

EFFECT OF SCHOOL ENVIRONMENT ON THE ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN BUEA MUNICIPALITY

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ABSTRACT

This study investigated the effect of school environment on the academic performance of secondary school students in Buea municipality. The objectives of the study were to find out; the extent to which classroom environment, school location and student's teacher relationship are related to the academic performance of students in secondary schools in the Buea Municipality. The target population of the study was 4263 students from three selected secondary schools while the accessible population was 836 form five students from the three selected secondary schools. The sample size was 180 students selected from three secondary schools in Buea municipality. Questionnaire was used to obtain information from correspondents and data were analyzed using mean, standard deviation and Pearson product moment. The following results were obtained; classroom environment, school location and student's teacher relationship all have a relationship with students' academic performance. Based on the above findings, the following recommendations were made; School heads should periodically engage their staff on awareness programmes through workshop or seminar on the need to maintain good relationship with students as this would help to maintain order in the school and smooth relationship between teachers and students. Schools should be located away from the city centre and classroom environment should be made conducive for studies.

1.0 INTRODUCTION

Education in General plays a vital role in promoting sustainable development through improving the population's various skills as well as raising awareness on various issues of national importance including improving general standards of living (Kigongo ,2018). These various skills are acquired through schools.

Children need safe, healthy and stimulating environment in which to grow and learn. During the school year, children spend 7 to 8 hours at the school where the environment plays a significant/critical role in child development. This condition requires careful planning and designing to optimize experiences that support education, health and stewardship Arul (2012). Therefore, the school environment is of paramount importance in shaping and reshaping intellectual ability. However, supportive and favorable school environment enriched with enough learning facilities, and favorable climate makes students more comfortable, more concentrated on their academic activities that result in high academic performance. The forces of the environment begin to influence growth and development of the individual right from the womb of his mother. The educational process of development occurs in physical, social,

cultural and psychological environment. A proper and adequate environment is very much necessary for a fruitful learning of the child. The favorable school environment provides the necessary stimulus for learning experiences. The children spend most of their time in school, and this school environment is exerting influence on performance through curricular, teaching technique and relationship Arul (2012).

Students' academic performance in this context refers to the extent to which students are able to accomplish their pre-determined objectives, academic achievement in school transcends beyond students passing final examination, it also encompasses student's attainment in other domain of learning such as the affective and the psychomotor domains. According to Udoh and Akpa, (2004), these other domains apart from having influence on the cognitive achievement, also make the beneficiary of the education system to live a fulfilled life and contribute meaningful to the development of the society. School environment with its attainment features of instructional spaces planning, administrative places planning, circulation space planning, accessories planning, the teachers as well as the student themselves are essential in the teaching-learning processes. The extent to which student learning could be enhanced depend on their location in the school locality, within the school compound, the structure of their classroom, availability of instructional facilities and accessories. It is believed that a well-planned school will gear up expected outcomes, education that will facilitate good social, political and economic emancipation, effective teaching and learning process and academic achievement of the students (Talutope, 2011).

Academic performance means student's educational outcome after a short period of learning engagement. It is also regarded as students' success in a short-term learning activity. Bossart, Doumen, Buyse and Verschuere (2011), defined academic performance as students' success in meeting short- or long-term goals in education. Similarly, Duruji, Azuh, and Oviasogie (2014) posited that academic performance is the degree of a student's accomplishment of his or her task and studies. Duruji et al (2014) further said that the most well-known indicator of measuring academic performance is grades which reflect the students "score" for their subjects and overall tenure. Academic performance means the extent to which a student has attained their short- or long-term educational goals. These researchers concluded that a good school environment promotes academic performance of students.

2.0 STATEMENT OF PROBLEM

Children need safe, healthy and stimulating environment in which to grow and learn. During the school year, children spend 7 to 8 hours at the school where the environment plays a significant/critical role in their development. Also, looking at the school as a social system there are input, processes and output which need to be put in place to create a conducive teaching and learning process. The school environment has a key role to play in the academic performance of students during the teaching learning process. But general certificate of education results has showed a constant declined. Most classrooms are overcrowded, teachers' relationship with students in some schools is not the best, libraries are absent in some schools, there are poor lightening conditions in some classrooms and poor instructional materials are presented by some teachers to students. It's against this background that this researcher decided to investigate the relationship between school environment and the academic performance of secondary school students in the Buea Municipality.

