

**RELATIONSHIP BETWEEN LEARNING ENVIRONMENT AND STUDENTS' ACADEMIC ACHIEVEMENT IN PHYSICAL AND HEALTH EDUCATION IN BEKWARRA LOCAL GOVERNMENT AREA OF CROSS RIVER STATE, NIGERIA**

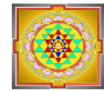
**By**

**<sup>1</sup>Dan, Felicia Agbor-Obun**

**<sup>1</sup>Department of Human Kinetic and Health Education,  
University of Calabar Calabar Cross River State, Nigeria**

**Abstract**

The study focused on the relationship between learning environment and student's academic achievement in physical and health education in Bekwarra Local Government Area of Cross River State, Nigeria. The study used the survey design to involve all aspects of a survey from the establishment of a need for data for the production of final output. The population of the study comprised of all the 1,404 junior secondary school two (JSS 2) students in public schools in Bekwarra L.G.A of Cross River State as obtained from state secondary education board. The sampling technique adopted for this study was the simple random sampling technique. The sample of the study consisted of a number of two hundred (200) students randomly selected from the five (5) sampled secondary school in the area of the study with a breakdown of forty (40) students representing each secondary school. The instrument used for data collection was the questionnaire designed by the researcher with the help of the supervisor. This was titled "factor influencing learning environment questionnaire" (FILEQ). The items for the study were developed by the researcher. The face validity and content validity of the instrument was examined and certified by the supervisor. Two experts in test and measurement assessed the items and certified that the instrument is capable of measuring the variables in the study. The method adopted in this study for reliability test was test-ret-test method. This demanded administering the questionnaire twice on twenty (20) respondents in the area within two weeks. The results obtained were analyzed using independent t-test statistical analysis. The two hundred questionnaires on Physical and Health Education Academic Achievement Test (PHEAAT) were personally administered to the respondents, to gather primary data for the study alongside the host teachers. The respondents were told of the exercise and the essence of giving objective responses to the items. The research hypotheses are restated sequentially and the statistical procedure adopted for the analysis of data are provided. Findings showed that there is a significant influence of location of school, school facilities/equipment and classroom setting significantly influence student's academic achievement in physical and health education. Based on the findings of the study, it was recommended among others that school facilities and equipment should strictly monitored and used properly by the school administrators during lessons hours.



**Keywords: Learning Environment, Students' Academic Achievement Physical and Health Education**

## INTRODUCTION

The learning environment as a component of learning encompasses lot of variables that manipulate learning within the school from preschool to tertiary education. Denga (2012), described environment as an aspect of field or space which an individual functions and its constituents has the home, school, marketplaces etc. In his words, upbringing include psychological, physical, spiritual and social needs that constitute a person's environment. Environment by way of definition is the total set of surrounding, the complex of physical, chemical and biological factors that act upon an organism, population or an ecological community and ultimately determine its form, functions and survival (Research gate.edu.com). By this, learning environment entails all physical and psychological structures put in place to stimulate teaching and learning process with the paramount interest of facilitating learning. Lock (2010), explained that learning primarily is understood through experience and that humans are born without any form of knowledge "tabula rasa" meaning a "blank slate" without inbuilt knowledge or mental contents. He further introduced the idea of empiricism that knowledge is built on experience. It is based on the above submission that when crude form of education is gotten from home at infancy one will expect that the learning environment in school will provide correct information or knowledge to build on previous experiences and provide corrections to earlier misconception thought at home from peers, through its stimulating environment to foster accurate learning.

Environmental influence before now may have been considered as one of the factors that may not really affect academic achievement of students in secondary school as little or no significant attention is paid among schools in Bekwarra. Udoh (2012), in his article "the environmental health problem in Nigerian schools" include the school settings which implies the location of the schools, arrangement and horticulture practices among others as having adverse effect on the learning process.

One of the Paramount variable that influence learning within the learning environment is the instructor (teacher), He or she is an embodiment of knowledge, skills, values, attitudes, and morals that can influence the student academic achievement and overall well-being. Titus (2019), defined teacher as a person with special skills and knowledge to create an impact on a student or group of students in a specific subject matter. Upon the above premise, teachers constitute a great deal within the learning environment; they are considered critical success factors as long as a learning environment is concerned, the exact reasonable amount of influence directly or indirectly on their students or pupils academic achievements.

Similarly, school facilities possess great impact on the learning environment. In Canada by (2017) according to school facilities serve as a practical consideration for parents in choosing schools for their children and wards. Bassey (2017), defined school facilities as



both natural and artificial infrastructure within the school premises that facilitate teaching and learning process. He expressed that lack of essential facilities could distort the proper understanding of concepts within the school. School facilities therefore are practical aspect of the school which enhances teaching and learning of concepts. Good roads within a large school premises like that of a university is a critical facility as it facilitates movement of members which in turn reduce time /lot for lectures due to movement for efficient and smooth running of the school; same applies in the provision of standard courts and pitches with a secondary school for lesson purpose and for recreation purposes. The presence of necessary school facilities like Laboratories, computer room, library, sport facilities and equipment are very critical for the attainment of quality education in the 21st century (SUBEB, 2011).

Learning environment refers to the diverse physical locations, context and cultures in which students learn. There is of course no single optimum learning environment. School location refers to the particular place in relation to other areas in the physical environments (rural or urban), where the school is sited. In Nigeria, rural life is uniform homogeneous and less complex than that of the urban centres with cultural diversity which often is suspected to affect student academic achievement. Nwogu (2010), found that location was significant in learning aspects of Mathematics and basic science that evolved angles with rural student exhibiting more learning difficulties than their urban counterparts do. This prevailing condition implies that learning opportunities in Nigerian school differ from school to school. It would appear therefore that students in Nigeria urban schools have more educational opportunities than their counterparts in rural schools have.

