

AN ASSESSMENT OF LEARNING ENVIRONMENTS AS VARIABLES INFLUENCING STUDENTS' ACADEMIC PERFORMANCE IN, EKITI STATE, NIGERIA

Vol.01Issue02Aug-2024

ManuscriptID:#09

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ABSTRACT

The study examined an assessment of the learning environments as variables influencing student's academic performance in Ekiti state, Nigeria. The study specifically focused on the types of learning environments that influence students' academic performance in public secondary schools in Oye Local Government (LGA), Ekiti state, Nigeria. Three research questions and hypotheses guided the study. An ex-post facto research design was adopted for the study. The study targeted all 16 public secondary schools, all 340 teachers, all 8,651 students and 16 secondary school principals in Oye LGA, Ekiti state. A sample of 32 teachers (2 teachers from each school) out of 340 teachers and 168 students totaling 200 respondents were randomly selected for the study. The Learning Environment and Students' Performance Questionnaire (LESPQ) served as an instrument for data collection. Mean and standard deviation were used to analyse research questions while hypotheses were tested using an independent sample t-test at a 0.05 alpha level. Analysis showed that (1) School environments influence students' performance in public secondary schools to a great extent; (2) Home environments influence students' performance in public secondary schools to a great extent; (3) School psychological environments affect students' academic performance in public secondary schools to a great extent. It was also revealed that (4) There was a significant relationship between teachers and students on the influence of school environments on students' academic performance in public secondary schools; (5) There was a significant relationship between teachers and students on the influence of home environments on students' academic performance in public secondary schools; (6) There was a significant relationship between teachers and students on the influence of psychological environments on students' academic performance in public secondary schools. It was concluded that school environments, home environments and school psychological environments are learning environments that influence students' academic performance to a greater extent in public secondary schools in Oye LGA, Ekiti state. It was recommended that school management and parents should create improved learning environments to encourage students' activeness in learning.

Keywords: Learning environment, Home environments, School environments, School psychological environments, Students' academic performance

Introduction

Learning environments in the form of home, school, and other secular places tend to influence students' academic performance but the arguments among scholars right from antiquity seemingly failed to confirm which of the learning environments mostly exert effects on students' academic performance in schools. This is because there are variations in students' academic performance in schools these days and one wonders if these variations could be ascribed to their learning environment.

Different researchers define learning environments based on various research styles and findings. According to Usman and Madudili (2019), the learning environment refers to the situation in which learning takes place and includes all the human and material resources, programs, and opportunities that students can use in developing their potential to learn and achieve creatively and imaginatively. Akpan (2020) states that the learning environment is the quality and characteristics of school life and consists of various patterns of school life experiences, norms, values, goals, teaching, learning, interpersonal relationships, leadership practices, etc. It reflects the organizational structure of the school in general. According to Siyabongo et al (2023), the learning environment is a key concept constantly evolving from simple structures and forms to more complex forms. Thus, (change) significantly impacts how a person acquires skills, knowledge, attitudes, and abilities. Based on these definitions (Bassey, 2022), this study can comprehensively explore the concept of the learning environment as a structure that students encounter and thus influences their behaviour in the environment. It is important to note that the learning environment studied is that of secondary schools. According to Ololube (2017), secondary schools are formal organizations where teacher and student activities are planned, organized, and controlled internally and externally. For him, secondary education physically impacts the formal learning environment internally and externally. This means that the learning environment at the high schools includes the physical, academic, social, and cultural environment. However, these seem not to be the learning environments that spontaneously affect students' academic performance in the present day.

There have been speculations that learning environments such as school, home and psychological learning environments are variables specifically affecting students' academic performance in schools in recent times but no tangible evidence in the observation of researchers has been provided to substantiate the claim. This assumption motivates the researcher to adopt these learning environments as variables to empirically determine whether they are the factors affecting students' academic performance in recent times.

School environment according to Ekingbo (2023) involves both physical and immaterial elements that make up the School Environment. This according to the author encompasses the course materials, the professors, the students, the group dynamic, and the pedagogy. The school environment consists of the tangible and intangible resources of a school. This includes teachers, classmates, cohesiveness, subjects, and teaching methods. Gegeleso and Ayodele (2023) state that a healthy and attractive school environment promotes learning and fosters students' pride in their school and interest in staying in school. For example, Mege (2014) considers the school environment as "factors within the school that affect the teaching and learning process."

