

Influence Of School Environmental Factors On The Performance Of Students And Teacher's In Secondary Schools In Yenagoa Local Government Area, Bayelsa State, Nigeria

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Abstract: *This study investigated the influence of school environmental factors on the performance of students and teachers in secondary schools in Yenagoa Local Government Area, Bayelsa State, Nigeria using structured questionnaires. Proportionate simple random sampling technique was used. A sample size of 1,260 was drawn, 623 to students, 623 to teachers and 14 to principals of secondary schools selected. The results revealed that school environments around Yenagoa Local Government Area are not conducive for teaching and learning because majority of the schools do not have adequate teaching staff on the newly introduced subjects, poor capacity buildings, inadequate textbooks and workbooks, no well-equipped libraries and laboratories, lack adequate electricity supply, no adequate social infrastructures/amenities and lack furniture items. These make lesson preparation and evaluation unproductive. The study therefore recommends that, the state ministry of education and other agencies should enhance the performance of students and teachers by providing physical facilities and other materials within the secondary school system.*

Keywords: *Influence, performance, school environmental factors, students and teacher's*

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I. Introduction

Basic secondary education in Nigeria has been regarded by some parents as an optional commodity that is not essential for the child. This situation has arisen because of religious, cultural and economic factors (Adeyemi, 2008). The main objective of the secondary school education is to train individuals to read, write and be numerically literate. In recent times, it is noted that many secondary school leavers can neither read nor write accurately. Judging from the products of the Nigerian Secondary school, there is a big question mark on level of performance and the productivity of their teachers (Adeyemi, 2008). It is also observed that many Nigerians avoid sending their wards to public secondary school because the products of public secondary school are the greater victims of the inability to read and write. From interactions with the secondary school teacher in the public or government owned schools, there are stories of woes as regards their poor work environment. Secondary school teacher complains bitterly about irregularities in the payments of their salaries and allowance (Adeyemi, 2008). They are dissatisfied with the infrastructural facilities in school, equipment and general environment. Their offices are not well-equipped. Most of the times the commonest teaching aid as the chalkboards are not available for the level of motivation is terribly low, such that a typical secondary school teacher complains all the time about lack of job satisfaction and loss of interest on their part. They agree that they have not putting their best and that the educational standards are falling. They spend most of the school year at home and in their petty business places because most of the time, they are on industrial actions protesting against the lack of concern of government over their welfare. Sometimes in a typical school year or academic session, the period they teach is far less than the period they are away from school (Adeyemi, 2008). The public secondary schools learn very little, they are found most of the time loitering the streets, hawking and having no meaningful learning habit. The lack of interest, concentration and continuity in the teaching work, reduces their performance and productivity especially when coupled with the absence of on-the job training programmes, seminars and conferences to update their knowledge and skills. They therefore, become ill-motivated, frustrated and unproductive. The attrition rates among teachers are high compared to other professions. It is however pleasing to observed that the present government at the state levels are embarking on massive renovation of secondary schools in their states. It is hoped that these improved infrastructural facilities will complement with other necessary facilities in order to improve the work environment of the teachers for greater productivity (Adeyemi, 2008). Secondary means first and the first states of formal education. Just as we have 'secondary' for the second states and tertiary' for the third state which includes all kinds of post-secondary education (Adeyemi, 2008). But secondary education in its usual accepted sense is not the first stage in the education of children. All children start receiving their education at home, some pass through nursery school. All over the world, both in