3.0 THEORETICAL FRAMEWORK

Social learning theory developed by Albert Bandura (1971) explains the social context of learning as a consequence of interactions involving persons and the environment (Bandura, 1999). A student's immediate surroundings are essential because learning can occur through observation, imitation, and modelling (Lent et al., 1994; Zimmerman, 1989). The relevance of observation, modelling and imitating others' attitudes, behaviours, and emotional reactions were tested in Bandura's Bobo doll experiment. The investigation involved a group of children in pre-school who watched adults physically and verbally abuse inflatable plastic toys called Bobo dolls. The children were assembled into three groups. The first experimental group observed aggressive adult behaviours, while the second experimental group observed nonaggressive adult behaviours. The third group, the control group, was not exposed to any experimental behaviour models. Over time, the children were observed in the presence of different toys regulated to show aggressive and non-aggressive stimuli. The results showed that children in the aggressive behaviour model displayed significantly higher tendency of aggressive behaviours compared to children in the other two models. After eight months, 90% of children in the aggressive behaviour model exhibited aggressive adult behaviours compared to only 40% in the other groups (Hart & Kritsonis, 2006; Lansford, 2016). It can be inferred from the Bobo dolls experiment that environmental conditions influence learning behaviours that are acquired through observation and modelling.

Retention is another critical element of social learning theory and refers to students' ability to remember what they pay attention to, such as mental images, symbolic coding, motor rehearsal, and cognitive organisation (Fryling et al., 2011). Attention is vital in social interactions and revolves around factors such as prevalence, distinctiveness, functional value, and complexity (Rijn et al., 2019). Social learning theory can provide stakeholders with valuable information to improve students' learning outcomes (Hollis, 2019). The theory refers to learning as outcomes of a persons' social interactions in an environment such as the school (Bandura, 1999). There are ongoing debates among researchers on how to establish associations between school learning environment and academic performance. The debates have elicited global empirical studies to explore the effects of school learning environment on academic performance (Zullig et al., 2014). In this regard, our study investigated how some aspects of the school learning environment functioned independently or concurrently to cause variations in students' academic performance.

In Walberg productivity model (1981), the importance of the learning environment is highlighted. In his model, Walberg has identified nine elements that affect the productivity of education and those nine elements work together to improve students' performance.

According to Walberg, nine of the elements contained in the three important factors that influence the production of learning were talent, teaching methods and environments. These factors are very important and mutually interact and directly impact on the production of learning in terms of affective, cognitive and behavioral students. Instead of learning outcomes in terms of affective, behavioral and cognitive development may also provide information or related to talent assessment, teaching and learning environment for students. Thus, according to Walberg, to enable effective learning to occur, nine elements must be properly understood by a teacher.

These elements are the ability, the level of development, motivation, quantity of instruction, quality of teaching, the home environment, classroom environment, peer groups and the mass media, especially television. The nine aspects will interact with each other and need to be understood and manipulated by a teacher as much as possible. This is because all these elements are very important and mutually affect substantially in terms of determining the production of effective learning, cognitive and behavioral students. So, it is essential for the teacher to take all these factors into consideration during the teaching learning process.

4.0 REVIEW OF RELATED LITERATURE

According to Terhile, (2013), the word "environment" of a school organization is what is located outside and inside of the "systemic" limits of its body and is divided into internal and external. The school is the most dynamic institution, which should keep pace with the changing needs of society. It is also an institutional space for communities of learners, including both students and teachers. Thus, it should develop in each individual the knowledge, interest, ideals, attitudes, habits, skills and powers, whereby she/he will find his/her right place in the social order and use that position to shape him/her and the society both towards the higher and nobler ends. The attainment of such objectives required proper school environment. Healthy school environments are critical for children to learn, play, and grow. School environment consist of the entire interaction settings like classroom, field, teacher-pupil relationships within the school (Stavroula, Labros, Georgios, Ioannis, 2014).

