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LEARNING ENVIRONMENT AND ACADEMIC PERFORMANCE OF STUDENTS IN EKITI STATE

Dr. Emmanuel Olasupo BAMIDELE
National Open University of Nigeria, Abuja
obamidele@noun.edu.ng, Phone No: 08033872005

ABSTRACT

This research project investigated how the learning environment affects the academic performance of Students in Ekiti State. The research adopted a descriptive survey design for this study. The Sample for this study comprises one hundred and fifty (150) students who were randomly selected in three Local government Areas in Ekiti State. The sampling techniques that were used for this study are simple random sampling techniques. A well-structured questionnaire was used to obtain information from the students. The percentage analysis was used to indicate the percentage scores of all the respondents. The result shows that school facilities have a significant correlation with students' academic performance in public secondary schools in Ekiti. Finding reveals that location affects student's academic performance of public secondary schools in Ekiti State. In line with the findings, the study concluded that location affects student's academic performance in public secondary schools in Ekiti State, library service affects the academic performance of students of public secondary schools in Ekiti State and school facilities affect students' academic performance in public secondary schools in Ekiti Based on these findings, the researcher recommends that government and private organization should be provide conducive learning environments for the students and Library service should be provided.

Keywords: Learning Environment, Academic Performance, Students, Ekiti State

Introduction

Education is an essential factor for the effective development of any country like Nigeria. The quality of education not only depends on teachers as reflected in the performance of their duties but also in the effective coordination of the school environment (Awogbami et al., 2021). Environmental influence before now has 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. However, the school environment remains an important area that should be studied and well-managed to enhance students' academic performance. The issue of poor academic performance of students in Nigeria has been of much concern to the government, parents, teachers and even students themselves, Ojele, (2017). According to Ajao (2019), a school with an

adequate learning environment contributes to stirring up expected outcomes of learning that will facilitate good academic performance, by encouraging effective teaching and learning. The government and especially parents are very much concerned with the quality and volume of learning acquired by their children, wards and citizens as this is related to the quality and quantity of the contribution which an individual can make to his immediate family, community and the nation as a whole (Thorndike, 2013). When a school fails to provide the necessary learning facilities and a conducive atmosphere for teaching and learning to take place, it will be difficult for optimal performance for both teachers and students (Ojo, Dahunsi & Opele, 2024).

Tsavga (2011) maintains that a learning environment plays a vital role in determining how students perform or respond to circumstances and situations around them. This implies that no society is void of environmental influences. The learning environment determines to a large extent how a student behaves and interacts, that is to say that the environment in which we find ourselves tend to mould our behaviour so as to meet the demands of life whether negatively or positively. The environment for this work can be divided into two: parts home environment and school environment. The school environment is the thread that connects the multitude of activities in the school. In many respects, this thread is almost invisible, yet everyone experiences its influence. Dudek (2017) opined that it could be said to be the external influences in the school that can influence the academic performance of students irrespective of their intelligent quotient. School environment can also be considered as the second teacher since space has the power to organize and promote pleasant relationships between people of different ages, to provide changes, to promote choices and activities and for its potential to spark different types of social and affective learning (Okeke 2014).

It has been generally accepted that environment and heredity can hardly be separated from education in influencing performance, hence a child's life and ability are influenced by nature and nurture. Heredity provides the natural disposition while a healthy environment makes available a window of opportunities to the learner (Ohuche 2014). The school environment consists of both material and non-material resources in the school. It includes the teachers, peers, cohesiveness, the subjects and method of teaching (Awe, 2020). A healthy and attractive school environment makes for conducive learning and promotes students' pride in their schools and their interest to stay in school (Mgbodile 2014). Belanger (2015) on writing on the importance of learning environment states that people's educational life histories are influenced not only by environment where they live or learn. The author further states that learning is more than education provision and that the communities in which learners live have a profound impact on their aspiration to learn, their curiosity and their

desire to develop their own competency. Nwizu (2013) warned that the environment in which the learner acquires knowledge has a great influence on the cognitive performance of the learner. Adediwura and Tayo (2017) opine that academic performance is generally referred to how well a student is accomplishing his or her tasks and studies. However, there are quite several factors that determine the level and quality of students‟ academic performance. Nicholas (2014) notes that the most current information on improving academic performance shows that there are three environmental influences linked to levels of academic performance among school students. Pruett (2010) reveals that academic performance is how students deal with their studies and responsibilities given to them by their teachers. Louis (2012) states that academic performance is the ability of students to obtain high grades and standard test scores in school courses, especially courses that are part of the core academic curriculum.