the developing and the developed countries, the secondary schools exist to cater for children of approximately the same age group and are exposed to approximately the same curricular of reading, writing and arithmetic. The duration of secondary education varies from country to country. In Nigeria, the normal duration is six years according to the 6-3-3-4 education system (Adeyemi, 2008). It was long recognized in Nigeria that, without teachers the educational objectives as specified in the national policy on education would not be realized. Indeed, reformers of education may establish new schools, effect changes on the structure and curriculum, recommend and prescribed teaching methods and aids but in the end the teacher will be responsible for applying them. The teacher is the one that would translate educational objectives into knowledge and skill and transfer them to students in the classroom. Accordingly, the teacher emits and commands the image of one who improves the physical condition of the classroom through orderliness, discipline and control and of one who makes diagnosis of students' feelings and attitudes inferred from their behavior and response in the classroom environment. Environmental influence before now have not been considered as one of the factors that affect academic performance in secondary schools hence it has little or no attention in educational discourse and consideration. But over the past decade remarkable studies have indicated a correlation between the environment and academic performance of students. Environment plays major role in the life of every individual whether students, teachers, employer or employee. Though some people are yet to believe that environment brings about better performance. Udoh (1980: P.11) in his article "The Environmental Health Problems in Nigeria Schools", identified some unhealthy practices in our schools. These include location of schools, inadequate facilities, poor ventilation etc. most of our schools have no light, insufficient facilities, dilapidated buildings and no ventilation. Under these conditions the health of students and teacher according to Udoh (1980: P.11) may be adversely affected, which will in turn reflect on students' performance. Therefore, for the students to carry out their learning effectively and efficiently, it is necessary that learning takes place in conducive environment. Hence it is pertinent to critically look at the environmental factors that influences academic performance of students measures that can help improve them and make some recommendation because at the very heart of our educational mission is the goal of improving academic performance. Studies have shown that environmental factor to a large extent affect both the physical and psychological potentials of an individual. This has led to the contention that many students fail to develop their potentials due to inadequate environmental stimulation. However, there are some environmental factors which have contributed to this poor performance of students which are home background, inadequate school facilities, misuse of technology such as internet and school climate such as teacher-student relationship. Given this situation, the problem of the study therefore is to find out really if these are the main environmental factors that affect the academic performance of secondary school students in Yenagoa Local Government Area of Bayelsa State. Education is the bedrock of the development of any nation. This is the reason that a government invests heavily in the education of her citizens. Secondary education, a sub-set of the education level, is very necessary in human capital formation. It is the supply base from which tertiary institution draw their major clientele (students) for admission into their different programmes. It therefore, presupposes that the provision of qualitative education is a sine qua non for the attainment of the goals of secondary education. It has been observed in the recent past that secondary schools in Nigeria are not living up to expectation in delivering quality products expected of the system. A lot of problems seem to be bedeviling the secondary school system thereby making the system ineffective. Schools need to be effective so as to be able to deliver the good tidings expected of them at every point in time. School effectiveness in this context refers to the extent to which schools are able to accomplish their predetermined objectives. School effectiveness transcends beyond students passing final examinations. It also encompasses student's attainment in other domains of learning (the affective and the psychomotor domains).

According to Bandele (2002: P. 289), these other domains, apart from having influence on the cognitive achievement, also make the beneficiary of the education system live a fulfilled life and contribute meaningfully to the development of the society. The author argued that any deviation from these goals is a deviation from government's policy on education. It has indeed, been observed today that there is persistent poor performance on students in both internal and external examinations. Researchers data (1987: P. 29), Ajaji (1997: P. 101), Yusuf (2002: P. 116), Adeyemi (2008: P. 26) have all shown in their various studies the extent of the poor performance of students in public examinations. The mass failure of students in public examination has no doubt made parents lost confidence in the ability of the public schools to produce good products. Experience has also shown that there is a high rate of indiscipline in the secondary schools. It has been observed that lateness to school, absence from school, noise-making, quarrelling, rudeness to school authority, deliberate physical harm to others, forgery, cheating in examination and a host of others are daily happenings in the schools. All these tend to make the schools ineffective. According to Oladele(2003: P.12), the evidence of students' moral paucity is more conspicuously seen in the high crime in the society and that of higher institutions. The author posited that the root cause of these morals laxities translating in higher crimes waves is traceable to the nonteaching of ethics, when the students were at the secondary schools. The perceived ineffectiveness of the secondary schools in the country could be attributed to several factors but this study was restricted to the learning environment as a potent factor in school effectiveness. A number of schools around the