School environment includes, among others, classrooms, libraries, technological workshops, teacher quality, teaching methods and classmates which may affect the teaching-learning process. This definition implies that the school environment has different variables, which may vary from school to school. Korir and Kipkemboi (2014) posit that school environment factors include structure, organization, and school environment. In addition, school environment factors may also include safety and order elements, teacher relationships and cooperation, academic expectations, leadership, and teacher professional development. Amaecina and Eze (2019) warned that the environment in which learners acquire knowledge significantly impacts the learners' cognitive abilities. Research has shown that the school environment may determine students' engagement in learning. For example, a study by Nyoni, Nyoni, and Bonga (2017) in Zimbabwe found that an appropriate school environment promotes students' engagement in learning because it makes scholars comfortable psychologically and increases their motivation for

school-related activities, which makes learning more efficient and interesting. The results also indicate that teaching and learning are facilitated when students are engaged because they feel comfortable in their school environment.

Rafiq (2021) explained that the school environment consists of the physical facilities such as infrastructure, laboratories, libraries, classrooms, TLMs, playgrounds etc.; the social and psychological behaviour of students, teachers and administrators; the interpersonal relationships, emotions, attitudes and values of students, teachers and administrators; the management system, disciplinary practices and policies, teaching and learning methods, modes of interaction, dress code, ethical principles, curricular and extra-curricular activities conducted in the school. Therefore, the school environment and the home environment are to be made aesthetic to influence the cognitive achievement of the learner. These among other things motivate the researcher to investigate the impact of the learning environment on students' academic performance in public secondary schools in Oye LGA, Ekiti state.

Regarding the home environment, Obeta (2014) explained that a home is a place where a person lives permanently, especially as a family member or household. It is a place of residence or refuge. A home is not just a temporary shelter; its essence lies in the personality of the people who live there. The home environment is the environment in which a person lives. Codjoe (2017) and Muola (2017) unanimously conclude that the home is the most influential of all environmental factors. It is the first institution where a child begins to learn. The child's first teacher is the mother followed by other family members who take the role of peers. Farooq et al. (2019) state that the home influences the student in early life when the mind is most receptive. It gives the first impression that lasts a student's lifetime. Students often consider their parents, siblings, and those in their immediate environment most important, which can boost or lower their self-esteem and academic performance.

In Nigeria, the home environment has been found to significantly influence the academic performance of secondary school students (Ayodele, 2023). The researcher further explains that the family is the first place students have contact with the world. Thus, students receive their first education and socialization from their parents and other significant family member. Parents are the first educators. According to Khan, Begum, and Imad (2019), the home environment has a strong influence on students and its importance as a major socialization factor can undoubtedly enhance or hinder a student's academic achievement depending on the social conditions of the home. Whether home environment influences academic performance in Oye LGA, Ekiti State is yet to be empirically found. This factor also prompted the researcher to investigate the influence of the learning environment on the student's progress in Oye Municipality, Ekiti State.

The psychological environment of the school refers to the learning situations interpreted by students that emphasize the importance of learning and self-awareness (Obura, 2019). On the other hand, the psychological environment of the school focuses on activities that explain learning situations to students and emphasizes the importance of academic performance showing ability compared with others. (Attayib, 2017). Some students experience and describe the school's psychological environment as task-oriented, intimidating, competitive, and emphasizing passing exams (Ezike, 2018). Others experience a welcoming environment that spurs progress, understanding, and intellectual growth. Some researchers believe that the psychological sphere of schools influences academic performance (Gachigi, 2018).

The psychological environment of the school refers to the student's interpretations of the main learning objectives of the school that are communicated to them through teaching, practices, and policies (Pinyu, 2024). There are two types of school mental environments: "leadership-oriented" and "action-oriented". Limited literature has explored the relationship between school psychological environment as a predictor of academic achievement among secondary school students in Nigeria. Studies have been conducted on the relationship between school physical environment and academic achievement (Korir & Kipkemboi, 2014). Other studies have investigated the predictive role of psychological factors such as motivation, self-regulation (Ayesha et al., 2023), self-concept, motivation and resilience (Gachigi, 2018), academic resilience (Mwangi, 2015), and academic performance. The relationship

between the school's psychological environment and academic performance is yet to be elucidated. This study will explore this relationship.

