overall 391		Dec
S/N	Students’ perceptions on traditional school environment and academic performance of students:	\bar{X}	SD	\bar{X}	SD	\bar{x}	SD	
14	Traditional school environments often emphasize discipline and structure, which can help students develop good study habits and a strong work ethic.	2.58	1.15	2.44	1.09	2.51	1.12	HE
15	Traditional school environments often emphasize respect for authority, which can help students develop a positive attitude	2.66	1.13	2.58	1.08	2.62	1.10	

	towards female students and the learning process.							HE
16	Traditional school environments often place a strong emphasis on core subjects such as mathematics, science, and language arts, which can help students develop a strong foundation in these areas.	2.49	1.12	2.50	1.11	2.50	1.11	HE
17	Traditional school environments often foster a sense of community among students, female students, and parents, which can help students feel supported and motivated.	2.51	1.12	2.37	1.08	2.44	1.10	LE
18	Traditional school environments can be inflexible, which can make it difficult for students who need to balance school with other responsibilities, such as work or family obligations..	2.67	.85	2.63	.83	2.65	.84	HE
19	Traditional school environments often place a strong emphasis on standardized testing, which can create undue stress and pressure on students.	2.52	.84	2.50	.80	2.51	.82	HE
20	Traditional school environments can be restrictive, which can limit opportunities for creativity and self-expression.	2.52	.82	2.48	.84	2.50	.83	HE
21	Traditional school environments often employ a teacher-centered approach, which can make it difficult for students to take an active role in their learning.	2.52	.80	2.51	.83	2.52	.82	HE
22	Many public secondary schools in Enugu State face inadequate infrastructure, including overcrowding, inadequate classrooms, and insufficient resources.	2.58	.81	2.59	.80	2.59	.80	HE
23	Enugu State faces teacher shortages, particularly in rural areas, which can negatively impact academic performance.	2.55	.82	2.53	.82	2.54	.82	HE
24	Many public secondary schools in Enugu State have limited access to technology,	3.01	.79	2.99	.82	2.99	.81	HE

which can make it difficult for students to develop the skills they need to succeed in the digital age.

25	Enugu State has a diverse socio-cultural landscape, with different ethnic and linguistic groups. This diversity can sometimes create challenges for students, particularly those from marginalized communities.	3.02	.81	3.02	.80	3.02	.80	HE
Cluster Mean/SD		2.63	0.92	2.59	0.90	2.61	0.91	HE

Table 2 reveals that both male students (mean = 2.65, SD = 0.92) and female students (mean = 2.59, SD = 0.90) agree to a high extent that traditional school environment have influence on the academic performance of students in public secondary schools in Enugu State, with an overall cluster mean of 2.61 and SD of 0.91. Out of 12 items, 11 were rated as “High Extent” (HE), while only one item relating to traditional school environments often foster a sense of community among students, female students, and parents, which can help students feel supported and motivated (mean = 2.44, SD = 1.10) was rated “Low Extent” (LE). Highly rated items include discipline and structure, which can help students develop good study habits and a strong work ethic school library (mean = 2.51), Traditional school environments often emphasize respect for authority (mean = 2.52), and traditional school environments often place a strong emphasis on core subjects such as mathematics, science, and language arts, which can help students develop a strong foundation in these areas (mean = 3.50), all of which are linked to improved students’ academic performance. Other important factors like access to technology, which can make it difficult for students to develop the skills they need to succeed in the digital age (mean = 2.59), teacher shortages, particularly in rural areas (mean = 2.65), and diverse socio-cultural landscape, with different ethnic and linguistic groups. (mean = 2.50) where not under estimated as traditional school environment factors that can influence students academic performance. These findings suggest that traditional school environment have a positive influence on academic performance of students in public secondary school in Enugu State. The standard deviations indicate that the respondents provided similar responses with minimal differences

Test of Hypotheses

HO₁: There is no significant difference in the mean rating of male and female students on their perception on school location and academic performance of students in public secondary schools in Enugu State.

Table 3: Summary of t-test analysis of the mean ratings of male and female students on their perception on school location and academic performance of students in public secondary schools in Enugu State.

