



INFLUENCE OF SCHOOL ENVIRONMENT ON ACADEMIC ACHIEVEMENT OF BUSINESS EDUCATION STUDENTS IN PUBLIC UNIVERSITIES IN EKITI STATE

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ABSTRACT

This study investigated the influence of school environment on academic achievement of business education students in public Universities in Ekiti State. The design of the study is descriptive of the survey type. The population comprised of 1500 business education students from the two public universities offering business education. The sample size for the study was 200 business education students who were selected through simple random sample technique. Three research questions were raised to guide the study and two hypotheses were formulated. The study revealed that 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 study revealed that there was significant relationship between school facilities and students' academic achievement. The study concluded that school environment have great influence on academic achievement of business education students in public universities in Ekiti State. It is therefore recommended that there should be provision of adequate conducive classroom to promote effective teaching and learning of students in order to improve on their academic achievement.

Office accommodations should be provided for lecturers to enable them have appropriate space and time for their lectures and other related academic activities. Efforts should be made by stakeholders to provide schools with functional libraries and well equipped with current reading reference materials as well as employed qualified library assistant that is capable to direct students to the proper shelf where to get relevant materials.

INTRODUCTION

It has been observed that school environment has influence on students' academic achievement, including performance in examinations. According to Mudassir and Norsuhaily (2015), the school environment is of paramount importance in shaping and reshaping intellectual ability. Arul (2012) also stated that the school environment exerts influence on performance through curricular, teaching technique and relationship. School environment is the learning environment which includes all the external condition and influences in the school that affect the academic achievement of the students. School environment include school physical facilities such as school buildings, classrooms, laboratories, library facilities, offices, toilet facilities and infrastructures that would

likely motivate students towards learning. In a study conducted by Orlu (2013) it was found that the school environment has a significant influence on academic performance. The quality of school building plays a vital role in students' academic achievement. Lewis (2000) found out in a study that good facilities had a major impact on learning. Stricherz (2000) also found that students' achievement lags in a shabby or inadequate school building – those with no science labs, inadequate ventilation and faulty heating systems. According to Ajao (2001), the quality of education not only depends on the teachers performing their duties, but also in the effective coordination of the school's learning environment. In the finding of Akpa, Udoh, and Fagbamiye (2005) it was revealed that school buildings and classroom accommodation for teaching



and learning promote the academic achievement of students in the school. Mazi (2006) also found out that the provision of enough reading materials in the school library with good seats and tables help to improve the quality of the academic achievement of students in the school. School facilities may affect the health, behavior, student engagement and their achievement in schools. The physical and emotional health of students and teachers may also depend on safe and healthy school environment.

There have been observations that most of higher institution students today are deteriorating academically due to lack of good and well-structured school environment. Their poor performance may be attributed to poor learning environment which include schools buildings, library services, and school location and school facilities. This is in line with the view of Bello (2008) that school location influences the academic achievement of the students. Thus the influence of school environment on the students' academic performance cannot be overemphasized

The quality of the school environment is of paramount importance in ensuring the quality of the business education programme in Nigeria. Business education, according to Arhueremu and Ojohwoh (2013), is that aspect of the total education programme that provides the knowledge, skills, understanding and attitudes needed to perform in the business world as a producer and consumer of goods and services. Business education is a branch of vocational education which prepares students for the world of work. Okoli (2010) described business education as an important part of the general education which emphasizes on skills and competence acquisition for use in offices and business-related occupations. Business education aims at producing competent, skillful and dynamic business teachers, office administrators and businessmen and women that will effectively compete in the job market. It embraces education for teaching career, entrepreneurship, business understanding, office environment and vocational practices (Anyaneh and Nzegwu, 2015).