country are still languishing in the old architectural designs, with crumbling walls and limited resources. It appears that many secondary schools in the twenty first century have to shoehorn modern day learning and up-to-date resources into the nineteenth century surroundings. A cursory look at the learning environment in the secondary schools shows that many of the classrooms, laboratories, examination halls, libraries and office furniture are in a terrible state in need of repairs. Most windows have no louver blades thereby causing hazards to life. Mutiu (1994: P.45) and Ahmed (2003: P.35) lamented that in most of the nation's secondary schools, teaching and learning take place under a non-conducive environment. Besides, the psychosocial environment, which has to do with interpersonal relationship among students and between students and their teachers appear to be non-conducive. All these tend to put teaching and learning in jeopardy. According to teachernet (2008: P.18), the surrounding in which children learn can greatly influence the academic performance and wellbeing in school. The architecture, layout, and facilities of the school play a vital role in shaping the learning environment.

II. Statement of the problem

The challenges teachers are facing in secondary schools in Yenagoa Local Government Area are due to change in curriculum which are equally effecting student's due inconsistencies of government policies in education. Other challenges affecting teachers include poor funding by the state and federal government, large number of classes, inadequate teaching staff for the new introduced subjects, lack of necessary textbooks, workbooks, and curriculum in different subjects in the state. The schools in Yenagoa Local Government Area are observed to be short of instructional materials, poor school structure, physical environment of the school, inadequate teaching staff, overcrowded classroom and inadequate distribution of curriculum.

1.3: Purpose of the Study

The study intends primarily to evaluate the influence of school environmental factors on the performance of students and teachers in secondary schools in Yenagoa Local Government Area, Bayelsa State, Nigeria. Specifically, the study seeks to:

1. Find out the factors in the school environment affecting students and teachers of secondary schools in Yenagoa Local Government Area.
2. Investigate the challenges of school environment in secondary schools in Yenagoa Local Government Area.
3. Make recommendation on how to improve the effectiveness of secondary school in Yenagoa Local Government Area.

1.4: Significance of the study

The information obtained from the study will be useful to the Government, policy makers, school administrators, education department, and teachers training institutes. The result will also be useful for the management of schools in Yenagoa Local Government Area.

1.5 Scope and limitation of the study

The study covered only fourteen secondary schools in Yenagoa Local Government Area of Bayelsa State. Namely: BDGS Yenagoa, Saint Jude's Girls Secondary School Amarata, Community Secondary School, Igbogone, Community Secondary School, Biogbolo, Community Secondary School, Polaku, Community Secondary School, Agbia, Comprehensive High School, Tombia, Community Secondary School, Bumoundi, Community Secondary School, Okordia, Community Secondary School Okordia North, Community Secondary School, Agbobiri Okordia, Community secondary School Igbebiri, Biseni, Biseni Secondary School, Biseni and Community Secondary School Zarama. This research was limited to just the 14 selected secondary schools in Yenagoa Local Government Area as mentioned above. This was due to some transportation and financial challenges that arose in the course of getting to some remote areas to sample opinions of many other respondents in respect to the subject matter effectively.

1.6 Research Questions.

In the course of this research, the following questions were used as a guide;

1. What factors will affect student use of schools' facilities
2. What are the climate factors that will affect students' academic performance?
3. What influence will technology have on students' performance.

1.7 Hypothesis:

1. Ho: There will be no significant difference on the influence of school environment on teaching and learning.
2. Hi: There will be significant difference on the influence of school environment on teachings and learning.

III. Methodology

3.1. Design of the study

The study adopted evaluative survey design. It seeks to elicit the opinion of sample of students, teachers and principals in Yenagoa Local Government Area of Bayelsa State.

3.2. Area of the Study

The study was carried out in Yenagoa Local Government Area of Bayelsa State. Its headquarters is in the town of Yenagoa (the state capital) in the south of the areas at latitudes 4° 55 '29" N and longitudes 6°15'15" E. The LGA has an area of 706m² and a population of 353,344 at the 2006 census. Yenagoa is the traditional home of the jawpeople. English is the official language, but Epie/Atissa language and Izon language are the major local language's spoken in Yenagoa Local Government Area. The area comprises of Epie, Atissa, Gbarain, Ekpetiama, Okordia, Zarama and Biseni Kingdoms respectively. The economic activities of the people in the area are predominantly fishing, fish farming and crop farming. They used these agricultural activities to feed themselves and their families. Numerous activities such as oil exploration and production and agricultural activities are ongoing of the area.