Generally, literature evidence in some places depicts that learning environments affect students' academic performance. For example, Argyropoulous (2019) conducted a study that investigated the impact of the physical school environment on the provision of quality secondary education in the UK and found zero courtesy in most classrooms in the UK. DiGropello (2014) conducted an experimental study on the impact of the physical environment on the performance of public secondary schools in Brazil, comparing the physical environment of urban and rural secondary schools and finding that compared to urban secondary schools, rural secondary schools in Brazil were less well-equipped to meet the educational needs of students. Poor physical infrastructure was evident in classrooms with poor lighting, ventilation and cracked walls and floors. This indicates that poor concentration was noticed among students and teachers during instructional delivery. Teachers working in a stressful environment lose motivation due to poor health. All these contributed to the poor academic performance of students. The Brazilian scenario is in line with the observations of Waswa (2021) in Nigeria, who wrote that in some parts of Nigeria, students study under trees or between mud walls and makeshift classrooms. This scenario motivates the researcher to assess the learning environments influencing the students' performance in Oye LGA of Ekiti State to ascertain whether such factors affect students in public secondary schools in the study area.

A similar study (2023) on the relationship between school environment and girls' academic achievement in secondary schools in Pakistan found that a positive relationship exists between school environment and girls' academic achievement. Also in Nigeria, Adamu (2015) conducted a study on the impact of the learning environment on students' mathematics achievement in some secondary schools in Yobe State and found that the learning environment significantly impacts students' academic achievement and performance. Chukwu, Eze, and Agada (2016) studied the impact of the availability of instructional materials at the basic education level in Enugu Education District, Enugu State, Nigeria and concluded that the availability of resources is important. In the East African region, Namusisi (2015) conducted a research study in Uganda and the results showed that well-designed classrooms increased learning gains in reading, writing, and mathematics by 16%.

In Tanzania, Lyimo, Too, and Kipng'etich (2017) investigated teachers' perceptions of the availability of instructional materials and physical facilities in secondary schools in Arusha District, Tanzania. The researchers found that the schools surveyed did not have instructional materials and physical facilities due to the growing number of students enrolled in local schools. Textbooks, maps, and globes were available. Furthermore, the schools have inadequate physical facilities such as classrooms, tables, and chairs, and the available classrooms are poorly designed and organized. The researchers recommend that programmers from the Tanzania Institute of Education work with policymakers to formulate policies to improve the provision of instructional materials and physical facilities.

In Nigeria, Pinyu (2024) explained that the school learning environment is a combination of physical, social, academic and cultural environments that significantly impact students' learning and achievement. Another study by Rifat and Abdul (2023) investigated the impact of school environment and peer influence on students' academic performance in Nigeria. The researchers published that a conducive learning environment is essential for effective teaching and learning, making the following recommendations for the government: To achieve this goal, other education stakeholders should make concerted efforts to build more classrooms in secondary schools. This will reduce the problem of overcrowding and create a conducive learning environment. They informed me that proper furniture must be provided and that students must know how to care for this furniture as they will most likely break it themselves.

Regarding the academic performance of public secondary school students in the Oye LGA, Ekiti state, in the last five years (2015-2019), only a few fourth-year students attended public colleges and universities. According to the Ministry of Education Director (MOE, 2018), the average of secondary schools since 2015 has been declining. The sub-district average was: 4,432 in 2015, 3,542 in 2016, 3. in 2017: 241, in 2018: 3,023, in 2019: 3,012. In this

context, the results and resulting academic achievements of students who have completed the 4th cycle of post-secondary education throughout the district are of great interest to parents, educators, and other interested parties. A significant number of boys and girls in the surrounding sub-districts were doing well, a number that cannot be compared to that of the study area. Therefore, it is necessary to conduct this study to determine the influence of the learning environment on the academic performance of public school students, especially in SSCE examinations. To this end, it is necessary to examine the assumptions and impacts of the existing learning environment on secondary school student's academic performance in public schools in Oye LGA, Ekiti state. It was also necessary to review this area to allow interested parties to highlight the problems, and provide solutions that would improve schools' learning environment for enhanced academic achievements.