The influence of school location on the performance of students of public secondary schools has been the concern of many educationists. Bello (2018) opines that school locations are known to influence students learning through quality of teaching staff, class size and availability of infrastructure. The choice and location of school site have been an indispensable aspect of any effective school planning (Opele, Adeyeye, Iyanda, & Olagoke, 2020). This is so because; it is the site that can influence the type of school to be built and the quality and quantity of the buildings. A child's environment that is rural or urban exerts considerable influence on his intellectual development. Okonkwo (2017) points out that school in rural areas are likely to face the problem of poor academic performance due to the inequality in provision of human and material resources required for positive educational performance. This in turn will perpetuate inequality of access to education provision of adequate number and quality of teachers, contents and methods of teaching. An urban child has an edge over the rural ones in terms of "life chances" such as better education and the socialization pattern. There are three social classes that exist - higher, middle and lower social classes (Ajeh, 2019). The urban, higher and middle classes through improved "life chances are exposed to better environment with access to libraries, adequate space, continuation classes and mass media. The rural children are hardly exposed to those facilities because they are mainly from lower social class. As a result, children from this background have low academic performance.

Okeke (2013) contends that in terms of facilities and structures, urban schools are worse because of high enrollment figures. In urban schools, the facilities are grossly inadequate making it necessary to run a sort of shift system especially in primary schools (Opele, Adepoju, & Laarso, 2022). This has been strongly condemned as it does not make for effective teaching and learning. Ajeh (2019) notes that because of lack of

social amenities in remote rural area, teachers sent there do not like to stay even if they agree to work; they prefer to live in towns and shuttle to such areas. Ezema (2016) says that the teacher is one of the most important factors in the child's environment that influences his academic performance. Some experts in the field have agreed that rural secondary schools are poorly staffed, with few professionally qualified teaching personnel. This poor staffing of rural secondary schools must have accounted for better performance of urban secondary schools. The Problem The school environment is of paramount importance in shaping and reshaping intellectual ability. However, supportive and favourable school environment enriched with enough learning facilities and favourable climate make students more comfortable, more concentrated on their academic activities that result in high academic performance.

The influence of school environment on academic performance of students has been an issue of concern to all stakeholders in education. The school climate is becoming uninteresting for teaching and learning because instructional material are inadequately provided, infrastructural facilities are in dilapidated conditions, technology such as internet is misused, qualified teachers and facilities that promote teaching and learning is in short fall. The cumulative effect is that some of the students perform poorly in class. Some drop out of school and some engage in examination malpractices because the materials which would have been used for their education are elusive. It is against this background that this study investigated school environment and academic performance of secondary school students in the education zone.

Statement of the Problem

The school environment is of paramount importance in shaping and reshaping intellectual ability. However, supportive and favourable school environment enriched with enough learning facilities and favourable climate makes students more comfortable, more concentrated on their academic activities that result in high academic performance. The influence of school environment on academic performance of students has been an issue of concern to all stakeholders in education. The school climate is becoming uninteresting for teaching and learning because instructional material is inadequately provided, infrastructural facilities are in dilapidated conditions, technology such as internet are misused, qualified teachers and facilities that promote teaching and learning are in short fall. The cumulative effect is that some of the students perform poorly in class. Some drop out of school and some engage in examination malpractices because the materials which would have been used for their education are elusive. It is against this background that this study investigated the school environment and academic performance of secondary school students.