3.3. Population of the study

the target population of the study is 1,260 it will consist of three categories which include students, school heads and teachers (male and female teachers) in all the secondary school that were selected randomly from Yenagoa Local Governing Area of Bayelsa State.

3.4. Sample and sampling technique

Proportionate simple random sampling technique was adoption for the study. In the sampling procedure, 126 respondents were randomly selected from each of the 14 secondary schools in Yenagoa Local Government Area through balloting, making a total sample of 1,260 respondents. The sample of the study was made up of 623 students, 623 teachers and 14 principals selected from 14 secondary schools. The study was carried out for a period of 12 calendar months between January and December, 2018 using structural questionnaires. The questionnaire has three sections, section A sought the background information (bio-data information) of the respondents, section B contain information on the school environment and section C contain students and teacher's performance. The questionnaires were administered on the students, teachers and principals of their various schools respectively.

3.5. Validity of the study

The instrument was validated by research experts in the area of educational planning and tests and measurement both within and outside Yenagoa Local Government Area and Niger Delta University, Wilberforce Island, Bayelsa State.

3.6. Reliability of the study

The test re-test method of reliability was adopted for the student's and teacher's general performance while Pearson product moment correlation was used to determine the reliability co-efficient, which stood at 0.87.

3.7. Method of data collection

Structured questionnaires with an interview schedule were used in collection of data

3.8. Method of data analysis

The data collected for the study was analyzed using frequency count, percentage scores and Pearson product moment correlation. The hypothesis formulated was tested at 0.05 alpha levels.

IV. Results

Data on the biodata (personal data) of the respondents are presented in Table 1. It is evident that majority of the respondents were females (56.35%) while few of the respondents were males (38.65%). Majority of them (38.73%) belonged to the age bracket between 121 – 20 years while those who are above 40 years of age account for 18.81%. On the marital status of the respondents, majority of them (43.65%) were single, 33.33% were married while 23.02% were divorced. Majority of the respondents (53.97%) were students, followed by teachers (44.92%) and 1.11% were principals. In similar vein, data on the educational level showed that, most of the respondents (42.06%) were attending secondary schools, 31.59% had HND/B.Sc/Msc. Degrees while 26.35 had NCE/OND degrees.

Table 1: Biodata (personal data) of Respondents in Secondary School in Yenagoa Local Government Area

Variables	Category	No. of respondents	Percentage (%)
Gender	Male	550	43.65
	Female	710	56.35
	Total	1,260	100.00
Age	10 – 20	488	38.73
	21 – 30	220	17.46
	31 – 40	315	25.00
	Above 40	237	18.81
Marital Status	Married	420	33.33
	Single	550	43.65
	Divorced	290	23.02
Total		1,260	100.00

In order to determine the extent of conduciveness of the school environment, frequency counts and percentage scores were used to analyze the responses on the questionnaire. The result is presented in Table 2. Results in Table 2 shows that 65.79% of the respondents agreed that school environment influences teaching and learning in secondary school in Yenagoa Local Government Area, while 34.21% of them (respondents) disagreed with that idea. 58.02% on the respondents agreed that their school building/environment were in bad conditions while 41.98% disagreed with that opinion. Majority (57.46%) of them (respondents) agreed that their school environment was not conducive for teaching learning completely and few (42.57%) of them were not in support of that view. 54.76 of the respondents interviewed agreed that the schools in the area have enough for teaching and learning and 45.24% disagreed with the idea. Out of the respondents, 63.49% agreed that there are no good teaching aids in their schools while 36.51 of them disagreed with that opinion. 71.43% of the people interviewed agreed that they have school library/laboratory in the schools while 28.57% of the people do not support the view. Amongst the respondents, 54.21% agreed that the school's toilet facility is not in good conditions while 45.21% out of the respondents interviewed did not agree that the toilet facilities in the school are in bad. The results also revealed that 54.21% of the respondents agreed that the schools have enough textbooks/workbooks related to the subjects taught in the schools while 49.68% disagreed with the view. Out of the respondents interviewed, 60.00% agreed that the school libraries have enough reading space that will accommodate student while 40.00% of them disagreed and said they do not have enough reading spaces in their school libraries to accommodate students. 68.73% of the respondents agreed that schools do not have adequate electricity supply while 31.27% disagree with the opinion. 53.02% agreed that the schools do not have adequate social infrastructures/amenities in the school while 46.98% disagreed with the view. 60.32% of the respondents agreed that facilities are not well maintained while 39.68% disagreed with that idea. In terms of the furniture items of the schools, 65.40% agreed that there are no furniture items like locker, desk, tables and chairs for students and academic staff in the schools while 34.68% disagreed with the opinion. 52.22% of the people interviewed agreed that the schools have enough resource people (teacher) on the various subjects taught in the schools while 47.78% disagreed with the view. On the average, 59.65% of the respondents agreed that the school environment in the secondary schools are not conducive while 40.35% disagreed with the idea. This means that the school environments are not conducive to a very large extent.