The quality of the learning environment in secondary schools determines the time required to achieve academic results. A pleasant learning environment such as classrooms, motivating cultural and social activities, and appropriate learning inputs should stimulate improvements and improve the quality of teaching and academic outcomes. These facilities do not exist or are limited in number and are poorly maintained. The Nigerian government has awarded school infrastructure development grants to acquire, build, improve, and maintain existing learning environments. Through community initiatives, the government provided grants for the operation of low-cost day schools likewise guidelines for the administrative management and implementation of funded secondary school projects. This has reduced congestion in universities.

On the other hand, parents and teachers provided the necessary materials to improve the schools, whereas, education stakeholders did their best to equip the schools with the salient materials and equipment, pay school fees and other costs, mobilize resources, and much more to build schools. Some nongovernmental organizations such as the Christian Children's Fund (CCF), World Vision Nigeria's Area Development Program (ADP) and local religious organizations fund some schools and provide educational guidelines and materials. They also funded short courses for teachers, extension competitions, and school programs to promote better learning outcomes. Despite many efforts by the government, local education authorities, and nongovernmental organizations secondary schools have failed to achieve adequate grades which are speculated to environmental effects in Oye LGA, Ekiti state. The study intends to assess whether this failure to achieve good performance is due to the home environment, school environment, and school psychological environment.

Purpose of the Study

The major objective of this review was to explore an assessment of the learning environments as variables influencing student's academic performance in Ekiti state. Specifically, the study seeks to:

- i. Find out whether school environments significantly affect students' academic performance in public secondary schools.
- ii. Ascertain if home environments significantly affect students' academic performance in public secondary schools.
- iii. Investigate whether school psychological environments affect students' performance in public secondary schools.

Research Questions

The following research questions guided the study:

- i. To what extent do school environments influence student's performance in public secondary schools?
- ii. To what extent do home environments influence students' performance in public secondary schools?
- iii. How do school psychological environments affect students' academic performance in public secondary schools?

Research Hypotheses

The following research hypotheses will be formulated to guide the study at a 0.05 level of significance:

H₀₁ There is no significant difference between teachers and students on the influence of school environments on students' academic performance in public secondary schools.

Ho2 There is no significant difference between teachers and students on the influence of home environments on students' academic performance in public secondary schools.

Ho3 There is no significant difference between teachers and students on the influence of psychological environments on students' academic performance in public secondary schools.

RESEARCH METHODS

A descriptive research design was adopted. Descriptive research is an appropriate choice because the review aims to describe the independent variables of learning environments that influence the scholars' achievement in schools.

The study targeted all 16 public secondary schools, all 340 teachers, all 8,651 students and 16 secondary school principals in Oye LGA, Ekiti state (Ekiti State Ministry of Education, 2023). The researcher also targeted Terminal Examination achievement or results. The reason is that the student's performance in this area seems to fluctuate over the years compared to their neighbouring local governments.

A sample of 32 teachers (2 teachers from each school) out of 340 teachers and 168 students totaling 200 respondents were randomly selected for the study. The choice of this sample was based on the fact that these respondents dwell essentially with the targeted learning environments that influence their performance. They are in the best position to provide useful information for this study.

The Learning Environment and Students Performance Questionnaire (LESPQ) served as an instrument for data collection. LESPQ was subdivided into sections A and B. The first part consisted of the demographic characteristics of the respondents. Section B contained 15 items based on the research questions raised for the study. It was clustered into three with five-point response options of Strongly Agree (SA) =5, Agree (A) =4, Undecided= 3, Disagree (D) =2, and Strongly Disagree (SD) = 1 with which the respondents were asked to choose one that appeals to the problem under investigation.

The research instrument was subjected to three experts in education. Two experts from the Department of Educational Management and one expert were drawn from Measurement and Evaluation to validate the instrument for content and facial worthiness of the instrument. Each expert was given the instrument to read through, ascertain, and make informed corrections. Their recommendations were incorporated into the tools. This makes the research instrument achieve the requisite validity of the research instruments' results. The research instrument was also pilot-tested in schools that did not participate in the study but schools within Oye LGA, Ekiti state.

A test re-test approach was utilized to determine the reliability of the instrument results. This was done by administering the same questionnaires twice to the same respondents. The Pearson Product Moment Correlation coefficient method was used to interpret quantitative data. The results of the first and second test administrations were correlated. The data from qualitative documents was grouped into clusters according to the instrument and analyzed on the SPSS given a total index of 0.87. This is done to determine the internal consistency of the instrument.

