

EFFECT OF LEARNING ENVIRONMENT ON THE PERFORMANCE OF STUDENTS  
IN BUSINESS STUDIES IN JUNIOR SECONDARY SCHOOLS IN OGUN STATE,  
NIGERIA

Opeyemi Jonathan ADEKOYA; Adeyemi A. AYANWOLE & Patrick A. ADEYEMI,  
DEPARTMENT OF BUSINESS EDUCATION,  
MICHAEL OTEDOLA COLLEGE OF PRIMARY EDUCATION, NOFORIJA-EPE  
&  
Murainah Tunji IBRAHIM,  
DEPARTMENT OF BUSINESS EDUCATION,  
KWARA STATE COLLEGE OF EDUCATION, ORO

IJMSSSR 2020

VOLUME 2

ISSUE 5 SEPTEMBER – OCTOBER

ISSN: 2582 - 0265

**Abstract:** This study examined the effect of Learning Environment on the performance of Students in Business Studies in Junior Secondary Schools in Ogun State. Three research questions were formulated. Population for the study comprised twenty five thousand three hundred (25, 300) JSS students from three hundred and eighty seven (387) public secondary schools in Ogun State. Purposive sampling techniques were used to select two renovated and two dilapidated schools. Thereafter, two large sized classes of JSS III were selected from two of the schools. Another two small sized classes were selected from the other two schools, giving a total of 4 intact classes and students from these classes formed the sample size of 200 for this study. Quasi-experimental research design involving pre-test, post-test and non-equivalent design group was used for the study. The research instrument used for data collection was Business Studies Achievement Test (BSAT) that contained 20 items and was adopted from Junior Secondary School Certificate Examination (JSSCE) conducted in Ogun State between 2008 and 2012. Independent t-test was used to test the hypotheses at 0.05 level of significance, while mean and standard deviation were used to analyze the research questions. Finding from the study showed that all hypotheses were rejected. The findings revealed that there was a significant difference in the performances of the two groups (Experimental and Control). This revealed that a classroom building; class with adequate furniture; and the use of instructional materials were found to have positive effect on the performances of students in Junior Secondary Schools in Ogun State. Based on the findings of the study, the researcher concludes that conducive learning environment is very essential for effective teaching and learning; stakeholders should make concerted efforts to build more classrooms in secondary schools that would help to reduce problem of overcrowding; that adequate furniture should be provided and students should be oriented on how to maintain these facilities.

**Keywords:** Learning environment, Performance, Business studies, Secondary schools, Achievement.

### Introduction

Learning environment encompasses all resources human and material, programmes and opportunities, for students to use these resources creatively and imaginatively to learn and develop their potentials. According to Oduwaye (2011), learning environment refers to the context in which learning takes place. It is the surrounding circumstances which effects learning. An environment in which learning occurs can be as wide as particular society and it may be viewed as an educational institution. A leaning environment is the condition and influence which a learner comes in contact with, resulting in a series of complex interactions and ensuring a permanent change in the area. This implies that an individual's acquisition of skills, knowledge and competencies would occur under certain conditions and influence (Nwadiani 2000). In the views of Obanya (2007), education does not occur in vacuum. It grows in a socio-political-economic environment and there can be no education without a society. Thus, a society provides a macro environment in which a school is located and from which it draws it resources. Within the school, there is also a macro environment which influences the operation and the extent to which educational objectives can be achieved.

Therefore, the development of an individual, through knowledge and skills acquisition in schools, could be influenced positively or negatively by the socio-political and economic conditions of the environment. This is

probably why Akubue (2006) stated that “a good learning environment has the advantage of fostering desirable behavior and attitude; developing problem solving, skills and creative thought; encouraging students”. School environment reflect the physical and psychological aspect of the school that are more susceptible to change and provide the pre-conditions necessary for teaching and learning to take place. Tshui and Cai (2011) described learning environment as an orderly environment in which the school family feels valued and able to pursue the schools mission free from concern about disruptions and safety.