Table 2: Factors in School environment of secondary schools in Yenagoa Local Government Area

Variable	Agree (Yes)	%	Disagree (No)	%
Does school environment influence teaching and learning	829	65.79	431	34.21
What is the condition of your school building/environment very bad	730	58.02	529	41.98
Your school environment is not conducive for teaching/learning	724	57.46	536	42.54
The school has enough classroom for teaching/learning	690	54.76	570	45.24
No good teaching aids in your school	800	63.49	460	36.51
The school has school library/laboratory	900	71.43	360	28.57
The toilet facilities in the school are not in good condition	683	54.21	577	45.79
There are enough textbooks related to subjects taught in the school	634	50.32	626	49.68
There is enough reading space I the library of your school	756	60.00	504	40.00
There is no adequate electricity supply in the school	866	68.73	394	31.27
The school has no adequate social infrastructures/amenities	668	53.02	592	46.98
The school facilities are not well maintained	760	60.32	500	39.68
There is no enough furniture items like locker, Desk, Table & Chairs for students and academic staff in the school	824	65.40	436	34.60
There is enough resource persons (teachers) on the various subjects taught in the school	658	52.22	602	47.78
Mean		59.65		40.35

Table3 shows the challenges of school environment in secondary schools in Yenagoa LocalGovernment Area. From the results, it revealed that 59.05% of the respondents interviewed agreed that students are out of the school due to rigid, hard and un-educational school environment while 40.95% of them disagreed with that idea. 64.13% agreed that lack of educational resources and infrastructural facilities have affected the school negatively while 35.87% do not agree with that view. 62.38% agreed that poor funding by the state government is indeed another challenge affecting the schools and teachers while 37.62% were not in support of the opinion. The result also shows that 52.38% of the respondents agreed that poor quality learning, large number of classes, inadequate teaching staff on the newly introduced subjects are some challenges faced by the school while 47.62% disagreed with the view, 72.54% agreed that lack of necessary textbooks, workbooks and curriculum in the different subjects in the local government areaare also some other challenges faced by schools while 27.46% were in disagreement with that view. The overall average, 62.10% of the respondents agreed that all the challenges of the school environment in secondary schools in the local government were significant while 37.90 disagreed.

Table 3: Challenges of School environment in secondary schools in Yenagoa Local Government Area

Variable (Parameter)	Agree	%	Disagree	%
Push students out of the school due to rigid, hard and educational school environment	744	59.05	516	40.95
Lack of educational resources and infrastructural facilities due to poor school environment	808	64.13	452	35.87
Another challenge affect teachers include poor funding by the state government	786	62.38	474	37.62
Poor quality of learner, large number of classes, inadequate teaching staff, and the newly introduced subjects	660	52.38	600	47.62
Lack of necessary textbooks, workbooks and curriculum in different subjects in the Local Government	914	72.54	346	27.46

Table 4 presents the proffered solutions to the challenges encountered at the school environment by students and teachers in Yenagoa Local Government Area. From the results, the suggested solutions to the challenges include provision of adequate teaching and learning environment (16.59%), provision of good funding to teachers and schools (14.76%), provision of the necessary textbooks, workbooks (13.8%),provision of well-equipped library/laboratories to school (13.33%), provision of adequate teaching aids to schools (11.59%), provision of adequate furniture's to schools (10.32%), provision of social amenities i.e. health care, pipe born water, electricity etc (10.24%) and provision of appropriate subject master to the newly introduced subject e.g. fisheries (fishery) etc (9.37%).