The school environment is that particular environment where teachers and students come together for the purpose of teaching and learning. It is also an academic environment where teaching and learning are made available to learners based on the prescription of a formal curriculum. Booth & Okely (2005) defined school environment as the physical environment such as facilities and, equipment, school policies such as time allocated for activities, and infrastructures such as library, laboratory and hostels made available for learning achievement of students. Chuma (2012), states that the school environment includes those aspects within the students surrounding at school that influences the process of teaching and learning. Similarly, Ileoye (2015) posit that the school environment comprises the availability of adequate and qualitative facilities to promote teaching and learning. Odeh, Oguiche and Ivagher (2015) outlined the characteristics of the school environment to include school buildings, furniture's, playgrounds, sporting facilities and other related equipment which aid the teacher's delivery of lesson. The school environment also includes the social relationships in the school. The relationships include principal community relationship, principal-teacher relationship, teacher-teacher relationship, teacher-students and students-students' relationships. It has been observed that the school environment has a great influence on students learning.

Williams, Persuade, and Turner (2008) in their study reported that safe and orderly classroom environment (aspect of instructional space), school facility (accessories) was significantly related to students' academic performance in schools. They also said that a comfortable and caring environment among other treatments help to contribute to students' academic performance. The physical characteristics of a school have a variety of effects on teachers, students and the learning process. Poor lighting, noise in classrooms and inconsistent temperatures make teaching and learning difficult. Poor maintenance and ineffective ventilation systems lead to poor health among students as well as teachers, which leads to poor

performance and high absentee rates Frazier (2002), Lyons (2001) and Ostendorf (2001). These factors can adversely affect students' behavior and lead to high levels of frustration among teachers and poor learning attitude among students.

Fullan and Watson (2000) in their study found that the physical environment, siting of school in rural or urban area, socio-economic status of the neighborhood, location of the school, teachers students' relationship, overcrowded classrooms, schools build near market centers are all school environmental variables that significantly affect students' academic achievement According to Oluchukwu (2000), school environment refers to schools' physical environment such as buildings and the surroundings. On the other hand, Tella (2007) defines school environment as conditions and circumstances that affect learning and a teaching process. According to Ajai, (2001) school environment includes classrooms, library, technical workshops, teacher's quality, teaching methods, peers, among other variables that can affect the learning, teaching process.

The school environment has broad influence on students' learning and growth, including a significant aspect of their social, emotional and ethical development. When students find their school environment supportive and caring, they are less likely to become involved in substance abuse, violence and other problem behavior. The research indicated that supportive schools foster these positive outcomes by promoting students' sense of connectedness, belongingness or community. These terms are used interchangeably here to refer to students' sense of being in a close, respectful relationship with peers and adult at school. Therefore, building in a school community is a means of fostering academic success. Students who experience their school as a caring community become more motivated, ambiguous and engage in their learning. In particular, students' active connection with teachers and their perceptions that teachers care about them are what stimulate their effort and engagement (Eric, 2005).

Classroom could be an empty space, an art gallery, museum, workshop, display center or special room. Classroom learning environment has a central purpose and that is, to promote teaching and learning. The classroom is a very important place in the operation of a school. It holds students together and offers them the opportunities of achieving the purpose of education. It makes for group socialization through peer interaction and pressures (Okonkwo and Ozurumba, 2013). Akubue (2014) described the classroom environment as a base for all types of educational activities. Giddings and Fraser (2017) described classroom environment in terms of the shared perception of the students and sometimes the teachers in that environment.