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Objective of the study

The main purpose of the study is to examine how learning environment affect academic performance of students in Ekiti State. While the specific objectives are as to:

1. determine the extent the library services affect academic performance of students of public secondary schools in Ekiti State
2. assess the extent school location effect students on academic performance of public secondary schools Ekiti State
3. ascertain the extent the school facilities affect students' academic performance of public secondary schools Ekiti State.

Research Questions

The following corresponding research questions were raised at the onset of this research:

1. To what extent does the library service affect the academic performance of students of public secondary schools in Ekiti State?
2. Does school location affect student's academic performance of public secondary schools in Ekiti State?
3. Do school facilities affect students' academic performance of public secondary schools in Ekiti?

Review of Related Literature

Concept of Learning Environment

According to Ogundipe (2018), learning environment encompasses learning resources and technology, means of teaching, modes of learning, and connections to societal and global contexts. The term also includes human behavioral and cultural dimensions, including the vital role of emotion in learning. The learning environment is a composite of human practices and material systems, much as ecology is the combination of living things and physical environment (Adeleke, 2018). Contemporary learners deserve learning spaces that meet their individual and collective needs. To meet this challenge, educational leaders must provide physical and cultural environments that are empowering and engaging (Okeke 2013). Learning environments vary from classroom to classroom and context to context each with unique elements (Iyanda & Opele, 2015). It can be learner-centered; knowledge – centered; assessment - centered; and community - centered. Learner-centred environments are designed for the active construction of knowledge by and for learners (Federation University, 2018). Knowledge-centred learning environments are those which support students' deep investigations of big ideas through generative learning activities (Iyanda & Opele, 2015). Assessment-centred learning environments provide frequent, ongoing, and varying opportunities for assessment, including opportunities for revision and self and peer assessment (Alvaro, 2010). Community-centred environments value collaboration, negotiation of meaning, respect for multiple perspectives around which knowledge is constructed, and connections to the local community and culture (Onifade et al., 2015), Aremu (2018).

Learning environment is composed of some components that influence the student's learning curve. These components according to Aremu (2018) include; people; teaching materials, technical tools, and learning resources; curriculum, training, and instruction, and physical environment/learning space. The people are the individuals that affect the student directly or indirectly through connection or relationship which can contribute to students' growth and success in their career aspect. The teaching materials, technical tools, and learning resources are the teaching materials, highly advanced tools or others instructional resources that are aligned with the curriculum as a part of student learning support. The curriculum, training, and instruction are the core foundations of the learning process; they influence one another and play vital roles to facilitate the flow of knowledge and delivery of instructional content/curriculum. The physical environment/learning space refers to the physical setting of the learner's environment which should evoke positive responses and hold the interests of those who inhabit it Aremu (2018); (Adepoju & Opele, 2021).

Mondal (2012) identified some important factors that may affect learning process to include Intellectual factor which refers to the individual mental level. Learning factors are factors owing to faulty methods of work or study, and narrowness of experimental background which may affect the learning process. Physical factors include health, physical development, nutrition, visual and physical defects, and glandular abnormality. Mental factors are attitudes like interest, cheerfulness, and open mindedness etc that are important in the development of personality. Personal factors, such as instincts and emotions, and social factors, such as cooperation and rivalry, are directly related to a complex psychology of motivation. The teacher as an individual personality is an important factor in the learning environment. The way in which his personality interacts with the personalities of the pupils helps to determine the kind of behavior which emerges from the learning situation centered; assessment - centered; and community - centered. Learner-centred environments are designed for the active construction of knowledge by and for learners (Federation University, 2018). Knowledge-centred learning environments are those which support students' deep investigations of big ideas through generative learning activities (Iyanda, Opele & Akintunde, 2016). Assessment-centred learning environments provide frequent, ongoing, and varying opportunities for assessment, including opportunities for revision and self and peer assessment (Alvaro, 2010). Community-centred environments value collaboration, negotiation of meaning, respect for multiple perspectives around which knowledge is constructed, and connections to the local community and culture (Raccoon gang, 2018). Learning environment is composed of some components that influence the student's learning curve.