Table 4: Proffered solutions to the challenges at the school environment of secondary schools

Variable	No. of Respondent	Percentage (%)
Provision of adequate teaching and learning environment	209	16.59
Provision of good funding to teachers and schools	186	14.76
Provision of social amenities i.e. health care, pipe borne water, electricityetc.	129	10.24
Provision of necessary textbooks, workbooks	174	13.81
Provision of appropriate subject master to newly introduced subjects e.g. fisheries etc	118	9.37
Provision of adequate teaching aids to schools	146	11.59
Provision of adequate furniture to schools	130	10.32
Provision of well-equipped library/laboratories to schools	168	13.33
Total	1,260	100.00

V. Discussion Of Findings

Research Question 1: What are the factors in school environment that will affect teaching and learning in Yenagoa Local Government area of Bayelsa State?

The result in Table 2 shows that all the variables listed were significant which include school environment influences teaching and learning, bad school building, no good teaching aids, lack of adequate textbooks, no adequate social amenities, lack of furniture's and no adequate electricity supply. Udofot (1995),Anderson (2004) and Adesina (2011) observed that when the school environment is in good condition it will positively influence on the teachers' altitude towards their job and student towards learning but when in bad conditions as listed above the reverse is the case. Following the factors is significant and if unattended to, in the long run could further reduce the educational standard of schools and teacher tomorrow.

Research Question 2: what are the challenges of school environment in secondary schools in Yenagoa Local Government Area?

In Table 3 it was observed that all the variables listed were all significant. poor school environment in the Yenagoa Local Government Area is posing unending social challenges to both students and teachers professional standard, which affects their abilities for human modification, culture reproduction, social recreation, innovation and social placement to send current. The findings were in support of Anderson (2004), Clifton (2009), Carpenter (2011), Charland (2011), Adesina (2011) and Aflaco (2012) that school environment poses challenges to the students and teachers.

Research Question 3: what are the control measures to school environment challenges?

From Table 4 it shows that all the variables listed were significant. The observed proffered solutions were in support of Ukeje (1990), Udofot (1995) and Aflaco (2012) that these are some of the fundamental ways of solving these challenges. This might imply that these are the major challenges encountered by students and teachers in the Yenagoa Local Government Area of Bayelsa state.

VI. Conclusion

It is evident from this study that the school environment in schools around Yenagoa Local Government Area are not conducive for teaching and learning. There are no adequate teaching staff on the different areas of the newly introduced subjects, poor capacity building for the teachers, inadequate textbooks/workbooks for students and no well-equipped libraries/laboratories in the schools. These make lesson preparation and evaluation of teaching unproductive. Finally, most schools lack practical in the newly introduced subject like fisheries (fishery).

VII. Recommendations

Based on the findings, the following recommendations were made:

The state ministry of education authority and other agencies should enhance the performance of students and teachers by providing physical facilities and other materials within the secondary school system. The local government (Yenagoa) in collaboration with the Nigerian Educational Research and Development council should encourage teachers' capacity building not only in the state level but in each LGA in collaboration with the state government to ensure efficiency and teachers performance in schools. Schools head (Principal) should provide adequate secondary school curriculum in the schools. Address the problems of Manpower (Resource Persons) and make provision for adequate textbooks for both students and teacher in order to enhance better performance of students and teachers. Government should provide adequate number of furniture's to schools to have chairs, tables, lockers and desk for convenience while learning. The government should ensure that the schools and teachers are adequately founded to boast the standard of schools and teachers. Effort should be made to provide the necessary social amenities such as health care, pipe borne water, electricity etc. for schools. Head of schools should partner with the state government to ensure that the appropriate subject masters are sent to their school most especially the newly introduced subjects like fisheries etc. Effort should be made to properly equip the libraries/laboratories of schools. Government should provide good teaching aids to schools to enhance teaching and learning.

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