Classroom environment of a school is an embodiment of the physical, sociological, psychological and psychosocial conditions. The physical classroom environment has to do with the age of the classroom building, colour, level of available furniture, desks and seats, ventilation, lighting, roof, ceiling and floor Akubue, (2014). The sociological classroom environment or climate refers to the feeling, which the teachers and the learners are able to generate in making the classroom morale high or low Akubue, (2014). The psychological classroom environment refers to the level of the speed of teaching, cohesiveness, distractions, interests, motivations, anxieties, confusion and difficulty of the classroom learning activities (Haertel and Walbeg, 2014). Anyafulude, (2016) opined that the psycho-social classroom environment is a type of classroom that has to do with interactions in the classroom. These interactions involve: teacher and students' interactions, students and students' interactions,

students and instructional material interaction, and students, instructional materials and teacher interaction.

Classroom environment is a very important factor in achieving the goals of any educational programme in the sense that without the classroom there will not be any serious learning. This may be why Ajao, (2009) indicated that people acquire most of their knowledge through the interaction with facilities provided in the environment for learning. According to Yusuf (2013) learning is influenced by the environment people are exposed to and the facilities provided in such environment lead to experience. Maduwesi (2015) opined that classroom environment includes physical classroom, classroom facilities in the schools among others.

The physical classroom appearance and general condition of school 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 Maduwesi (2015). 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 environment 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 2014). Mgbodile (2014) further stated that learning has been known to be influenced by the type of environment in which an individual learns. That is to say that the school climate determines to a large extent the morale, motivation and commitment of teachers to school work and zeal with which students pursue their studies. Okobia (2012) observed that in un-conducive type of environment, students distract, disrupt, and interfere with teaching and learning. They can develop the attitude of coming late to class, pinching one another, aggression, smoking, lies, truancy, use of drugs, all kinds of noise, walking in and out of classroom, being passively rude or unwilling to participate in the learning process. Nwosu (2017) observed that un-conducive environment leads students to sleeping in class, vandalism, smoking and mischief. Consequently, this hinders the physical classroom environment which hinders teachers' effectiveness; students learning and positive interpersonal relationship.

In addition, physical classroom environment includes the type of building, furniture, equipment, resources, materials for teaching and learning, quality of light, space for movement and interaction. When the physical classroom environment is poor, it makes the classroom uncomfortable for teaching and learning and for living. Students in such environment are disorganized, in friction and mischief. They develop poor attitude to learning and this hinders educational process, which leads to poor achievement. Eggen, Kauchak and Jacobson (2012) opined that the organization of the classroom affects how easily students are managed as well as how well they achieve. Consequently, this hinders the teacher's effectiveness, student/students' interaction and positive interpersonal relationship. More still, student/students' interaction can hinder academic activities in classroom environment.

The geographical location of schools has a significant influence on the academic achievement of students. The uneven distribution of resources, poor school mapping, facilities, problem of qualified teachers refusing appointment or not willing to perform well in isolated villages, lack of good road, poor communication, and nonchalant attitude of some communities to school among others are some of the factors that contributes to a wide gap between rural and urban secondary schools. Schools located in rural areas lack qualified teachers. It is because, they do

not like going to rural areas that lack social amenities. They prefer to stay in urban schools. It is also observed that a lot of coaching of urban students is done to prepare them for public examinations, thus promoting the spirit of competition and rivalry that may be lacking in the rural pupils, probably, owing to limitations in exposure and experience. Also, the study has proven that students in urban areas had better academic achievement than their rural counterpart. In other word, students in urban locations have an advantage of favorable learning environment that apparently enhance their academic performance (Owoeye & Philias ,2011).

Sunday (2010) in Nigeria carried out a study on the effect of the location of schools to academic performance of students in Ekiti state of Nigeria. The study population was results of the West African School Certificate Examinations (WASCE) conducted between 1990 and 1997 in 50 secondary schools in both rural and urban areas of the state. One validated instrument “Student Location Questionnaire (SLQ)” was used for data collection. One hypothesis was formulated and verified. Data were analyzed using mean and t – test. The results showed that there was a significant difference between students’ academic achievement of rural and urban secondary schools in senior school certificate examinations ($t=2.73$, $p<0.05$). The study has proven that students in urban areas had better academic achievement than their rural counterpart. It was recommended that Government should bridge the gap between the rural and urban locations by providing the rural dwellers the social amenities which will enhance better academic performance of students in their final examinations like the GCE. The community should assist the government by providing taxis and buses to facilitate movement of teachers and students to their schools. Adequate incentives should be provided to rural area teachers to encourage them to put in their best to remain in their duty stations.