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School Environment

School environment consist of both material and non-material resources in the school. It includes the teachers, peers, cohesiveness, the subjects, method of teaching. A healthy and attractive school environment makes for conducive learning and promotes students' pride in their schools and their interest to stay in school (Mgbodile 2014). Belanger (2006) writing on the importance of learning environment stated that people's educational life histories are influenced not only by provision of learning opportunities, but also by the quality of the environment where they live or learn. Continuing he stated that learning is more than education provision and that the community in which learners live have a profound impact on their aspiration to learn, their curiosity and their desire to develop their own competency. Okafor (1992), opined that learning is an intimate transaction between the learner and his environment. This transaction takes place in a specific context. The child learning in a conducive environment transcends the school parameter. It encompasses the entire community and nation. School environments – wall, ground, lights, and mechanical system can serve as active contributors to the students' learning process. (Keep, 2002). He says that learning opportunities can be integrated into the structure of the school making it an active space rather than passive spaces, housing a disarray of things. Clark (2012) citesciting Bruner (1966) on the importance of learning.

Library Services

Adewusi, (2013) defined library as the place which is purposely located within the school premises, whose function is to collect, organize, store, retrieve, preserve and disseminate various information to both teachers and students. The library is one of the inputs into the education system. It can also be described as a place where books and other educational materials are domicile so that students, teachers and other library users can make use of it. It is a systematically arranged place where materials in any kinds discipline can be

found Naylor & Drueke, 2010). Uzuegbu and Ibiyemi (2013) described the school library as the collection of relevant materials that are put in place in print and other forms which is organized and made available for the users to have access to it. The library is at the heart of the education enterprise. Library as a platform for sharing knowledge is aimed at rejuvenating Nigerian schools through the provision of current books and journals, (FRN, 2014). It is a store house of resources and as such provides many more opportunities to the learner to acquire the knowledge, which facilitates to achieve greater academic performance. It contributes to the total development of the students and enlarges their knowledge. Edoka (2020) sees library as a resource centre where a collection of books, periodicals, book materials are housed for use by teachers and researchers for learning, study, research, recreational activities and personal interest.

The library can be likened to a system that is designed for graphic records and also meant to facilitate reading habits of students (Opele, Omole, Adebayo, 2019). Adetoro (2016) asserts that library is globally seen as one of the inputs in the school system. It contains graphic materials and audio-visual such as pictures, diagrams and photographs. It also contains books, newspapers, magazines and periodicals. To Lance and Hofschire (2012), the library is seen as an important input that contributes to the development of education. The school library is essential in primary, secondary and tertiary education. It is also an extension study place for teachers and students. Library service provides a wide range of opportunities for other library users who intend to conduct research for their studies (Iyanda, Opele & Akintunde, 2016). Harris (2018) is of the view that the presence of library in school stimulates students to cultivate the good habit of reading; it provides information and exposed them to series of learning experiences that were related to classroom activities. He, however, said that all students need is to explore the materials by assessing them manually and electronically. In support of this, similarly, Heath (2011) concurred that the library is designed to help students in their learning activities. The library service can be said to be the cornerstone of a good and functional school system. For school to function and recognized as a place for teaching and learning, such school must ensure the provision of library so as to allow students to have access to books and other materials in order to enhance their learning (Ajegbomogun & Salaam, 2011).

In addition, school library is established to serve certain purposes and its establishment is to serve as a stimulating place to improve the reading culture of both the teachers and students (Uzuegbu & Ibiyemi, 2013). In theory and practice, the purposes of library services are: to stimulate the students to access relevant materials for the teaching and learning process, serve as one of the inputs in the school system, to enhance the academic performance of the students, to serve as a reference point for other users of library information and to offer wider opportunities for teachers to explore the