Business education being an aspect of the total education programme that provides the knowledge, skills, understanding and attitudes needed to perform in the business world as a producer and consumer of goods and services must meet up with the needs of the learners and the society as a whole. In order to do this there is need to ensure quality in the process of content delivery of the business education programme. The quality of content delivery and instruction processes has been linked to the availability of conducive environment and adequate physical facilities such as library, shorthand laboratory, model room, accounting

laboratory. In the view of Oladipo, Adeosun and Oni (2012), poor infrastructural facility for research is one of the factors militating against quality assurance in Business Education. Business education requires facilities and equipment which will make the teaching and learning process practical. Most of these equipment and facilities are not available in schools. This shortage of equipment and facilities has negative effects on the quality of teaching and learning of business education. Quality will be difficult to attain when the facilities required for teaching and learning are inadequate or not available. Therefore, graduates of business education who are taught without these required facilities may not be able to defend their certificates.

PURPOSE OF THE STUDY

The major purpose of this study was to determine the influence of school environment on the academic achievement of business education students in public universities in Ekiti State. Specifically, this study investigated:

1. the extent to which the quality of the physical school environment with regard to school buildings affect the academic achievements of business education students in public universities in Ekiti State
2. determine the extent the library services affects academic achievement of business education students in public universities in Ekiti State
3. ascertain the extents the school facilities affect students' academic achievement of business education students in public universities in Ekiti State
- 4.

RESEARCH QUESTIONS

The following research questions will guide the study:

1. To what extent does the school physical environment with regard to school building affect the academic achievements of students in Universities in Ekiti State?
2. To what extent do library services affect the academic achievements of students in Universities in Ekiti State?
3. To what extent do school facilities affect students' academic achievements of Universities in Ekiti State?

HYPOTHESES

Ho₁: There is no significant difference between schools environment and academic achievement of students.

Ho₂: There is no significant relationship between school facilities and students' academic performance



RESEARCH METHOD

The design for this study is descriptive survey. The population for the study comprised of 1500 Business Education students in public universities in Ekiti State. These are Ekiti State Universities, Ado-Ekiti, Ekiti State and University of Nigeria Ikere Campus, Ikere-Ekiti. The sample for this study consisted of One Hundred (100) students who were selected from the two universities using simple random sampling technique. The instrument for data collection was a self-designed questionnaire titled "Influence of school environment on academic achievement of students in Public Universities in Ekiti State". The instrument was subjected to face and content validity and was considered valid for the study. The

questionnaire was tested for reliability using split-half method and its coefficient was 0.79 which implies that the instrument was highly reliable. Mean and standard deviation were used to answer the three research questions raised for the study. The hypotheses were tested using t-test and Pearson product moment correlation

RESULTS

Descriptive Analysis

Question 1: To what extent does the school physical environment with regard to school building affect the academic achievements of students in Universities in Ekiti State?

Table 1: The school physical environment with regards to school building affects the academic achievements of students

S/N	ITEMS	VGE	GE	LE	VLE	Mean	St.D	Decision
1	Offices for staff	54 (54%)	24 (24%)	10 (10%)	12 (12%)	3.20	1.04	GE
2	Reading rooms for students	46 (46%)	25 (25%)	19 (19%)	10 (10%)	3.07	1.03	GE
3	Lecture theater for students	27 (27%)	46 (46%)	17 (17%)	10 (10%)	2.90	0.92	LE
4	Lecture hall spaces for teaching & learning process	34 (34%)	37 (37%)	25 (25%)	4 (4%)	3.01	0.87	LE
5	More ventilated space for students recreation	40 (40%)	27 (27%)	25 (25%)	8 (8%)	2.99	0.99	LE
6	Hall for Exams	55 (55%)	20 (20%)	18 (18%)	7 (7%)	3.23	0.98	GE
Grand mean weighted value						3.06	0.97	GE

Mean greater than 3.06 "Great Extent" otherwise "Low Extent"

The extent in which school physical environment with regards to school building affects the academic achievements of students as shown in table 1 revealed that offices for staff, reading rooms for students and hall for exams are in great extent affecting student academic achievement as their mean 3.20, 3.07 and 3.23 respectively are greater than 3.06 grand mean weighted value. However, the result shows that lecture theatre for students, lecture hall spaces for teaching & learning process, more ventilated space for students' recreation are affecting students' academic achievement at low extent as their mean 2.90, 3.01, and 2.99 respectively

fall below grand mean weighted value. This implies that academic achievement of students is affected by school physical environment with regards to school building.