Conducive learning environment has been identified as essential for effective teaching and learning to take place. Olutola (2008) postulated that school learning environment which includes instructional spaces, administrative spaces, circulations spaces, spaces for conveniences and accessories are essential in facilitating teaching-learning process.

Secondary school is a formal organization where teachers and learners activities are planned, organized and controlled both internally and externally, it is a formal learning environment which is influenced internally and from outside physically. (Rohana 2009: 171-173). The school as a learning environment comprises physical, academic, social and cultural environment. The physical environment is made up of school location, physical features and structures within and outside the school. For example, a school may be located in urban or rural area, noisy or quiet areas. Buildings, equipment and infrastructures available within a school and its surroundings may also constitute its physical environment.

Learning environment is reflected by curricular and co-curricular activities in which teachers and learners engage in classrooms, libraries, laboratories and other places in the school. Social environment is created through interaction among teachers and learners in the classroom and other places in the school. The cultural environment consists of rules, regulations, values and discipline. It also includes all school activities which are meant to initiate learner into societal culture and the dominant among these features is the physical environment as described by Ajayi (2007) that school physical features consists of the basic systems and structures which are viable and are needed by schools or institutions in order to function effectively and to fulfill the purpose for which it was established.

Physical learning environment if adequately provided and maintained is capable of influencing students and teachers positively as suggested by Olagboye (2004) physical learning environment reflects the political, social, economic and intellectual activities of given school. He referred to them as physical resources, school plant or school facilities. Bosque and Dore (2008) agreed that teaching and learning environment are meant to implement six functions: inform, communicate, collaborate, produce, scaffold and manage. They added that conceptually speaking, the learning environment refers to the whole range of components and activities which learning happens.

Learning environment in its narrow sense is a conventional classroom and in its widest sense, is a combination of formal and informal education system where learning takes place both inside and outside the school for the purpose of achieving the set objectives. The concept of physical learning environment with respect to physical structures relates to spaces, equipment, sources of information and events within and outside the schools where students can take part in the learning process both directly and virtually.

However, it has been observed in the recent past that secondary schools in Nigeria are not living up to expectation in delivering quality education expected of the system. A lot of problems seem to be bedeviling the secondary school system ranging from inadequate facilities, old and dilapidated structures, inadequate instructional materials and unqualified teachers there by making the system ineffective (Wanjobi 2011). Schools need to be effective so as to be able to deliver the good things expected of them at every point in time. School effectiveness transcends beyond students passing examinations. However, it has indeed, been observed today that there is persistent poor performance of students in both internal and external examinations. Researchers such as Yusuf (2004) and Adeyemi (2008) have all shown in their various studies that the extent of poor performance of students in public examination has no doubt made parents lost confidence in the ability of the public schools to produce good products. Adewuyi (2012) submitted that conducive learning environment can have effect on both the attitudes and achievement of students. He further added that a positive learning environment is found to be a very important factor of school effectiveness.

### **Purpose of the study**

The following are the purpose of the study:

Determine the effect of classroom building on the performance of students in junior secondary schools in Ogun State.

Determine the effect of adequate class furniture on the performance of students in junior secondary schools in Ogun State

Ascertain the effect of the use of instructional materials on the performance of students in junior secondary schools in Ogun State.

### **Research questions**

The following three research questions are raised:

What is the effect of classroom building on the performance of students in junior secondary schools in Ogun State?

What is the effect of the provision of adequate class furniture on the performance of students in junior secondary schools in Ogun State?

What is the effect of the use of instructional materials on the performance of students in junior secondary schools in Ogun State?

### **Hypotheses**

Two hypotheses was used for this study:

There is no significant difference in the performances of students taught business studies in classroom buildings and those in dilapidated buildings in Ogun State.

There is no significant difference in the performances of students taught business studies in class with adequate furniture and those without furniture in Ogun State.