Learning take effect within a space, which requires manipulation to strengthen acquired knowledge, Kingsley (2018), identified classroom setting as constituting the main building (facility), class decoration, teaching method and class composition that is required for a particular lesson or subject. Raiz and Asad (2018), in their study title “barriers to sustainable rural education in selected villages in Ebonyi state, Nigeria, with a sample of 1000 respondents; Pearson Product Moment correlation as statistical tool; with simple random sampling technique, asserted from their findings that teaching and learning process cannot take place in a vacuum and as such should be manipulated to effective learning to place. They stated that teaching learning process cannot take place in a vacuum. Informal education settings occurs as a result of interaction among members of the classroom. In classroom settings elements of teaching and learning process include teacher, student, contents, learning process and learning situation.

Physical and Health Education (P H E) is a peculiar subject because it requires various teaching methods and materials for students to understand its concept. Owolabi (2016), noted that physical and health Education as a science subject involves practical lessons for its theoretical concepts to be fully understood. Academic achievement for this particular subject requires certain facilities and equipment’s instructors with mastery of the subject matter and a stimulating environment to understand its concepts, skills and values which will in turn improves academic achievements. Physical and health Education, unlike



history and government taught in secondary schools requires basically lecture method of teaching, while P H E requires demonstration, play way method, lecture etc to substantiate what has been taught. Therefore, understanding and possibly having good academic achievement in physical and health Education requires lot of conscious effort from the student and teacher. Alternatively, students enjoy learning through guided practice (doing activities by themselves under supervision) when the Enabling environment is provided and this practice last longer and foster remembering during exam for better performance.

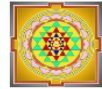
The issue of success and failure in the school system has been the topic of much concern in recent years in this 21st century with all stakeholders in education sector and parents trying to find a lasting solution to the environmental deficits of the school system in Nigeria. Parents are the first people with whom children have contact with, to form their educational pattern. Failure from the home affect the child's academic and social life. However, this position can be corrected within the school environment if the necessary infrastructures are put in place. It is on the above premises that the researcher intends to find out how the learning environment influence student academic achievement towards physical and health education in Bekwarra local government.

### **Statement of problem**

The standard of education in Nigeria today is generally depreciating, this is evident in the quality of graduate's turnout yearly from various learning institutions from primary to tertiary. This is leading to lots of disagreement among scholars, educational planners, parents and the general public as to what is the immediate and remote cause of failure and factors hindering high standard of academic achievement. While we may blame the government for infrastructure deficit, there are other factors like the location of schools, school facilities and equipment's, classroom setting, class management and the likes which may contribute.

The achievement of students in physical and health education in both internal and external examinations in Bekwarra Local Government Area has not been encouraging in the past years. This, couple with the complaint about falling standards of education in the local government area in particular and the state at large, have raised a number of questions as to what might be responsible for this poor situation. It is disheartening to note that at a time when Nigeria is placing priorities on sport and health, student in the secondary schools are performing academically below-standard in the core subject that deals with sports and health. This does not fare well for a sustainable development agenda driven by the present government.

Although investigation have been carried out in this area which borders around the standards of education, they only provides a superficial analysis capturing education generally without much emphasis on physical and health Education as a subject considering its peculiar nature, Therefore the researcher seeks to investigate the role of learning environment and students' academic achievement in Bekwarra Local Government Area of Cross River State.



It is against this background that this study is carried out to find out if the already mention factors of the learning environment could influence academic achievement of students toward Physical Education in Bekwarra Local Government Area.

### **Purpose of the study**

The objective of this study on the relationship between learning environment and student's academic achievement in physical and health education in Bekwarra Local Government Area; include:

1. To examine the influence of school location on students academic achievements towards physical and health education in Bekwarra Local Government Area of Cross River State.
2. To examine the influence of school facilities and equipments on student's academic achievement in physical and health education in Bekwarra Local Government Area of Cross River State.
3. To examine the influence of classroom setting on student's academic achievement in physical and health education in Bekwarra Local Government Area of Cross River State.

### **Research questions**

The following research questions are formulated to guide the study:

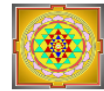
1. How does school location influence students' academic achievement towards physical and health Education in Bekwarra Local Government Area of Cross River State?
2. How does school facilities and equipment's influence students' academic achievements towards physical and health education in Bekwarra Local Government Area of Cross River State?
3. How does classroom setting influence students' academic achievement toward physical and health education in Bekwarra Local Government Area of Cross River State?

### **Statement of hypotheses**

The following research hypotheses were developed to guide the study:

1. There is no significant influence of location on students' academic achievement in physical on health education in Bekwarra Local Government Area of Cross River State.
2. There is no significant influence of school facilities/equipments on student's academic achievement in physical on health education in Bekwarra Local Government Area of Cross River State.
3. There is no significant influence of classroom setting on student academic achievement in physical and health education in Bekwarra Local Government Area of Cross River State.

### **Significance of the study**



Apart from the fact that this research satisfies the curiosity of the researcher, it is also of great importance to educational administrators, parents and guardians as well as teachers of Physical and Health Education.

The study may be significant to teachers especially those in Bekwarra Local Government Area to be prepared and hardworking in manipulating the learning environment for better academic achievement in physical and health education in both internal and external examinations. The information contained in this study may hopefully provide school administrators information necessary for effective utilization of school facilities to maximize learning outcomes and improve understanding of Physical and Health Education. Hopefully, this study will help parents and guidance in selecting schools for their children/wards that harnesses their learning environment for better academic achievement.

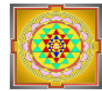
## LITERATURE REVIEW

### **Location of school and students' academic achievement in Physical and Health Education**

According to Effiom and Edoho (2017), school location refers to the particular place in relation to other areas in the physical environment (rural or urban) where the school is sited. Nwogu (2010), found that location was significant in learning aspects of Mathematics and basic science that involves angles with rural students exhibiting more learning difficulties than their urban counterparts do.