The researchers administered the questionnaire to the respondents with the assistance of three professional scientists in their various schools. The privacy and confidentiality of the respondents were ensured throughout the process. After gathering and compiling all questionnaire booklets, the participants' responses were then scored by the researcher and inserted into the computer for statistical analysis.

Data for the study through the questionnaire were collated, coded, and analyzed using a statistical package for the social sciences (SPSS). Descriptive statistics such as the percentage were used to analyse the research questions while Hypotheses were tested using an independent sample t-test at a 0.05 alpha level.

Table 1: Mean and Standard Deviation of the Influence of School Environments on Students' Performance in Public Secondary Schools

S/No	Items	Mean	SD	Decision
1.	Poor school environment causes low morale among students	4.70	2.16	SA
2.	School environment determine students' success in school	3.20	1.78	A
3.	Students from schools with complete artifacts do well academically	4.80	2.19	SA
4.	Most students from well equipped schools do well in external examinations	3.10	1.76	A
5.	A well ventilated environment improves students' intelligence in schools.	4.00	2.00	SA
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Research (2024)

Table 1 exclusively reveals strongly agree and Agree to the items. This indicated exclusive acceptance by the respondents (students and teachers) that school environments influence students' performance in public secondary schools in Oye LGA, Ekiti state, Nigeria.

Table 2: Mean and Standard Deviation of the Influence of Home Environments on Students' Performance in Public Secondary Schools

S/N0	Items	Mean	SD	Decision
1.	Students with educated parents do have outstanding performance in schools	3.30	1.81	A
2.	Students from well equipped home with educational facilities perform better academically in school	2.70	1.60	A
3.	Students' with spontaneous home coaching are all round better academically in school	4.60	2.10	SA
4.	Students form single mother parenting do well academically in school	4.20	2.04	SA
5	Students from a conducive home environment are the most performing candidates in school	3.50	1.87	SA

Research (2024)

Table 2 entirely reveals strongly agree and Agree to the items by the respondents (students and teachers). This indicated completely acceptance by the respondents that school environments influence students' performance in public secondary schools in Oye LGA, Ekiti state, Nigeria.

Table 3: Mean and Standard Deviation of the Influence of school psychological environments on Students' Academic Performance in Public Secondary Schools

S/N0	Items	Mean	SD	Decision
1	Students under the teaching of frustrated teachers do well academically	3.60	1.89	SA
2	Students from public schools where teachers' salary is at the mercy of government do well academically	3.50	1.87	SA
3	Students from school where truancy is played by teachers are more effective in self learning	4.80	2.19	SA
4	Students from schools with high shortage of educational facilities cope well with learning in the tertiary institutions	4.60	2.14	SA
5	Students from frustrated school background are more competent in school as well as society	4.00	2.00	SA

Table 2 entirely reveals strongly agree to the items by the respondents (students and teachers). This indicated wholly acceptance by the respondents that school psychological environments influence students' academic performance in public secondary schools in Oye LGA, Ekiti state, Nigeria.

Research Hypothesis 1: There is no significant relationship between teachers and students' on the influence of school environments on students' academic performance in public secondary schools?

Table 4: Pearson Correlation of teachers and students' on the influence of school environments on students' academic performance in public secondary schools

Variable	N	Mean	SD	r_{cal}	r_{tab}
Teachers	32	62.60	8.80	0.889*	0.195
Students	168	28.60	3.81		

*Significant $P < 0.05$

$N_4 = 200$ Respondents

Table 4 reveals that $r_{calculated}$ (0.889) is greater than r_{table} (0.195) at 0.05 level of significance. Thus, the null hypothesis was rejected. This implies that there is significant relationship between teachers and students' on the influence of school environments on students' academic performance in public secondary schools

Research Hypothesis 2: There is no significant relationship between teachers and students' on the influence of home environments on students' academic performance in public secondary schools?

Table 5: Pearson Correlation of teachers and students' on the influence of home environments on students' academic performance in public secondary schools

Variable	N	Mean	SD	r_{cal}	r_{tab}
Teachers	32	62.60	8.80	0.888*	0.195
Students	168	18.90	3.20		

*Significant $P < 0.05$

$N_4 = 200$ Respondents

Table 5 reveals that $r_{calculated}$ (0.888) is greater than r_{table} (0.195) at 0.05 level of significance. Thus, the null hypothesis was rejected. This implies that there is significant relationship between teachers and students' on the influence of home environments on students' academic performance in public secondary schools.