Question 2: To what extent do the library services affect the academic achievements of students in Universities in Ekiti State?

**Table 2: The extent in which library services affect the academic achievements of students**

S/N	ITEMS	VGE	GE	LE	VLE	Mean	St.D	Decision
7	Provision of seat for use in the library.	59 (59%)	23 (23%)	18 (18%)	-	3.41	0.78	GE
8	Current materials/books for students in the library	47 (47%)	29 (29%)	15 (15%)	9 (9%)	3.14	0.98	GE
9	Books for lending to students to enhance more knowledge	45 (45%)	39 (39%)	9 (9%)	7 (7%)	3.22	0.88	GE
10	Physical presence of library assistants to help and guide	44 (44%)	41 (41%)	7 (7%)	8 (8%)	3.21	0.89	GE
11	Working hours during which library is open for use.	24 (24%)	45 (45%)	25 (25%)	6 (6%)	2.87	0.85	LE
12	Extension of working workers	36 (36%)	36 (36%)	13 (13%)	15 (15%)	2.93	1.05	LE
Grand mean weighted value						3.13	0.91	GE

Mean greater than 3.13 “Great Extent” otherwise “Low Extent”

The extent to which library services affect the academic achievements of students as shown in table 2 revealed that lack of provision of seat for use in the library, current materials/books for students in the library, books for lending to students to enhance more knowledge, physical presence of library assistants to help and guide are affecting students’ academic achievement as their value 3.41, 3.14, 3.22, and 3.21 respectively was greater than the grand mean weighted

value of 3.13. However, the study indicated that working hours during which library is open for use and extension of working workers only affect students achievement in low extent as their mean value of 2.87 and 2.93 respectively less than grand mean weighted value. Hence, library services affect student’s academic achievements in a greater extent.

Question 3: To what extent do the school facilities affect students’ academic achievements of Universities in Ekiti State?

Table 3: What extent does the school facilities affect students’ academic achievements

S/N	ITEMS	VGE	GE	LE	VLE	Mean	St.D	Decision
20	Well-furnished lecture halls for students comfort-ability	47 (47%)	26 (26%)	16 (16%)	11 (11%)	3.09	1.04	GE
21	Teaching aids	39 (39%)	41 (41%)	16 (16%)	4 (4%)	3.15	0.83	GE
22	Electric generators for hostels/lecture theaters	28 (28%)	39 (39%)	28 (28%)	5 (5%)	2.90	0.87	LE
23	Blackboard for classroom/laboratories	31 (31%)	33 (33%)	30 (30%)	6 (6%)	2.89	0.91	LE
24	Well-equipped laboratory for each departments	40 (40%)	31 (31%)	18 (18%)	11 (11%)	3.00	1.02	LE
25	Sport facilities	32 (32%)	49 (49%)	15 (15%)	4 (4%)	3.09	0.79	GE
26	School health facilities in terms of emergency	40 (40%)	31 (31%)	21 (21%)	8 (8%)	3.03	0.97	LE
27	Fencing of the school/security	45 (45%)	32 (32%)	13 (13%)	10 (10%)	3.12	0.99	GE
28	Electricity	53 (53%)	24 (24%)	16 (16%)	7 (7%)	3.23	0.96	GE
Grand mean weighted value						3.06	0.93	GE

Mean greater than 3.06 “Great Extent” otherwise “Low Extent”