Ezeh (2019), explained that schools in urban centres are relatively better than their counterpart in rural setting. This is evident in the findings of research study carried out in Onitsha South Local government area; as he further explained that location may not really affect the learning process due to the typography but due to lack of enthusiasm on the part of the teachers.

David (2014), in her article title: "Quality learning environment and value reorientation in public secondary schools in Cross River State" with a sample of 500 respondent using Pearson Product moment correlation to analyze the five hypotheses asserted from his findings that the level of infrastructure within and around the school location contributes to academic performance of the students in that school as assessed by the extent of the relationship that existed between the school location and the level of infrastructure within and around the school location. Contrary to view of others, he found out that school located in urban centres are often close to markets, highways, religious centres and malls usually have students with low concentration span while students from schools located in semi-urban towns and city outskirts have relatively high concentration span during lessons because of the absence of noise distraction from other places outside the school. Ahmed (2013) placed priority on schools location as a basis for student academic achievement as he explained that noise and social activities play a major role in reducing student concentration during lessons and make it more difficult for classroom management

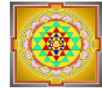


on the part of the teachers. He further added that schools in rural settlement and farmlands have little or no noise during lesson and as such result in better performance in mathematics as a case study. Bill (2015), submitted that the concept of school location remain a major criterion for selection of schools among parents in Florida, USA due to the high level of industrialization of the city, in meeting the basic guidelines for the establishment of schools. In the US, schools are mandated to be cited in quiet and serene environment to make provision for noiseless Learning, She mentioned that parents within the cities choose schools far from Industries, warehouses and malls. In her words; “I believe students in schools far from noisy environment have long concentration span as compared to those in city centres where Industries and noise generating machines are located”..

Doreen (2017), explained that rural communities work in uniformity and have a central purpose in doing things. She opined that rural schools though often lack school facilities they still have and maintain standards in the learning environment. School administrators in rural Communities of Abi Local Government Area of Cross River State work with community leaders to implement school policies. Abdulahi (2018), mentioned that rural students are exposed to security threats which in turn affects their mind and consequently their academic achievements. He also mentioned that during the 2017/2018 session they had repeated attacks on rural schools and on unwarranted shutting down of schools in Borno state between terms due to security reasons. This situation is not a case with urban schools. He reported that teachers are engage in lobbying for transfer from rural schools to schools in the urban areas leaving the rural schools empty with teacher which consequently affect students’ performance.

Adelayo (2015), stated that schools in the southwest state of Nigeria especially rural schools (Primary) have poor academic performance due to migration of teachers to urban areas. He attributed this unfortunate situation to the removal and sometime unstable payment of rural teachers’ allowances, which have impacted in their poor performance. Adeniyi (2012), identify the location of a school as a sighting of any school without it immediate environment for easy access by all its members. As such, the school location is programmed to suit the host community with consideration of the learner’s academic achievement based on the above consideration; pointing out that schools located in the urban area are often centralized for accessibility but may not be mindful of surrounding elements, like markets, town halls and village square as this are source of noise which impact on the learning outcome of learners.

David, Smith and Dickson (2018), investigated and aspect of school location which they termed school location topography. They defined topography as a precise description of a place, while involved a detailed graphic representation of surface features of a place or object. Saibu (2017), mentioned School topography as a major determinant of provision of school facilities by the government in Niger state. He mentioned that provision of a standard football and basketball pitch in schools usually consider to the soil texture, slant or table land, plain grassland available within the school among others. In conclusion, Stephen (2014), maintained that students academic achievement depends largely on the location of



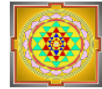
the school, where it is cited with its location (urban or rural) and whether its topography makes provision for school facilities especially outdoor games pitch.

### **School facilities/equipment's and student academic achievement toward physical health education**

According to Lateef (2013), school facilities constitute major determining factors towards quality education growth and development. It is one of the many ways for measuring the level of growth and development in the education sector. Bassey (2014), defined school facilities as all the infrastructures put in place within the learning environment to enhance the teaching learning process. He also pointed out that not all school facilities directly impact on the teaching learning process but contribute to a conducive learning environment. He sighted Parameter fence as not essential but contributes to conducive learning environment. The concept of school facilities and equipment connote two related but distinct concepts that work together (Yusuf, 2015). Smith defined facilities as equipment's, devices, machine that are static and immovable when in use and out of use, while he defined equipment as basically, implements, tools, gadgets that can be moved and easily replaced. Johnson (2015) defined sport facilities as sports tools used for sport activities that are immovable and implanted firmly to the ground or based and equipment are sports implement and tools that are used for sport activities that are mobile and easily carried around. He mentioned football field, tennis court, basketball pitch, the goal, the spectators seats as facilities in sports while the ball, nets, players, equipment (Jersey, footwear etc) shot-put, discus etc as equipment.

Ali (2006), in his article titled "the role of sports facilities in schools in central Sokoto education zone with 2000 respondents to his six (6) hypothesis using regression statistical tool recognized sports facilities in schools as required parameter for establishing schools as it forms a major aspect of WAEC criteria for a school with candidate of physical and health education for the examinations. Effiong (2018), identified the role of school sports facilities as crucial in academic performance of students in cross river south education zone. He noted that the available sport facilities are inadequate and has a significant influence on the attitude of students towards physical and health. Edah (2012), explained school learning environment as a conglomeration of all learning components (asset) that makes learning fascinating and interesting. Consequently, she placed emphasis on the school facilities as an aspect that really plays a pivotal role; breaking down the facilities into laboratories for science classes, studios for art, classes, farms for agricultural classes, pitch and mini-stadium for sport classes. She maintained that the absence of any of these relevant facilities will impact greatly on the academic performance of the students. Adiam (2017), in his study elaborated that reduction in the number of students studying physical and health education in senior secondary is attributed to the inadequate sport facilities within the schools; in addition, he mentioned that only the presence of football field, basketball court, tennis court in a school will encourage the active participation of students in the subject and consequently take it as a discipline in tertiary institution.