Another study was carried out by ISA, (2019) in Kano state Nigeria. The Study was carried out to investigate the effect of school location on mathematics students’ performance in Gaya Zonal Education Area of Kano State, Nigeria. The ex post facto design was used. A systematic random sampling was employed to select the 284 students’ out of a population of 669 students. Three (3) hypotheses were tested to determine the effect of school location on mathematics students’ performance especially between urban and rural students’, between urban and rural girls as well as between urban and rural boys. Significance difference was found in favour of urban students irrespective of sex. It was recommended that rural schools should be provided with basic human and physical facilities for better results.

Essien carried out research in 2009, the research examined the influence of school location on students' academic achievement in Social Studies in Colleges of Education in Cross River State, Nigeria. The research design adopted for this study was the Ex-post facto design. The population of this study was made up of students in the College of Education Akamkpa and the Federal College of Education Obudu offering Social Studies in the 2016/2017 academic session, totaling one thousand, three hundred and forty-three students (1,343); out of which seven hundred and fifty-three students were sampled for the study. The main instruments used for data collection were: a School Location Questionnaire (SLQ) and a Social Studies Achievement Test (SOSAT). Split-half method of reliability was used to determine the reliability estimate of the instruments. Data analysis technique adopted was the independent t-test. The result indicated that school location has no significant influence on students' academic achievement in Social Studies.

Joseph carried out a study in 2015 in Tanzania. The study set to determine the extent to which distance from school location affect the academic achievement of students in community secondary schools in Makambako Town Council. The study was guided by four specific objectives, which were carried out through descriptive cross-sectional study design. Data were collected using semi structured interview guide, questionnaire and documentary review, by involving 12 teachers, two educational officers, and 200 (80 boys and 120 girls) students. These study respondents were sampled through simple random and purposive sampling techniques in which SPSS and inductive analysis procedures were employed to analyze their responses. The study determined that longer distance travelled by students to school made them reach schools late and with empty stomachs. Location of school has led to mass failure to most of students, due to long walk among students have cause dropout from school and most of girls 'student get pregnant thus, fails to attain their educational goals. Community secondary schools will continue performing poorly academically if there is no effort done to improve the provision of education to community secondary schools in Makambako Town Council.

Meagan (2017) carried out a study in Ghana on the relationships between teachers and students. The intervention involved four weeks of initiatives focused on developing improved teacher-student relationships. The mean number of off-task behaviors per student during the weighted baseline period (Mean = 44.33, SD = 14.89) was significantly higher than the mean number of off-task behaviors during the intervention period (Mean = 31.08, SD = 9.68) ($t(11) = 5.90, p < .001$). As the data was significant, the null hypothesis was rejected. The Findings revealed that: relationships between teachers and students significantly influence students' academic performance. Also, there is a significant influence of improving relationships between teachers and students on students' academic performance. It was recommended that teachers should ensure a good teacher relationship with their students in Ghana, this will help to engage the students in meaningful activities.

Lin Chong (2014) carried out a study in Malaysia on the relationship between student-teacher relationship and student's academic motivation. Two 16-year-old male students from a public boarding school in the Peninsular of Malaysia were chosen as participants. Data were gathered from two unstructured interviews. Five themes within the student-teacher relationship were identified throughout the interviews: care, support, trust, approachable and expectation. The findings suggest that academic motivation is fostered when teachers show genuine care towards the students, provide continuous support to the students, build trust in the relationship, be approachable to the students, and have a reasonably high expectation towards students' achievement.

5.0 RESEARCH METHODOLOGY

The survey research design was used. The population of this study is made up of all secondary schools' students in Buea municipality that is Government, confessional and lay private secondary schools. The target population of the study consist of 4263 students from three selected secondary schools in Buea municipality. The accessible population of this study consisted 836 form five students in three selected secondary schools. The sample size of this study was made up of 180 form five students. The sampling technique used in selecting the schools was the purposive sampling while the sampling technique use in selecting the students was the simple random sampling. The instrument used for data collection was the

questionnaire. Data were analyzed using mean, standard deviation and Pearson product moment.