Group	N	\bar{x}	SD	Df	p-value	Decision
Male students	191	3.00	.82	389	.003	H ₀₃ not rejected
Female students	200	3.00	.82			

The t-test analysis compared the views of 191 male students (mean = 3.00, SD = 0.82) and 200 female students (mean = 3.00, SD = 0.82) perception on how school security influences students' disciplinary outcomes. The degrees of freedom (df) is 389, and the p-value is 0.003, which is below the 0.05 significance level. This indicates a statistically significant difference, hence the H₀ is rejected.

H₀₂: Significant difference does not exist between the mean ratings of male and female students on their perception on traditional classroom and academic performance in public secondary schools in Enugu State.

Table 4: Summary of t-test analysis of the mean ratings of male and female students on their perception on traditional classroom and academic performance in public secondary schools in Enugu State

Group	N	\bar{x}	SD	Df	p-value	Decision
Male students	191	2.66	.91	389	.001	H ₀₄ not rejected
Female students	200	2.63	.90			

The t-test analysis compared the responses of 191 male students (mean = 2.66, SD = 0.91) and 200 female students (mean = 2.63, SD = 0.90) perception on how male students and female students on the influence of traditional classroom and academic performance of students in public secondary schools in Enugu State. The degrees of freedom (df) is 389, and the p-value is 0.001, which is less than the 0.05

threshold for statistical significance. This result suggests a significant difference between the two groups' perceptions. This validates the decision r

to reject H_0 .

Discussion of Findings

Perception of Students on School location and Academic Performance of Students in Public Secondary School

The studies showed that students perceived school location influences academic performance of students in public secondary school in Enugu State. Access to Resources: Schools located in urban areas tend to have better access to resources, such as libraries, laboratories, and technology, which can enhance academic performance, urban schools often attract more qualified and experienced female students which can positively impact academic performance, schools in urban areas tend to have better infrastructure, including modern classrooms, sanitation facilities, and sports facilities, which can create a more conducive learning environment, urban schools often provide more opportunities for cultural and extracurricular activities, which can enrich students' educational experiences, schools located in urban areas can be prone to environmental distractions, such as noise pollution, traffic congestion, and crime, which can negatively impact academic performance, many schools in rural area lack good roads and electricity, making it difficult to operate and that schools in rural areas lack allocation of quality teaching facilities.. The finding is in line with Onodugo (2020) who revealed among others that school location, social facilities, academic infrastructures and school physical facilities has great impact on academic achievement of secondary school students.

The hypothesis tested showed that there is no significant difference between the mean scores of male and female students' perception on School location and academic performance of students in public secondary school in Enugu State.

Students Perception on Traditional school environment and Academic Performance of Students in Public Secondary Schools

The finding showed that traditional school environment significantly affect students' academic performance in secondary schools. Traditional school environments often emphasize discipline and structure, which can help students develop good study habits and a strong work ethic, traditional school environments often emphasize respect for authority, which can help students develop a positive attitude towards female students and the learning process, traditional school environments often place a strong emphasis on core subjects such as mathematics, science, and language arts, which can help students develop a strong foundation in these areas, traditional school environments can be inflexible, which can make it difficult for students who need to balance school with other responsibilities, such as work or family obligations, many public secondary schools in Enugu State have limited access to technology, which can make it difficult for students to develop the skills they need to succeed in the digital age and that Enugu State

has a diverse socio-cultural landscape, with different ethnic and linguistic groups. This diversity can sometimes create challenges for students, particularly those from marginalized communities. The finding is in line with Ugwuanyi (2019) who revealed that traditional school environment that encompasses staff office, classroom spaces for teaching students and staff common room represented the major areas that to a great extent affect the academic achievement of students in public schools, with regard to buildings. It was also revealed that desks, current books and presence of library assistants constituted the areas of influence to the academic achievement of the students with regard to library services in the public secondary schools. The hypothesis tested showed that there is no significant difference between the mean scores of male and female students' perception on traditional classroom and students' academic performance in secondary schools in Enugu State.

Conclusion

The study concludes that students perceived school environment as significantly affects their academic performance in secondary schools in Enugu State. School location and traditional school environment were found to influence academic performance to a high extent. Therefore, improving these aspects of school environment is essential for better students' performance. Stakeholders must prioritize creating positive and secure school environments to enhance learning.

Recommendations

he following recommendations are made based on the findings of the study:

3. Schools located in rural areas should not be left out by the government since many of them lack infrastructural development.
4. Traditional school environment should be facilitated with modern classrooms since it has influence on the academic performance of students in public secondary schools in Enugu State.

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