library resources (Harris, 2008; Lance & Hofschire, 2012; Matthew, 2011). Nevertheless, Salman, Mostert and Mugwisi (2014) are of the view that no matter how big the school library is, it needs to be staffed with qualified library personnel to manage the library for effectiveness. To achieve this, therefore, professional staff should be recruited to the library, which should be headed by school librarian to run the day-today activities of the library. Concerning the adequacy of facility in the library, Adetoro (2016) observes that adequate library facilities help in delivering library services, thus school library should be well built, furnished with the up-to-date and relevant materials as well as interior decoration and conducive environment. Buttressing the foregoing point, Arua and Chinaka (2011) noted that a standard school library should have plethora of materials such as journals, newspapers, magazines, textbooks, diagrams, maps and pictures (visual), while television set, radio, toys and multimedia materials (Non print). The school librarian has to work with the school in providing these educational materials.

Nature of Library Services in School

Having explained the meaning of the library services, then it is pertinent to look at the nature of the library because this study had maintained that it was important to the success of the education system. This section examines the nature of library services in school as found in studies. To start with, the function of library services is meant to provide assistance to students and other users of the library on how to retrieve the information they are looking for (Idris, Oji &Abana, 2012). The operation of the library, by the nature, is enormous and service oriented (Arua & Chinaka, 2011). The library service in school is an essential service which enables the users to have constant access to the relevant materials; hence, there is a need for library personnel to rise up to the occasion in providing the service to students with a view to boost their learning in school (Gama, 2018). Meanwhile, Heath (2011) and Salman, Mostert and Mugwisi (2014) had discussed the need for the school librarian to play an active role in efficiency in the use of library materials. They opined that the role of the school librarian is very important in this aspect, he/she is the head of the library personnel services and must coordinate the activity of the library properly. To do this, then the school librarian has a crucial role to play in ensuring timely delivery of services to students and the entire staff in the school (Mathew, 2011). Equally important, the school librarian must be well versed, competent, and intelligent, qualified and have dexterities to run the library. Since the librarian is the head of the library personnel in schools, he / she superintends the affairs of the library and reports the activities of the library to the principal of the school (Harris, 2018).

Furthermore, the work of the school librarian is not limited to providing materials for students only as noted by scholars (Idris, Orji & Abana, 2012), but they should endeavor to guide them and other users on how to access the books and other materials (Lance, 2012). It also includes maintenance

and keeping of reference sources (Lance, 2012). In addition, Ajegbomogun and Salaam (2011) highlights the duties of school librarian as follows

Theoretical Framework

Skinnerian Environmental Theory

This section is based on the fact that environment is vital for the achievement of educational goal. This becomes necessary since the study is on the influence of school environment on the student achievement of public secondary schools in Enugu State. The origin of environmental theories can be traced to a known psychologist named John Locke (2017). He is the father of the learning tradition. He postulated that experience and learning are basic and very essential to understanding of human behaviour. The environmental approaches conceive human behaviour as something that is acquired through the process of interaction with the environment, rather than inherited. According to this model, behavioral development is controlled by and is a function of the physical and psycho-social environment, labara in Ngwoke (2017). Children's development is believed to be shaped by the pattern of reinforcement it receives from the environment. Skinner (2018) contributed in shaping the views expressed by environmental approach. It includes the work of such people as Thorndike Toleman, Guthrie and Hull. These writers have these basic assumptions about the process of learning. These are: Learning is manifested by a change in behaviour, and the environment shapes behaviour. Therefore, learning is the acquisition of new behaviour through conditioning.

It has been observed that sometimes children develop new behaviour by observing other people's behaviour and by observing the reinforcing or punishing experience of others. Albert Bandura's social learning theory emphasizes the importance of observational learning which occurs when the behaviour is influenced by watching the behaviour of a model. It is the consequences of the mode's behavior that determines the behaviour of the observer (Opele, & Adigun, 2023). The common objects in our environment which children usually adopt as models include stars in the class, school teacher. Bandura listed four processes involved in observational learning, intentional, retention, production and motivational processes. He emphasized that social learning is interactional in nature. He stressed that human learning involves the interaction of the person, the person's behaviour and the environment. It is noteworthy that a child's progress in the school is influenced by the attitude he develops towards not only the subjects he is to learn but also the school and the school milieu, hence his attitude will depend on the sort of experience he has had. Based on the underlining principles and assumptions guiding the above discussed theories, the current study is therefore, being anchored on the Bandura's social learning theory.