6.0 RESEARCH HYPOTHESES

The hypotheses that guided this study were;

H01: There is no significant relationship between classroom environment and students’ academic performance in secondary school in Buea Municipality

HA1- There is significant relationship between classroom environment and students’ academic performance in secondary school in Buea Municipality

H02: There is no significant relationship between school location and students’ academic performance in secondary school in Buea Municipality

HA2- There is significant relationship between school location and students’ academic performance in secondary school in Buea Municipality

H03: There is no significant relationship between teachers-students relationship and students’ academic performance in secondary school in Buea Municipality

HA3- There is significant relationship between teachers-students relationship and students’ academic performance in secondary school in Buea Municipality

7.0 ANALYSES AND PRESENTATION OF FINDINGS

Research Hypothesis 1:

Pearson Product Moment Correlation analysis of the relationship between classroom environment and students’ academic performance in secondary school in Buea Municipality. (N = 180 and at 0.05 level of significance).

Table 1

Table 1 shows the relationship between classroom environment and students’ academic performance in secondary school in Buea Municipality

Variable	N	Γ_{xy}	p-value	mean	Std
Classroom environment	180	0.448	0.001	11.48	5.17
students’ academic performance	180			11.00	4.90

** . Correlation is significant at the 0.05 level (2-tailed). tcritical = 0.196

The result of the analysis revealed that the calculated Γ_{xy} -value of 0.448 was higher than the critical Γ_{xy} -value of 0.196 at .05 level of significance with 178 degrees of freedom. Also, the p-value of 0.001 was lower than 0.05. With the result of this analysis, the null hypothesis was rejected and the alternative hypothesis retained. Therefore, the null hypothesis which states

that there is no significant relationship between classroom environment and students' academic performance in secondary school in Buea Municipality was rejected and the alternative hypothesis which states that there is a significant relationship between classroom environment and students' academic performance in secondary school in Buea Municipality was retained. A further exploration of the effect showed that the $\Gamma_{xy} = 0.448$ was positive. This indicates that the better the classroom environment the better the students' academic performance in secondary school in the Buea Municipality.

Research Hypothesis 2:

Pearson Product Moment Correlation analysis of the relationship between school location and students' academic performance in secondary school in Buea Municipality. (N = 180 and at 0.05 level of significance).

Table 2

Table 2 shows the relationship between school location and students' academic performance in secondary school in Buea Municipality

Variable	N	Γ_{xy}	p-value	mean	Std
school location	180	0.316	0.006	9.59	2.85
students' academic performance	180			11.48	4.70

** . Correlation is significant at the 0.05 level (2-tailed). $t_{critical} = 0.196$

The result of the analysis revealed that the calculated Γ_{xy} -value of 0.316 is higher than the critical Γ_{xy} -value of 0.196 at .05 level of significance with 178 degrees of freedom. Also, the p-value of 0.006 is lower than 0.05. With the result of this analysis, the null hypothesis was rejected and the alternative hypothesis retained. Therefore, the null hypothesis which states that there is no significant relationship between school location and students' academic performance in secondary school in Buea Municipality was rejected and the alternative hypothesis which states that there is a significant relationship between school location and students' academic performance in secondary school in Buea Municipality was retained. A further exploration of the effect showed that the $\Gamma_{xy} = 0.316$ was positive. This indicates that the closer school location to their homes, the better students' academic performance in the Buea Municipality.

Research Hypothesis 3:

Analysis of the relationship between teachers-students relationship and students' academic performance in secondary school in Buea Municipality.