According to Williams (2014), the twenty first century education is driven by technology with a remarkable shift from traditional way of doing the teaching pedagogy. The above statement explains the stands of Information and Communication Technology (I.C.T) in the present education system, with large information being transfer across the globe through the internet. There is no gainsaying the fact that technology use for teaching and learning is gaining acceptance in education in this era of globalization fuel by Information and Communication Technology (ICT). Akani (2012), submitted it is obvious that the expanding trend of globalization has led to the internationalization of education and this has provoked many changes and adjustments; therefore, one must develop a competitive spirit in other to be relevant. Kamamia, Ngugi and Yhinguri (2014), revealed that aside from classrooms, teachers' room, (Staffroom)sport, facilities; libraries are essential facilities for a school as it makes a huge impact on the learners and contribute positively to teacher's preparation before lessons. They revealed that all subject within a learning institution has a certain number of books it should posses in the library for optimum performance of students in such subjects.

Basically physical and health education cannot survive to the level of comprehension without basic practical session with the various sport equipment's and on the right learning environment (fields, court). Edeh (2019), reported that physical and health education is among the list of school subject that requires more than just class lessons but practical session with students hands on learning material to stimulate the mechanical learning process in Bekwarrara Local Government Area of Cross River State.

### **Classroom setting and students' academic achievement towards physical and health education**

Effiok (2012) in the article title "survey of availability and adequacy of physical facilities for the implementation of universities education (SANDWICH programme) in south south Nigeria" using the survey design, and Pearson product moment coefficient to analyze data on adequacy of physical facilities/equipment obtained from a checklist scored by researcher, the research deduced that classroom setting has a broad spectrum of presentation and utilization of some sport implement either in the classroom or on the field. She explained that the peculiarity of the subject like other science require a stimulating environment and practical classes to drive down the knowledge taught in class. Obin (2010), submitted that classroom setting should be given top priority as a place where the actual learning takes place, noting that the whole of the effort put in education is carry-out wholistically within the classroom setting. The teaching and learning process cannot take place in a vacuum. A classroom setting has two major components, namely, physical component and human components. The physical component comprises of all the physical objects presents in the classroom whereas the human component comprises of the individuals that is, teachers and students in the classroom (Elliad, 2016).

According to David (2017), classroom setting generally involves the nature of interactions generating from the teacher, learners and the immediate learning environment



which stimulate effective teaching on the part of the teacher and comprehension for students. In contrast Collins (2014), asserted that students' academic achievement varies with consideration to the learning setting. It is worthy to note that setting implies all variable that can alter the normal learning of student. In agreement, Effiok (2012), categorizes classroom setting to indoor class setting and outdoor class setting. He further explained indoor class setting as all decorations, seats/desk chalkboards, speakers etc which are arranged orderly to help the teacher teach and enable students to concentrate effectively, while outdoor class setting are horticulture practices which emphatically involves the arrangement of apparatus in science laboratories, sport implement on the field, track or court as the case may be; the materials and costume in arts studios for learning purpose.

Jovelyn (2012), described a teacher with inter-personal skills as one whose nature is warm and supportive to others. Linda (2010), was of the view that, for effective teaching, teachers need to effectively utilize classroom management techniques; help prevent small problem from degenerating into complex one, within the classroom setting are expected to manage all resources within the classroom during the lesson. The dimensions of classroom settings and are all under the control of the teacher to maintain a classroom management system. Teachers are to think ahead on those things students will likely react and respond to rather than allowing them act first (Gale Encyclopedia of education, 2012).

Mark (2013), added that students need to feel that they belong in the classroom and that they are important, worthwhile and valued. Supportive approaches to classroom management provide an atmosphere that respect and focus on student's rights (The student teacher compromise, 2013).

According to Omare and Iyamu (2016), teacher's competence and selection of teaching method is pivotal for the utilization of a classroom setting for teaching and learning purposes. They submitted that, the ability of a teacher to harness all resources, instructions and policies of the school within the learning environment in the classroom indicate the level of competence of such teachers emplacing that their contributions border on the selection of the teaching method to suit the topic of discussion amidst the presence or absence of instructional materials to aid learning. In affirmation also Charles (2018), opined that the competency of a teacher is demonstrated in his/her ability to manipulate both human and material resource in the class for effective learning. This competence within the classroom setting in physical and health education has to do with the ability of the teacher to perform a skill accurately and provide guided response for student to equally practice. The effectiveness of our education policy depends largely upon organizational environment, the competence of the teaching staff and instructional resources (Ogwe, 2010).

Daily Trust of October, (2014), contended that learning environment is a possible solution to the canker-worm of nationwide examination leakages and malpractices if proper attention is paid to it; components. Conclusively, classroom setting happens to have been an oversight over the years as key players in the education pay little or no attention to it component unit.



## METHODS

### Research design

According to OECD (2013), survey design to involve all aspects of a survey from the establishment of a need for data for the production of final output. They explained the survey design to address the following issues, what statistical are used, the population, when and with what accuracy, what data to be collected and the procedure for analysis.

### Population of the study

The population of the study comprised of all the 1,404 junior secondary school two (JSS 2) students in public schools in Bekwarra L.G.A of Cross River State as obtained from state secondary education board.

### The sampling techniques

The sampling technique adopted for this study was the simple random sampling technique. Lateef (2018), assert that, simple random sampling technique which is a means by which researchers give every member of population equal and independent opportunity of being selected. The main purpose for using simple random sampling technique was to select a sample that will yield research data that can be generalized to larger population. The technique employed by the researcher was the hat and draw (balloting) method. Here the researcher wrote the numbers of all the secondary schools on slip of papers, roll each slip into a paper ball, mixed those paper balls well in a container (hat) and blindly selected the required number of schools. In the same manner, the required samples were randomly selected for the study.

### The sample

The sample of the study consisted of a number of two hundred (200) students randomly selected from the five (5) sampled secondary school in the area of the study with a breakdown of fourty (40) students representing each secondary school. this is presented in table below.