Research Hypothesis 3: There is no significant relationship between teachers and students' on the influence of psychological environments on students' academic performance in public secondary schools?

Table 6: Pearson Correlation of students' on the influence of psychological environments on students' academic performance in public secondary schools

Variable	N	Mean	SD	r_{cal}	r_{tab}
Teachers	32	62.60	8.80	0.511*	0.195
Students	168	15.80	2.70		

*Significant $P < 0.05$

$N_4 = 200$ Respondents

Table 5 reveals that $r_{calculated}$ (0.511) is greater than r_{table} (0.195) at 0.05 level of significance. Thus, the null hypothesis was rejected. This implies that there is significant relationship between teachers and students' on the influence of psychological environments on students' academic performance in public secondary schools.

1. Discussion of Findings School Environments Influence Students' Performance in Public Secondary Schools to a High Extent

The first result showed that the school environment significantly impacts the student's performance in public secondary schools. This means that the school environment greatly impacts students' academic performance. This finding aligns with Akpan (2020) who demonstrated the significant impact of class size, instructional facilities, peer relations, and school location on the academic performance of Senior Secondary 2 students in Biology in Ukanafun Local Government Area of Akwa Ibom State. This finding also supports Bassey (2022) who found that it is difficult for students to achieve their academic objectives and perform well academically in an unconducive sphere. Gegeleso and Ayodele's (2023) findings found that self-esteem, academic achievement levels, and perceptions of respondents on the school environment were below the average of secondary school students. These influenced school engagement. Amaecina and Eze (2019) found that students who feel safe in their school environment and are

supported with better socio-emotional well-being contribute significantly to students' academic performance in school. Ozuruonye et al. (2023) showed that crowded classrooms, school libraries, laboratories and workshops are infrastructures that affect students' engagement in secondary schools. Oyinvwi (n.d.) shows that school structure, facilities and instructional materials affect students' academic performance. Dickson (2022) School physical facilities and instructional materials affect students' academic performance in social studies in Edo South Senatorial District. Odeh et al., (2015) stated that school climate, discipline and physical environment influence the academic success of secondary school students in Zone A Senatorial District of Benue State.

Home environments influence students' performance in public secondary schools to a high extent

It has been found that the home environment significantly impacts the performance of learners in public secondary schools. This means that the home environment is a factor affecting the academic performance of all children. Farooq et al. (2019) found that some students did not have separate study spaces at home and had little opportunity to interact about issues at home. However, the majority of them were satisfied with their home environment and performed well in school. Dereje et al. (2019) demonstrated that a child's home influences their academic performance. This result highlights the importance of the home environment for children's academic performance. Muema et al. (2020) supported the view that economic status and parenting style have a significant impact on the academic performance of students in public nursery schools. Dauda (2021) demonstrated that the home is a key indicator in determining the relative performance of students in school. Falemu and Akinwumi (2020) examined home factors that may affect students' performance in biology classes, and the results showed that parents always check their students' academic work at home. Parents encourage students to study at home, teach and guide them in their homework, and through parental involvement in students' learning activities, positively affect students' performance levels. Ozuruonye et al. (2023) revealed that crowded classrooms, crowded home environments, school libraries, laboratories, and workshops are infrastructures that affect students' performance in secondary schools.

School psychological environments affect students' academic performance in public secondary schools to a high extent.