Table 3

Table 3 shows the relationship between teachers-students relationship and students' academic performance in secondary school in Buea Municipality

Variable	N	Γ_{xy}	p-value	mean	Std
Teacher – student relationship	180	0.336	0.006	9.48	3.15
Student academic performance	180			11.48	4.70

** . Correlation is significant at the 0.05 level (2-tailed). $t_{critical} = 0.196$

The result of the analysis revealed that the calculated Γ_{xy} -value of 0.336 was higher than the critical Γ_{xy} -value of 0.196 at 0.05 level of significance with 178 degrees of freedom. Also, the p-value of 0.006 was lower than 0.05. With the result of this analysis, the null hypothesis was rejected and the alternative hypothesis retained. Therefore, the null hypothesis which states that there is no significant relationship between teachers-students relationship and students' academic performance in secondary school in Buea Municipality was rejected and the alternative hypothesis which states that there is a significant relationship between teachers-students relationship and students' academic performance in secondary school in Buea Municipality was retained. A further exploration of the effect showed that the $\Gamma_{xy} = 0.336$ was positive. This indicates that the better teachers-students relationship the better students' academic performance in secondary school in Buea Municipality.

8.0 DISCUSSION OF FINDINGS

The findings have revealed that school environment, school location and teacher students' relation all affect the performance of students. This is true because, the physical school environment has an influence on students' academic achievement. The physical facilities, human resources, and the relationship among them determine the physical environment of the school. It was also discovered that poor facilities and inadequate space, as well as the arrangement of items including seats in the classroom, library and laboratory, would affect the organization of learning environment. Favorable school climate gives room for students to work hard and enhance their academic achievement. The location of the school affects students' performance. For example, when a school is sited in a noisy area like an airport or in the heart of a city where activities disrupt the teaching-learning of the student. One will not expect such students in this area to be do well academically.

The result of this research agrees with the opinion of most psychologists; that weak relationship between teachers and students has a diverse effect on students' attitude in respect of events in teaching –learning environment. Therefore, the teacher should be friendly and not mean, appear admirable but not seductive. They should attend to the needs of students and be aware of the differences between them and be fair and firm in dealing with them. It is important to note that when healthy teacher-teacher relationship exist in school. It goes a long way in the promotion of learning among students. And this enables them to share knowledge and experience that will enhance the better school environment, Mgobdile (2014).

The interactions between teachers and students also influence students' performance. School climate can be a positive influence on the health of the learning environment or a significant barrier to learning. The school environment can affect many areas and people within schools. For example, a positive school climate has been associated with fewer behavioral and emotional problems for students. Therefore, it is believed that positive interpersonal relationship and optional learning opportunities for students in all demographic environments

can increase achievement behavior. Positive student teacher relationship brings about a positive and supportive school climate for students for smooth running of academic activities which results in good academic performance (Orlu, 1013).

School environment, in particular, have often been seen as the child's most crucial support system. A child's bond with their parents influences how they shape their personality or conduct. Academically challenged students are often more likely to abandon school and eventually drop out than successful students (Kamran, Afzal & Rafiq, 2022). The ideal learning environment is one where pupils feel competent and accomplished since this foster drive and self-assurance. However, school is often a location that merely helps to reinforce the already poor self-esteem of the struggling pupils. He doesn't think of himself as a "good student," and he doesn't think it's feasible for him to ever become one, particularly after taking part in previous interventions that have only been discouraging and ineffective. The student stays home to combat these failure-related thoughts (Shaturae, 2022).” So, school authorities should try to improve on the school environment so that the students’ academic achievement can improve.

9.0 CONCLUSION

Based on the results of this study, it was concluded that classroom environment, school location and student’s teacher relationship have significant influence on the academic performance of secondary school students in Buea municipality. Good School environment facilitates the teaching and learning process, as can be seen from the various responses given by the respondents. That is, students learn more in a good school environment.

10. RECOMMENDATIONS

Based on the findings of this study the following recommendations are proffered: Parents should ensure that their children study in good environment where the location from their house to school is not too far and equally where the schools are not over populated. The Regional Assembly should provide adequate school physical facilities in secondary schools to enhance teaching and learning processes. The Parent Teacher Association (PTA), philanthropist and other charitable organizations are also encouraged to compliment the effort of the government to boost the teaching learning process. Teachers should create a good relationship with their students so as to improve on their academic performance.

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