### Instrumentation

The instrument used for data collection was the questionnaire designed by the researcher with the help of the supervisor. This was titled “factor influencing learning environment questionnaire” (FILEQ);

The instrument was divided into two section A and B, such as name of school, class age etc. while section B contains fifteen (15) items used in collecting opinions of the respondent this adopted a four point likert questionnaire with the option of strongly agree (SA), Agree (a) Disagree (D) and strongly disagree (SD). The responses are assigned with numerical value.

### Validity of the instrument

The items for the study were developed by the researcher. The face validity and content validity of the instrument was examined and certified by the supervisor. Two experts



in test and measurement assessed the items and certified that the instrument is capable of measuring the variables in the study.

### **Reliability of instrument**

The method adopted in this study for reliability test was test-retest method. This demanded administering the questionnaire twice on twenty (20) respondents in the area within two weeks. The results obtained were analyzed using independent t-test statistical analysis. The result obtained was 0.05 level of significant with 198 degree of freedom which show that the instrument was reliable.

### **Procedure for data collection**

The two hundred questionnaires on Physical and Health Education Academic Achievement Test (PHEAAT) were personally administered to the respondents, to gather primary data for the study alongside the host teachers. The respondents were told of the exercise and the essence of giving objective responses to the items. They were also told to be honest in their responses to the items as the information obtained would be treated with all amount of confidentiality and used for the purpose of the research only. Questionnaires were filled by the respondents and their responses were recorded accordingly. At the end all questionnaire were recovered complete. Hence, the final analysis was strictly based on the returned copies.

### **Procedure for data analysis**

The research hypotheses are restated sequentially and the statistical procedure adopted for the analysis of data are provided.

## **RESULTS ANALYSIS AND DISCUSSION**

### **Presentation of results**

In this section each hypothesis is re-stated, and the result of data analysis carried out to test it is presented. Each hypothesis of the study was tested at .05 level of significance.

### **Hypothesis one**

There is no significant influence of location of school on student's academic achievement in physical and health education. The independent variable in this hypothesis is location of school; while the dependent variable is student's academic achievement in physical and health education. To test this hypothesis, student's academic achievement in physical and health education and Location of school (urban and rural) was compared using independent t-test analysis. The result of the analysis is presented in Table 1.

TABLE 1

Independent t-test Analysis of the influence of Location of school on student's academic achievement in physical and health education (N=200)



Location of school	N	$\bar{X}$	SD	r-value
Urban	120	21.93	1.12	5.43*
Rural	80	21.23	1.85	

\* Significant at .05, df = 98

The result of the analysis as presented in Table 1 revealed that the calculated t-value of 5.43 is higher than the critical p-value at .05 level of significance with 98 degree of freedom. With the result of this analysis, the null hypothesis which stated that there is no significant relationship between location of school and student’s academic achievement in physical and health education was rejected. This result implies that, location of school has a significant positive relationship with student’s academic achievement in physical and health education.

**Hypothesis two**

There is no significant influence of school facilities/equipments on student’s academic achievement in physical and health education. The independent variable in this hypothesis is school facilities/equipments; while the dependent variable is student’s academic achievement in physical and health education. To test this hypothesis, student’s academic achievement in physical and health education was correlated with their school facilities/equipments using Pearson Product Moment Correlation Analysis. The result of the analysis is presented in Table 2.

TABLE 2

Pearson Product Moment Correlation Analysis of the relationship between school facilities/equipments and Student’s academic achievement in physical and health education (N=200)

Variables	$\bar{X}$	SD	$\sum x \sum Y$	$\sum x^2 \sum Y^2$	$\sum XY$	r-value
School facilities and equipment	21.07	1.89	4214	6342		



163125 0.87

Academic achievement of student 21.23 1.85 4264 5461

\*significant at 0.05, critical  $r=.138$ ,  $df=198$

The result of the analysis as presented in Table 2 revealed that the calculated r-value of 0.87 is higher than the critical r-value of .195 at .05 level of significance with 98 degree of freedom. With this result, the null hypothesis which stated that there is no significant relationship between school facilities/equipments and student’s academic achievement in physical and health education was rejected. This result indicated that, school facilities/equipments has a significant positive relationship with student’s academic achievement in physical and health education.

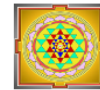
**Hypothesis three**

There is no significant influence of classroom setting and student’s academic achievement in physical and health education. The independent variable in this hypothesis is Classroom setting; while the dependent variable is student’s academic achievement in physical and health education. To test this hypothesis, Classroom setting was correlated with student’s academic achievement in physical and health education using Pearson Product Moment Correlation Analysis. The result of the analysis is presented in Table 3.

TABLE 3

Pearson Product Moment Correlation Analysis of the relationship between Classroom setting and Student’s academic achievement in physical and health education (N=200)

Variables	$\bar{X}$	SD	$\sum x \sum Y$	$\sum x^2 \sum Y^2$	$\sum XY$	r-value
Classroom setting	21.49	2.19	4094	6325	143133	0.62



---

Academic achievement 21.23 1.85 4246 5461  
of student

---

\*significant at 0.05, critical  $r=.138$ ,  $df=198$

The result of the analysis as presented in Table 3 revealed that the calculated  $r$ -value of 0.62 is higher than the critical  $r$ -value of .195 at .05 level of significance with 98 degree of freedom. With this result, the null hypothesis which stated that there is no significant positive relationship between Classroom setting and student's academic achievement in physical and health education was rejected. This result implied that, student's Classroom setting has a significant relationship with student's academic achievement in physical and health education.

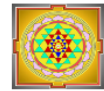
### **Discussion of findings**

This section is devoted to the discussion of findings of the hypotheses formulated to direct the study. This discussion will be done hypothesis by hypothesis.