### **Methodology**

A quasi-experimental research design, involving a pre-test, post-test and non-equivalent research design groups are used for the study. The research design is appropriate to the type of research conducted which is largely an evaluation. The purpose of using this design agreed with Kolo (2013) who says that “experimental is to investigate possible cause and effect as well as relationship between two or more variables by the application of treatment which cannot be resolved by observation or description”. The largest population for this study comprised students of public Junior Secondary Schools in Ogun State. There are total of three hundred and eighty seven (387) public Junior Secondary Schools in Ogun State with twenty five thousand three hundred (25,300) students. Purposive sampling technique was used to select two renovated schools and two dilapidated schools. Thereafter, two large sized classes of JSS III were selected from two of the schools and another two small sized classes from two other schools, given a total of 4 intact classes. Students from these classes formed the sample size for this study which stood at 200. The instrument used for this study was a Business Studies Achievement Test (BSAT), and a treatment package. The instrument was adopted from Junior Secondary School Certificate Examination (JSSCE) conducted in Ogun State between 2008 and 2012. It contains 20 items which the participants were required to answer within 30 minutes. The purpose of using BSAT was to determine the performance of the participants in Business Studies. The examination (JSSCE) is usually conducted to assess the performance of students in various disciplines including Business Studies. The treatment package is such that utilized learning environment classified as conducive and in conducive. The experimental group subjected/accommodated in the conducive learning environment that is made up of all that is needed for effective learning to take place such as good lightening, adequate class furniture, ventilation, white chalkboard, average population and instrumental materials. While the control group are housed in a dilapidated classroom environment that is not very conducive for learning with the students seating on the bare floor, in an overcrowded population with rough chalkboard without instructional materials. In order to ascertain the reliability of the instrument, the results of the pilot testing in terms of their general performances were analyzed using Person Product Moment Correlation Coefficient (PPMCC). Based on the standard indices for reliability coefficient obtained for the instrument (0.94 and 0.94) are an indication of high reliability, pointing to the suitability of the instrument.

### Results and Discussion of Findings

The data collected from the test administered to both experimental and control groups were subjected to both descriptive and parametric statistics. In this case mean and standard deviation were employed to explain the research questions while t-test used to test the hypotheses.

The descriptive statistics were presented by way of answering research questions as follows:

Research Question 1: What is the effect of classroom building on the performance of Junior Secondary School in Ogun State?

Table 1: Descriptive Statistics for Pre-test of Experimental Group.

Group	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	35	23.38	7.91	0.98
Post-test	35	42.69	19.14	2.37

Table 1 above showed the descriptive statistics of the experimental group. Pre-test with 23.4 as mean scores and 7.91 standard deviation while the post-test with 42.6 as mean scores and 19.1 standard deviation. This shows a clear indication that a classroom building has impacted positively on the performance of Junior Secondary School Students in Ogun State.

Research Question 2: What is the effect of the provision of adequate furniture on the performance of Junior Secondary Students in Ogun State?

Table 2: Descriptive Statistics for Pre-test and Post-test of Experimental Group.

Group	N	Mean	Std. Deviation	Std. Error Mean
Pre-Test	40	24.62	10.21	1.27
Post-Test	40	41.62	21.09	2.62

Table 2 showed the descriptive statistics of the experimental group. Pre-test with 24.6 as mean scores and 10.2 standard deviation while the post-test with 41.6 as mean scores and 21.1 standard deviation. This shows that class with adequate furniture impacted positively on the performance of Junior Secondary School Students in Ogun State.

Research Question 3: What is the impact of the use of instrumental materials on the performance of Junior Secondary Students in Ogun State?

Table 3: Descriptive statistics for Pre-test and Post-test of Control Group

Group	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	65	23.15	23.92	2.97
Post-test	65	36.69	31.38	3.89

Table 3 above showed the descriptive statistics of the control group. Pre-test with 23.1 as mean scores and 23.9 standard deviation while the post-test with 36.7 as mean scores and 31.4 standard deviation. This shows that use of instructional materials impacted positively on the performance of Junior Secondary Students in Ogun State.

Hypothesis 1: There is no significant difference in the performances of students taught business studies in classroom buildings and those taught in dilapidated buildings in Ogun State.