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Empirical Studies Using Relevant Sub - headings

Ella and Ita (2017) conducted a study to determine the correlational relationship between school location and students' academic performances in English language in secondary schools in Ogoja Local Government Area of Cross River State. It adopted a survey research design. The population of the study comprised all the 836 senior secondary two (SS2) students of the 2016/17 academic session in all the 46 public and private secondary schools in Ogoja Local Government Area of Cross River State. Through stratified random sampling, a sample of two hundred (200) students was drawn for the study. Out of this number, 124 representing 62% were males; while 76 students representing 38% were females. The instrument used for data collection was achievement test tagged English Language Achievement Test (ELAT) carved from 2015 English Language Mock Examination in Calabar Education zone. The data obtained was analysed using independent t-test. The results revealed that there is a significant difference in students' academic performance in English language on the basis of school location.

Similarly, Onoyase (2015) carried out a study on the academic performance of students in urban, semi-urban and rural secondary school in Oshimili South Local Government Area of Delta State, Nigeria. A survey design was employed in the study. Five hypotheses were formulated to guide the study. The researcher collected data on the Senior Schools Certificate Examination results conducted by the West African Examination Council (WAEC) in the year 2001. The subjects selected for analysis were English Language, mathematics and biology. The others were chemistry and geography. Three out of six secondary schools in the study area were used for the study. Ninety out of two hundred and twenty students in the three secondary schools were used for the study representing 49.1 percent. One way analysis of variance (ANOVA) was used to analyze the data. The study showed that; there was a significant difference in the academic performances among students in urban, semi-urban and rural secondary schools in Economics, Government, History, Civic and Geography.

Scotland, a study carried out by Williams, Wavell and Morrison (2013) on the influence of school libraries on learning, revealed that school libraries had influence on exam scores resulting in academic attainment; effective curriculum implementation or learning outcomes (academic performance), including IL practice, good project work development, and positive attitudes towards learning. Similarly, in The Netherlands, Nielen and Bus (2015) carried out a study to compare students from schools with an enriched/equipped school library, that is, one with more up-to-date resources with students from schools with a typical (not well equipped) school library. They verified impacts of an equipped school library on reading motivation and academic skills reading frequency. Students in schools with well-equipped libraries scored higher on a

standardized reading comprehension test than students in control schools (Nielen & Bus, 2015). With the revelation of studies from Williams, Wavell and Morrison (2013) and Nielen and Bus (2015), one can easily conclude that a well-resourced school library is one of the most important factors that determine students' performance in schools.

Yusuf (2014) investigated the impact of school library services and library utilisation on student performance in Eastern Hararghe, Ethiopia. The study determined that school library utilisation does impact students' academic performance positively. He recommended broadening the range of information sources and services provided in school libraries through equipping them with enough current and relevant information sources and services in addition to employing adequate qualified library staff. In Tanzania, Ida (2016) carried out a study to determine the influence library services have on students' performance in the Certificate of Secondary Education Examination (CSEE) in Mtwara Mikindani Municipality. The students from secondary schools with well-equipped libraries performed better in the CSEE than students from secondary schools without school libraries. The availability of well-equipped school libraries encouraged learning habits and strengthened students' study skills which ultimately resulted in better performance of the students in the CSEE. Adeyemi (2010) studied school library and students' learning outcomes in secondary schools in Ekiti State, Nigeria, and employed an inventory as the instrument of data collection for the study, which contained information about the level of school library development and secondary school students' learning outcomes in the State. The findings showed that the level of development of school libraries in the state was low, while school library conditions were poor. However, with just an inventory as the instrument of data collection, the findings of the study could not be subjected to the parameters of validity since there was no opportunity for data triangulation.