#### Location of school and student's academic achievement in physical and health education

The result of the first hypothesis revealed that there is a significant positive relationship between location of school and student's academic achievement in physical and health education. The finding of this hypothesis is in line with the view of Ezeh (2019) explained that schools in urban centres are relatively better than their counterpart in rural setting this is evident in the findings of research study carried out in Bekwarra Local Government Area; Ezeh (2019) further explained that location may not really affect the learning process due to the typology but due to lack of enthusiasm on the part of the teachers.

David (2014) assesses the extent of the relationship that exist between the school location and the level of infrastructure within and around the school location contrary to view of others he found out that school located in urban centers are often close to market, highways, religious centers and malls usually have students with low concentration span while students from schools located in semi-urban towns and city outskirts have relatively high concentration span during lessons because of the absence of noise distraction from other places outside the school. Ahmed (2013), place priority on school location as a basis for student academic achievement as he explained that noise social activity play a major role in reducing student concentration during lessons and make it more difficult for classroom management on the part of the teachers. He further added that school in rural settlement and farmlands have little or no noise during lesson and as such result in better performance in mathematics as a case study. Bill (2015), submitted that the concept of school location remain a major criteria for selection of schools among parents in Florida USA do to the high level of industrialization of the city as for the establishment of schools in the USA, schools are mandated to be cited in quiet and serene environment to make



provision for Easy Learning, she mentioned that parents within this choose school far from Industries, warehouses and malls.

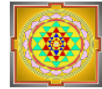
Doreen (2017), explained to that rural Communities work in uniformity and have a central purpose in doing things. She explained that rural school though often lack school facilities they still have and maintain standards in the learning environment school administrators in rural Communities of Abi local government area of Cross River State work with community leaders to implement school policies. Abdulahi (2018), mentioned that until students are exposed to security threats which in turn affects the mind and consequently their academic achievements, he also mentioned that 2017/2018 session had repeated attacks on rural schools and on unwarranted shutting down of schools in between terms due to security reasons. This situation is not a case with urban schools. I reported that teachers are engage in lobbying for transfer from rural schools to schools in the urban areas leaving the rural schools empty with teacher which consequently affect students' performance.

Adelayo (2015), stated that schools in the southwest state of Nigeria especially rural schools (Primary) have poor academic performance due to migrate of teachers to urban areas, he attributed this unfortunate situation to the removal and sometime unstable payment of teachers' allowances, which have impacted in the poor performance. Adeniyi (2012), identify the location of a school as a sighting of any school we do it immediate environment for easy access by all its members as such the school location is programmed to suit the host community with consideration of the learners academic achievement based on the above consideration; he pointed out that school located in the urban area are often centralized for accessibility but may not be mindful of surrounding elements, like market, town hall, village square as this are source of noise which impact on the learning outcome of learners.

#### 4.3.2 School facilities/equipment's and student's academic achievement in physical and health education

The result of the second hypothesis revealed that there is a significant positive relationship between school facilities/equipment's and student's academic achievement in physical and health education. The finding of this hypothesis is in line with view Ali (2016), who recognized sport facilities in schools as a required parameter for establishing schools as it form a major aspect of WAEC criteria for a school with candidate of physical and health education for the examinations. Effiong (2018), identified the role of school sport facilities as crucial in academic performance of student in cross river south education zone, he pointed that the available sport facilities are inadequate and has a significant influence on the attitude of students towards physical and health. Edah (2012), explained school learning environment as a conglomeration of all learning component (asset) that makes learning fascinating and interesting, consequently she placed emphasis on the school facilities as an aspect that really plays a pivotal role, she specialized the facilities into laboratories for science classes, studios for art, classes, farms for agricultural classes, pitch and mini-stadium for sport classes; she maintained that the absence of any of the relevant facilities will impact greatly on the academic performance of the students. Adiam (2017),





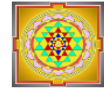
in his study elaborated that reduction in the number of student studying physical and health education in senior secondary is attributed to the inadequate sport facilities within the schools; in addition he mention that only the presence of football field, basket ball court, tennis court in a school will encourage the active participation of students in the subject and consequently take as a discipline in tertiary institution.

According to Williams (2014), the twenty first century education is driven by technology with a remarkable shift from traditional way of doing the teaching pedagogy. The above statement explains the stands of Information Communication Technology (I.C.T) in the present education system, with large information being transfer across the globe through the internet. There is no gainsaying the fact that technology use for teaching and learning is gaining acceptance in education in this era of globalization fuel by Information Technology (ICT). Akani (2012), submitted it is obvious that the expanding trend of globalization has led to the internationalization of education, this has provoked may changes and adjustments. Therefore, one must develop a competitive spirit in other to be relevant. Kamamia, Ngugi and Yhinguri (2014), revealed that aside from classrooms, teachers' room, sport, facilities; libraries are essential facilities for a school, it makes a huge impact on the learners and contribute positively to teacher's preparation before lessons. They revealed that all subject within a learning institution has a certain number of books it should possess in the library for optimum performance of students in such subjects. In contrast, Makinde and Peter (2019), reported no significant relationship between students; academic achievement and the presence of certain school facilities like library when all student have the necessary textbooks.

#### 4.3.3 Classroom setting and student's academic achievement in physical and health education

The result of the third hypothesis indicated that there is a significant positive relationship between Classroom setting and student's academic achievement in physical and health education. The finding of this hypothesis is in agreement with the view of Effiok (2012), classroom setting has a broad spectrum of presentation and utilization of some sport implement in the classroom or on the field. She explained that the peculiarity of the subject like other science require a stimulating environment and practical classes to drive down the knowledge taught in class. Obin (2010), stated that classroom setting should be given top priority as a place where the actual learning take place, the whole of the effort put in education is carry-out holistically within the classroom setting. The teaching and learning process cannot take place in a vacuum. A classroom setting has two major components, namely, physical component and human components. The physical component comprises all the physical objects presents in the classroom whereas the human component comprises the individuals that is teachers and students in the classroom (Elliad, 2016).