The table 3 presented above showed the opinions of the respondents as regard to the extent in which school facilities affect the academic achievement of the students. It revealed that well-furnished lecture halls for students convenience, teaching aids, sport facilities, fencing of the school/security, and electricity are affecting students' academic achievement as their mean value of 3.09, 3.15, 3.09, 3.12, and 3.23 respectively, these are greater than grand mean weighted value of 3.06. However, the electric generators for hostels/lecture theaters, blackboard for classroom/laboratories, and well-equipped laboratory for each departments and school health facilities in terms of emergency are considered to have low extent

in affecting students' academic achievement as their mean value of 2.90, 2.89, 3.00, and 3.03 falls below grand mean weighted value. Hence, the result showed that respondents agreed that on a great extent school facilities affect students' academic achievements.

TEST OF HYPOTHESES

Two hypotheses were formulated to guide the study and will be tested at 0.05 level of significant.

Ho₁: There is no significant difference between schools environment and academic achievement of students

Table 4: t-test statistics for difference between schools environment and academic achievement of students

Variables	N	Mean	Std. Dev	Df	T. Cal.	T. Table	Inference
School Environment	100	3.20	1.04	99	31.14	0.19	Significant
Students' Achievement	100	60.19	18.34				

P > 0.05 (Significant)

The result of t-test in table 4 revealed that t-cal (31.14) is greater than t-table (0.19) at 0.05 level of significant, df=99. This makes the null hypothesis one to be rejected. This means that there was significant

difference between schools environment and academic achievement of the students.

Ho₂: There is no significant relationship between school facilities and students' performance

Table 5: Pearson Product Moment Correlation showing school facilities and Students' Academic achievement

Variables	N	Mean	SD	r-cal	r-tab	Sig (P)
School Facilities	100	3.09	0.79	0.209	0.19	0.01
Academic Achievement	100	60.19	18.34			

P < 0.05 (Significant)

The result of analysis presented in table 5 revealed that the relationship between school facilities and students' academic achievement was very high as r_{cal}(0.209) was greater than r_{tab} (0.96) and P-value (0.01) less than 0.05 level of significance. This led to the rejection of null hypothesis three. Hence, there was significant relationship between school facilities and students' academic achievement.

DISCUSSION OF FINDINGS

The result of the findings revealed that offices for staff, reading rooms for students and hall for exams affect students' academic achievement; hence there is

need for more reading rooms for students. This is in line with findings of Akpa et al (2005) that school buildings, classroom accommodation for teaching and learning, promote the academic achievement of students in the school.

The findings also revealed that lack of provision of seat for use in the library, current materials/books for students in the library, books for lending to students to enhance more knowledge, physical presence of library assistants to help and guide are affecting student's academic achievement. This support the finding of Mazi (2006) that the provision of enough reading materials in the school library with



good seats and tables help to improve the quality of the academic achievement of students in the school.

The study revealed that lack of facilities near to the school, limited access to reading materials near or around the institutions, lecturers' inability to access current and relevant materials for teaching, and insufficient qualified lecturers due to the nature of the school are also affecting students' academic achievement. This agrees with the opinion of Bello (2008) that school location influences the academic achievement of the students.

The result of hypothesis test showed that there was significant difference between schools environment and academic achievement of the students and there was significant relationship between school facilities and students' academic achievement.

CONCLUSION

Based on the findings of this study, it was concluded that school building, school library, and schools facilities are in a great extent affecting student academic achievement.

RECOMMENDATIONS

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

1. There should be provision of adequate conducive classroom to promote effective teaching and learning of students in order to improve on their academic achievement.
2. Office accommodations should be provided for lecturers to enable them have appropriate space and time for their lectures and other related academic activities
3. Efforts should be made by stakeholders to provide schools with functional libraries and well equipped with current reading reference materials as well as employed qualified library assistant that is capable to direct students to the proper shelf where to get relevant materials.
4. Power supply should be made available for both staff and students for effective teaching and learning process e.g. in order to power computers and projector for teaching delivery.

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