Table 4:

Group	N	X	SD	DF	A	t-cal	t-crit	P	Decision
Exp	35	25.77	12.36	198	0.05	7.16	1.96	0.00	Reject
Control	60	22.66	10.88						

Table 4 showed that there is a significant difference in the performances of experimental and control groups. The mean scores are 25.77 and 22.66,  $t\text{-cal} = 7.52$  and  $t\text{-crit} = 1.96$  which is less than the alpha ( $\alpha$ ) value of 0.05. Therefore, the hypothesis which states that there is no significant difference in the performance of students taught business studies in the classroom building and those in a dilapidated classroom in Ogun State is rejected. This means that classroom building has positive impact on performance of Junior Secondary Students in Ogun State. Hypothesis 2: There is no significant difference in the performance of student taught business studies in class with adequate furniture and those in class without furniture in Ogun State.

T-test statistics for experimental and control groups

Table 5:

Group	N	X	SD	DF	A	t-cal	t-crit	p	Decision
Exp	35	25.77	12.36	198	0.05	7.16	1.96	0.00	Reject
Control	60	22.66	10.88						

Table 5 above showed a significant difference in the performance of student of experimental and control groups. The mean score are 27.63 and 24.88,  $t\text{-cal} = 5.85$  and  $t\text{-crit} = 1.96$  which states that there is no significant difference in the performance of students taught business studies in a class with furniture and those in a class without furniture in Ogun State is rejected. This means that classroom with furniture has impacted positively on the performance junior secondary student in Ogun State.

### Discussion of findings

The study examined the effect of learning environment on the performance of students in Business Studies in Junior Secondary School in Ogun State.

Research Question 1 results showed those that were taught business studies in a class room building performed significantly better than those in a dilapidated classroom. Decaying classroom buildings such as peeling paint, crumbling plaster, non-functional toilet, poor- lighting inadequate ventilation , and inoperative heating and cooling system threatening the safety and learning opportunities of students. The above statement agreed with the opinion of Siegal (2014) and Fadipe (2010) who stated that school environment is an essential aspect of educational planning, he went further to explained that unless schools are well situated, buildings adequately constructed and equipment adequately utilized and maintained, much and effective teaching and learning may not take place.

Research Question 2 results revealed that students that were taught business studies in a classroom with adequate furniture performed significantly better than those in the classroom without furniture. The physical characteristic of the school have a variety of effect on students, teachers, and learning process. For instance, class and staffroom furniture, library and laboratory furniture create a conducive learning atmosphere when they are available. Students on their part need class furniture that would make them comfortable to receive lesson in class, to copy note on the chalkboard, to write exam, test, assignment, and other class work that help greatly for their academic achievement. Poor furniture facilities make teaching and learning difficult. Surely, the above statement agreed with the argument of Akubue (2006) that conducive learning environment where all necessary facilities for teaching and learning are made available has the advantage of fostering desirable behaviour and attitude, developing problem solving skills and creative thought, encouraging student's interaction and above all helping student to achieve their educational objectives. Also, in the words of Bandurah (2011) school facilities play a vital role in actualization of educational goals and objectives by satisfying the physical, emotional, cultural, social, educational and psychological needs of student as well as the need of the society?

Research Question 3 results shows that the effect of instructional materials in promoting student's academic performance as well as teaching and learning in educational development is indisputable. This is in agreement with the opinion of Olutola (2008) that school learning environment which includes instructional materials, administrative spaces, spaces for conveniences and accessories are essential for facilitating teaching-learning process.

### Conclusions

This study has shown a positive and significant relationship between the physical environment of the school such as classroom building, furniture, instructional facilities and student's academic performance in junior secondary school in Ogun State. This is an indication that these facilities in secondary school should be prime concern of the



education stakeholders in the state and the nation in general. However, the extent which student's learning should be enhanced depends on the structure of their classroom, availability of the classroom, instructional facilities and accessories. It is believe that conducive learning environment with available school facilities will gear up expected outcome of education that will facilitate good social, political and economic emancipation, effective teaching and learning process as well as academic achievement of students.