Also David (2017), supported the findings in his submission that classroom setting generally involves the nature of interactions generating from the teacher, learners and the immediate learning environment which stimulate effective teaching on the part of the teacher and comprehension for students. In contrast Collins (2014), asserted that students'



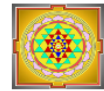
academic achievement varies with consideration to the learning setting. It is worthy to note that setting implies all variable that can alter the normal learning of student, in agreement Effiok (2012), categorizes classroom setting to indoor class setting and outdoor class setting. Further explained indoor class setting as all decorations, seats/desk chalkboards, speakers etc which are arranged orderly to help the teacher teach and enable students to concentrate effectively, while outdoor class setting are horticulture practice but emphatically involves the arrangement of apparatus in science laboratories, sport implement on the field, track or court as the case may be and the materials and costumes in arts studios for learning purpose.

Jovelyn (2012), described a teacher with inter-personal skills as one whose nature is warm and supportive to others, learning about them and about their dealing with others in support. Linda (2010), was of the view that, for effective teaching teachers need to effectively utilized classroom management techniques help prevent small problem from degenerating into complex one by this teachers within the classroom setting are expected to manage all resources within the classroom during the lesson. The dimensions of classroom settings are all under the control of the teacher to maintain a classroom management system, teachers are to think ahead on those things students will likely react and respond to rather than allowing them act first (Gale Encyclopedia of education, 2012).

Mark (2013), added that students need to feel that they belong in the classroom and that they are important, worthwhile. Supportive approaches to classroom management provide an atmosphere and focus on student's rights (The student teacher compromise, 2013).

According to Omare and Iyamu (2016), teacher's competence and selection of teaching method is pivotal for the utilization of a classroom setting for teaching and learning purposes, they submitted that, the ability of a teacher to harness all resources, instructions and policies of the school within the learning environment in the classroom indicate the level of competence of such teachers, their contributions border on the selection of the teaching method to suit the topic of discussion amidst the presence or absence of instructional materials to aid learning. In affirmation also Charles (2018), opined that competency of a teacher is demonstrated in his/her ability to manipulation both human and material resource in the class for effective learning. This competence within the classroom setting in physical and health education has to do with the ability of the teacher to perform a skill accurately and provide guided response for student to equally practice. The physical learning environment in the classroom includes the spatial arrangement of furniture wall, ceiling, chalkboards, desk, lightings, fittings, decorative and physical enablers of teaching in the classroom. The conducive environment is an agent of intellectual stimulation and an essential factor of a school that has the greatest of all influence that affects learning and academic achievement of students in Bekwarra Local Government Area of Cross River State.

### **Summary of the study**



The main purpose of this study was to investigate school influence of learning environment on student's academic achievement in Physical and Health Education in Bekwarra Local Government Area of Cross River State, Nigeria. To achieve the purpose of this study the following three null hypotheses were generated to direct the study.

1. There is no significant influence between location of school on student's academic achievement in Physical and Health Education
2. There is no significant influence of school facilities/equipments on student's academic achievement in Physical and Health Education
3. There is no significant influence of classroom setting on Student's Academic Achievement in Physical and Health Education

Literature review was done according to the variables under study. Survey research design was adopted for the study. This design was considered appropriate because it allows the researcher to make inference and generalization of the population by selecting and studying the sample for the study. A sample of two hundred (200) respondents was randomly selected for the study. The questionnaire and achievement test was the main instrument used for data collection. The instrument was subjected to face validation by the supervisors and experts in measurement and evaluation in the Faculty of Education, University of Calabar.

Pearson Product Moment Correlation Analysis and independent t-test were the statistical analysis technique adopted to test the hypotheses under study to ascertain whether to reject or retain them. These statistical tools were used because of the nature of the variables involved in the study. All hypotheses were subjected to testing at .05 level of significance with relative degrees of freedom. The results of the analysis revealed that, location of school, school facilities/equipments and classroom setting significantly influence student's academic achievement in physical and health education. Based on the findings of the study, recommendation and suggestions for further studies were made.

### **Conclusion**

Based on the results and findings of the study, the following conclusions were reached.

1. Location of school significantly influence student's academic achievement in physical and health education in Bekwarra Local Government Area of Cross River State.
2. School facilities/equipments significantly influence student's academic achievement in physical and health education in Bekwarra Local Government Area of Cross River State.
3. Classroom setting significantly influence student's academic achievement in physical and health education in Bekwarra Local Government Area of Cross River State.

### **Recommendations**

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



1. The school facilities and equipment should strictly monitored and used properly by the school administrators during lessons hours.
2. School location should be sited where there no noise and social activities
3. Students shouldn't seat close to the window area during classes to avoid distraction.

## REFERENCES

- Abudahahi, A. (2018). Education in Northern Nigeria: Environmental and security threat on schools. Vikes publishing house
- Adelayo, W. Q. (2015). School location and students attitudes towards learning. The Nigerian society for educational psychologist (NISEP).
- Adeniyi, N.T. (2012). The role of education management in promoting peace and security. *The Nigerian education psychologist* 2(1) 73-81.
- Ahmed, S. (2013). Relevance of quality learning environment to Nigeria education growth. *The Nigerian academic forum*, 19 (2), 1-7
- Akani, B.M. (2012). Developing competencies through in-service programme for inclusive education in Nigeria. *The special educator. Journal of the Nigerian Association of Special Education Teacher*, 15(1) 132-141.
- Ali, H.M (2016). Role of sports facilities in schools in central Sokoto education zone, *Nigeria Journal for Energy Trends in Education Research and Quality Students*, 2(2), 9-16.
- Asian, C.F (2017). The effective utilization of available school facilities to facilitate learning. *Journal of Education and Social Research*. 4(4). July edition. Ibana.
- Bassey, A, E. (2014). Developing strategic partnership with government and NGOs to equip schools in Cross River State education zone.
- Bassey, B.C. (2017). Trends and issues in instruction design and technology. 2nd edition, Prentice-hall
- Bassey, E. O. (2014). Impact of vocational and technical education on the livelihood sustenance and economic development in Nigeria. *International Journal of Vocational and Technical Education Research*, 2(2) 15-35.
- Bill, G.P. (2015). *The teacher and his learners: a century of psychology as a science*. New York McGraw-Hill.
- Charles, M. W. (2012). Classroom competency of teachers in 21st century. Paper presentation of re-training of teachers in Cross River State Ministry of Education.
- Collins, L.U. (2014). Strategic planning in distancing education in Moore G.W. Anderson (eds). *Handbook of distance education (705-792)*. New Jersey Lawrence Elbaum Associates.
- David, A.Z (2017). Manifestation of lesson content in classroom setting: way forward. *The Nigerian academic forum*, 19(2). 1-8
- David, D. Smith, P.O. & Dickson (2018). The topography of schools as it relates to the learning. *Journal of Applied Social Psychology*, 34) 563-597.