It was also found that the psychological environment in the school has a significant impact on the academic performance of students in public secondary schools. This means that the state of the school speaks volumes about the academic progress of students. Reynolds et al. (2017) supported this finding by highlighting the importance of feeling a psychological connection to the school and belonging to the school as a significant predictor of academic performance. Chaim et al. (2023) showed that crowded classrooms, school libraries, laboratories, and workshops are infrastructures that have a significant impact on students in secondary schools. Researchers also found that blackboards/whiteboards, textbooks, charts, computers, and pictures are teaching materials that have a significant impact on students' academic performance. Giami and Omoni (2023) demonstrated that the school's physical facilities and learning environment have a significant impact on student's academic performance in public secondary schools in Yenagoa Metropolis, Bayelsa State. Koura et al. (2019) showed that the school's psychological environment as a mastery orientation was positively correlated with academic performance ($r(595) = .17, p < .05$), and the results indicated that it can help teachers design a mastery-oriented learning environment, where all learners feel valued. Okello (2023) announced that schools with appropriate learning environments can help achieve the expected outcomes that realize good academic performance by promoting effective teaching and learning. Okello also showed that the school as an educational institution and a second home for learners has a strong relationship with students' academic performance. Okello continued that administrators and teachers, through their specific roles, can have a negative or positive impact on students' academic performance. Mudassir et al. (2015) pointed out that students in schools with adequate facilities, good teachers and a good environment perform better than students in schools with poor facilities, unqualified teachers and less supportive environments.

There is significant relationship between teachers and students' on the influence of school environments on students' academic performance in public secondary schools.

Wasswa (2021) noted that there is a significant relationship between the physical facilities of schools and students' academic performance. Obianwu and Benstowe (2023) showed that there is a significant relationship between teachers' affective, normative, continuance, professional and commitment and students' academic performance in public senior high schools in Rivers East Senatorial District of Rivers State. Ekundayo and Abubakar (2023) published a significant relationship between classroom environment and the academic performance of senior high school students. Owuamalam and Obi (2022) showed that all school environment factors have a significant relationship with academic performance.

There is significant relationship between teachers and students' on the influence of home environments on students' academic performance in public secondary schools.

Muhammad et al. (2020) showed that there is a weak positive correlation between home environment and students' academic success. Ajibade (2022) showed that there is a positive relationship between home environment and children's social skill development. Egunsola (2014) showed that parents' educational background, occupation, and place of residence are highly correlated with students' academic performance, while parents' economic status (income and assets) is moderately correlated, but all independent variables have a significant effect on performance. Number of students studying agriculture in secondary schools. Falemu and Akinwumi (2020) state that parents always monitor their students' academic performance at home. Parents encourage them to study at home, teach and guide them in their homework, which has a positive impact on students' academic performance. Linus (2015) was able to demonstrate a clear and significant association between permissive parenting style and academic performance.

There is significant relationship between teachers and students' on the influence of psychological environments on students' academic performance in public secondary schools.

Pinyu (2024) stated that positive teacher-student relationships can regulate students' mental emotions, improve students' participation in classes, promote students' learning abilities, and promote students' academic achievement and goals. Aisha et al. (2023) showed that there is a strong relationship between teachers and students, which has a significant impact on students' academic achievement. The review equally published that students perceived their interactions with teachers are positive, which has a positive impact on their grades and academic achievement. The findings of Rifat and Abdul (2023) are important for educators, policymakers, and other stakeholders in the education sector. The study highlights the importance of student-teacher relationships in improving students' academic achievement and suggests practical ways to promote positive relationships.

Conclusion

Based on the findings of the study, it was concluded that school environments, home environments and school psychological environments are learning environments that influence students' academic performance to a high extent in public secondary schools in Oye LGA, Ekiti state.

Recommendations

The following recommendations were made in line with the findings of the study:

1. The management of the secondary schools should provide conducive learning environments to encourage students' active participation in academic activities. This will encourage students to nose dive into the extraordinary effort in their studies and boost school prestige.
2. School management should reward students with outstanding performance with reasonable trophies to encourage other students to be cheerful in academic activities in school. Such motivational strategies make students bring out more initiatives and compete favourably with their counterparts in other schools to the credit of their schools.

3. Parents should be given orientation on the importance of providing quality home environments to their children at home as this action is the sequel to their children's quality performance in school. Such awareness does enlighten some parents to know that home is the first motivational factor of students' academic performance in school.

4. Guidance counsellors should be employed in schools to guide students in their choice of career and counsel students with psychological problems in school. This will help the school to breed disciplined and patriotic students into society.

Limitations of the Study

The following were limitations encountered in the conduct of this study:

1. The sampling technique used for the study made it difficult for the entire population of the study to be used as respondents and as such the responses collected from the sample respondents cannot be used to generalize the exact situation in all the public secondary schools in Ekiti State.

2. The study was carried out in the Oye local government area, Ekiti state, and as such the findings of the study cannot be used to generalize as the impact of the learning environments on students' academic performance varies among various public secondary schools in Nigeria.

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