Owoeye and Yara (2011) studied school facilities and secondary school academic achievement in agriculture in Ekiti State, Nigeria. The study population was final year students, and the data collection method was the West African Senior School Certificate Examinations (WASSCE) results conducted between the years 1990 and 1997 in some secondary schools in the state. In this study's findings there were no significant differences in the students' performance in agricultural science between rural and urban schools in the state. However, Owoeye and Yara's study may not give true reflection of what was operating in 2011, since the data analysed for the study was WAEC results conducted more than 13 years before the study (1990 and 1997).

Olaojo (2013,p. iv) investigated the "influence of availability and teachers' utilization of library media resources on the cognitive achievement of secondary school students in social science subjects in Oyo State" and reported that providing library resources in the required quantity and

quality would influence the student's cognitive achievement in social science subjects in senior secondary schools.

Research Method

The research adopted descriptive survey design for this study. Survey design Ijaiya (2000) views descriptive survey design as a design which involves an investigation into the entire population of people or objects from where sample was drawn as a means of making an inference on the data obtained. The population for the study comprises of students in three selected secondary schools in three geopolitical zone in Ekiti State**.** The sample for this study comprises 150 students among which 60 students were selected from Ado Grammar School from Ado Ekiti local governments, 50 students were selected from Moba Grammar School from Moba Local Government area and 40 Students were selected from Saint Louis High School from Ikere Local government in Ekiti State. The total one hundred and fifty (150) Senior Secondary Two (SS II) students were drawn from three randomly selected secondary school because the level of academic knowledge area covered. The self-developed questionnaire is an instrument used for the study, the questionnaire contains two sections, section A contains the bio-data of the respondents while section B was used to elicit information on the research topic. The reliability of the instrument involved test-retest and Cronbach's alpha coefficient to test the internal consistency of the instrument (questionnaire). A coefficient of 0.97 indicate a high degree of internal consistency of the instrument (questionnaire). Also, the instrument (questionnaire) was tested for reliability using split half method by the researcher.

The process of data collection started with adapting of the instrument (questionnaire). The researcher personally visited the sampled institution; the researcher followed all the due processes for the collection of data. During the process of administering of the instrument, the researcher with the help of research assistants in each department distributed the questionnaire to the study sample. The researcher explained the instructions to the subjects verbally and allow them to read the written instructions. The researcher also gives them room for asking questions for further clarification. The questionnaires were administered and collected on the spot to ensure 100% retrieve.

The analysis of data involved simple frequencies and percentage distribution, which was used to indicate percentage scores of all the respondents. The calculation of respondents was equally drawn up on the table. The researcher used simple percentage, and data were interpreted based on the percentage distribution. The responses to the questions contained in the questionnaire formed the quantitative data for analysis. The frequency of responses to a particular question converted to percentage form was used to decide the majority view in a question.

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Presentation of Results

Research Questions 1: Does school location affect student's academic performance of public secondary schools in Ekiti State?

Table 1: Relationship between school location and student's academic performance in public secondary schools in Ekiti State

Items,	SA	A	SD	D
My school is located close to residence	76(50.6%)	59(39.3%)	1(.7%)	14(9.3%)
The distance covered to and from school affects my concentration.	45(30.0%)	90(60.0%)	0(0%)	15(10.0%)
Students living near the school improve in academic performance.	45(30.0%)	82(54.6%)	10(6.6%)	15(10.0%)

Source: Researcher's fieldwork (2023)

Table 1 1revealed that 76(50.6%) of the respondents strongly agreed that the school is located close to residence, 90(60.0%) others agreed that the distance covered to and from school affect their concentration, 82(54.6%) of the respondents agreed that Students living near the school improve in academic performance.

Research Questions 2: To what extent does the library service affect the academic performance of students of public secondary schools in Ekiti State?