- David, D.P. (2014). Quality of learning environment and value re-orientation in public secondary schools in Cross River State. *International Journal of Continuing Education and Development Studies (IJCEDS)* 6(1) 163-161.
- Doreen, N.O. (2017). Curriculum studies for secondary and primary schools. Uyo. Interconnected publishers.
- Edah, M. M. (2012). ETF position paper: effective learning environment and conducive classroom setting. Turin, European training foundation 2011. Review edition.
- Effiom, E. J. & Edoho, C.U. (2017). The causes and impact of school facilities in public schools reports of the members of study team Accra, Ghana.
- Effiom, R. P. (2012). Survey of availability and adequacy of physical facilities for the implementation of university sandwich programme. *Journal of Education and Practice*, 190-196.
- Effiong, N.S. (2018). Impact of human activities on school environment in Nigerian schools science international, 4, 12-20.
- Elliad, B.G. (2016). Comparative analysis of the influence of classroom furnitures in teaching primary school pupils. *International Journal of Advanced Academic Research in Arts, Humanities* 2(7), 4.8
- Ezeh, N.O. (2019). Linking education to environmental changes and its effect on performance. *Journal of Psychoeducational Assessment*, 27(30) 177-205.
- Gale, Encyclopedia of education (2012). <http://www.problemsofteacherspoorperformance.com>
- Iyamu, T.O. & Omare, T.W. (2016). Evaluation of classroom engineering education programme in state universities in south-south Nigeria. Unpublished article.
- Javelyn, P.A. (2012). Explaining sport facilities in physical and health education. Physical education students' experiences. *Mediterranean Journal of Social Sciences* 5(1), 288-284.
- Johnson, W.P. (2015). The influence of match location, quality of position and match status on possession strategies in professional association football. *Journal of Sport Sciences*, 27, 1463 1469.doi:10.1080/036504109313601.
- Kamamia, T.O. Ngugi, W.P. Thinguri, O.W. (2014). Basic and necessary learning facilities and equipment (materials) in school. Nil publication ISBN:150-120-141. Egypt.
- Kingsley, N.P. (2014). Dynamics of teaching and utilization of instructional materials. *Journals of Education*, University of Port-harcourt.
- Lateef, W. U. (2018). Technical education and vocational training tool for sustainable development access training through open and distance learning. Lusaka 2015.
- Linda, E.F. (2010). Nigeria managing teacher education and practice in era of transformation, South Africa, Africa forum of teaching regulatory authorities (AFTRA).
- Makinde, H. E. & Peter, C.B. (2019). School facilities: classroom implication. *Journal for Education and Practice* 6(25) [www.lists.org>JEP>article>download](http://www.lists.org/JEP/article/download).



- Mark, F.O. (2013). Beautiful classroom and little children. New York Macmillan publication. ISBN: 1201-0134-0132.
- Nwogu, E.E. (2012). Education and nation development in Nigeria: A philosophical perspective. *An international multi-disciplinary journal*, 8(2) 266-276.
- Obin, I. D. (2010). A study of mathematics anxiety amongst primary school pupils and classroom implication. An unpublished master thesis, university of Ilorin.
- Odey, U.G. (2014). Effect of scholar location on secondary schools students performance in mathematics in Ondo state, Nigeria. *Journal of Education and Practice*, 3(7), 129-139.
- OECD (2013). Human health and the environment. The organization for economic cooperation and development, <http://www.oecd.org/health/health-systems>.
- Ogwe, J. D. (2010). The relationship of tracy and field facilities on physical and health education students academic performance of college students journal 37: 246-258.
- Olumoturn, M.K.(2017). Educating the educators on utilization of school facilities: challenges facing teacher education. *Journal of Helen Suzman foundation*.
- Owolabi, F.S. (2016). The relationship of the learning environment and students performance in physical and health education. *Journal of Experimental Psychology*. General 130-224-238.
- Pius, D. F. (2016). Education as an instrument of effective national development: which way. *Business and entrepreneurship journal*, 2(2): 27-39
- Raiz, W.O. & Asad, M.T (2018). Barriers to sustainable rural education in selected villages in Ebonyi State, Nigeria. *Nigerian Journal of Educational Administration and Planning* 6(2), 71-77
- Saibu, J. F. (2017). The challenge of lack of sport facilities and equipment in Nigerian education system: the way forward Katsina-Ala. *Multi-disciplinary Journal*, 7-24.
- Subeb (2011). Cross River State, state universal basic education board publication of 2011 annual report.
- Titus, D. (2019). Essentials of sociology of education for colleges and universities. Uyo: Assurance publication network.
- Udofia, E.F. (2016). Factors which determine subject selection in adult learning programmes: *International journal of education* 12, 63-71.
- Udoh, K.H. (2012). The environmental health problems in Nigerian schools. *Journal of Helen Suzman foundation* 46.
- Yusuf, K.G. (2015). Remote causes and possible remedies to infrastructural deficit in schools in Nigeria. *Inquiries*, 3, (10), 1-16