Hence, it has been established that facilities are potent to greater academic achievement of students. Therefore, it requires prompt attention on the part of the education stakeholders to improve the poor condition of learning environment and academic situation of secondary school from its present state. Based on the conclusion drawn, the following recommendations were made:

1. Adequate classroom building and renovation of the existing dilapidated structure in public secondary schools should be given immediate attention
2. Adequate furniture that enhance conducive learning environment should be made available to receive lesson in class, to copy note on the chalkboard, to write test, exam.
3. Adequate instructional materials should be made available in public secondary schools and teachers should be encouraged to utilized them appropriately.

### References

1. Adewuyi, D A (2012) Comparison between School Effectiveness, Characteristics and development Classroom Instruction Strategies in the United States and Nigeria. "Journal for African", 27(1&2), 263-287.
2. Adeyemi, T O (2008) Predicting Students' Performance in Senior Secondary Certificate Examination from performance in Junior Secondary Certificate Examination in Ondo State, Nigeria. "Humanity and Social Science Journal", 1, 26-36
4. Ajayi, I A (2007) "Issues in Management". Lagos: Bola Bay Publication.
5. Akubue, A U (2006) "Classroom Organization and Management: A 5-point Strategy". Ibadan: Wisdom Publishers Ltd.
6. Bosque, J and Dore, S (2008) The effect of Motivation on the Relationship of School Climate, Family Environment, and Student and Characteristics to Academic Achievement. "British Journal of Educational Psychology", 6(1), 1-12.
7. Dikko, S (2008) "A tool for Enhancing Quality in Nigeria Education". Retrieved from <http://www.enhance/edu.org/a-tool-for-enhancing-quality-in-education.htm>
8. Donald, R and Edward, B (1981) "Business and Economic Statistics". Plano: Business Publication, Inc. Fadipe, P S (2010) "Introduction to School Management and Administration". Makurdi: Chico Press.
9. Hallak, A K (1990) "Improving Primary Education in Developing Countries". Retrieved from <http://www.ccsenet.org/ass>
10. Kolo, F D (2003) "Basic Research Concepts for Behavioral Researchers". Zaria: Raspa Vicko Consultancy Services.
11. Megan, W (2011) "A Practical guide to Conducting Classroom Observation". Retrieved from <http://www.alafrika.com/practical-guide-to-conducting-classroom-observation.tml>.on 2-3-2013
12. Norris, C and Soloway, E (2014) Envisioning the handheld-centric classroom. "Journal of Education Computing Research", 30(4), 281-294.
13. Nwadiani, M (2010) "Economic dimension of educational planning in Nigeria". Lagos: Monose Amalgamates.
14. Obanya, P (2007) "Thinking and Taling Education". Ibadan: Evans Brothers Nigeria Limited. Oduwaye, R O (2011) "Learning Environment and School Management". Lagos: Scholastic and Allied production Ltd.
15. Olagboye, A A (2004) "Introduction to Educational management in Nigeria". Ibadan: Daily Graphics Nigeria Limited.
16. Olutola, A D (2008) "Education Facilities and Students' Performance in West African School Certificate Examination, "International Journal of educational management", 7(4), 17-24
17. Rohana, K (2009) The Quality of Learning Environment and Academic Performance from a Students Perception. "International journal of business and management", 4(4), 171- 173.
18. Tshui, C Y and Cai, D (2011) Developing a System for maintenance of teaching college Laboratory Equipment. "Journal of Vocational and Adult Education", 3(1), 11-22

19. Wanjobi, W C (2011) “Performance Determinants of Kenyan Certificate of Secondary Education in Mathematics”. Retrieved from <http://www.kcse.org/ies.html> on 12-6- 2012
20. Yusuf, A (2004) “Effect of Cooperative Instructional Strategy on Students Performance in Social Studies”. Retrieved from <http://www.socialstudies.org/washington.html> on 4-6- 2013.