Table 2: Descriptive Analysis of the effect of library service on the academic performance of students of public secondary schools in Ekiti State

Items	SA	A	SD	D
Library attendant is a necessity in the school	60(40%)	45(30.0%)	31(20.7%)	30(20.0%)
The school library is stocked with current books and other reference materials.	77(51.3%)	73(48.7%)	0(0%)	0(0%)
Library attendance enhances students' learning skills.	15(10.0%)	105(70.0%)	15(10.0%)	15(10.0%)
There is a functional school library in my school.	73(48.7%)	77(51.3%)	0(0.0%)	0(0.0%)

Source: Researcher's fieldwork (2023)

Table 2 revealed that 60(40%) of the respondents strongly agreed that library attendant is a necessity in the school, 77(51.3%) of the respondents strongly agreed that the school library is stocked with current books and other reference materials, while105(70.0%) of the respondents agreed that library attendance enhances students

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learning skills. Also, 77(51.3%) of the respondents agreed that there is a functional school library in my school.

Research Questions 3: Do school facilities affect students' academic performance of public secondary schools in Ekiti?

Table 3: Effect of school facilities on student's academic performance in public secondary schools in Ekiti

S/N	Items	SA	A	D	SD
1	A classroom with enough space and ventilation improves student academic performance.	83(55.3%)	45(30.0%)	4(2.7%)	18(12.0%)
2	The good seating arrangement makes students feel comfortable.	88(58.7%)	62(41.3%)	0(0%)	0(0%)
3	Inadequate school facilities like good buildings, libraries and so on affect the academic performance of students.	45(30.0%)	75(50.0%)	15(10.0%)	15(10.0%)

Source: Researcher's fieldwork (2023)

Table 3 revealed that 83(55.3%) of the respondents strongly agreed that classrooms with enough space and ventilation improve student academic performance, 88(58.7%) of the respondents strongly agreed that good sitting arrangement makes students feel comfortable, also, 75(50.0%) of the respondents agreed that inadequate school facilities like a good building, library and so on affect the academic performance of students.

Discussion of the Findings

In the case of the first finding, Location affects students' academic performance in public secondary schools in Ekiti State. This finding is in agreement with Ella and Ita (2017) investigated the possible effects of school location on student academic performance at River State Secondary Schools. It also agrees with (Opele, 2015). The study employed a descriptive research design. Simple random sampling was used to select the sample of 100 SS II students. Regression Analysis was used to evaluate the relationship between school location and academic performance of students. He concluded that there is a significant relationship between school location and the academic performance of students. This study however concluded that school location affects student's academic performance in public secondary schools in Ekiti State. The reason for this is that a school that is located close to a motor park or marketplace will be disturbed by the uncontrolled noises from these public settings. For the second finding, library service affects the academic performance of students of public secondary schools in Ekiti

State. This is in agreement with Lance and Hofschire (2012) who examined the effect of school libraries on the academic performance of students in public secondary schools in Oyo State. The study employed a survey design; a multistage sampling technique was used to select the sample of (150) respondents from SS II students. ANOVA was used to analyze the data collected. The study concluded that library service has a significant effect on students' academic performance. This study concluded that library service affects the academic performance of students of public secondary schools in Ekiti State. The reason for this is that availability of relevant books in the secondary school library will aid student's academic performance.

The third finding which revealed that school facilities affect students' academic performance of public secondary schools in Ekiti. This is in agreement with Adeyemi (2010) who investigated the relationship between school facilities and students' academic performance in public secondary schools in Osun State. The study used a descriptive research design. Simple random sampling was used to select the sample of (120) respondents from SS III students. Data collected was analyzed using the Pearson Correlation Coefficient. The study concluded that there is a relationship between school facilities and student's academic performance in public secondary schools in Osun State. This study, therefore, concluded that school facilities affect students' academic performance in public secondary schools in Ekiti. The reason for this is that the availability of school facilities such as furniture, electricity, and ventilated building structures will aid students' academic performance.

Conclusion

In line with the findings of this study, the study concluded that location affects students' academic performance in public secondary schools in Ekiti State; it also shows that library service affects the academic performance of students of public secondary schools in Ekiti State. It indicated that school facilities affect students' academic performance of public secondary schools in Ekiti. It was recommended that Government and private organizations should provide conducive learning environments for the students.

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