

## **EFFECTIVENESS OF GOOD CLASSROOM CONDITIONS ON THE ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN EDO CENTRAL SENATORIAL DISTRICT OF EDO STATE, NIGERIA**

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### **ABSTRACT**

*The purpose of this study was to determine the effectiveness of good classroom conditions on the academic achievement of secondary school students in Edo State of Nigeria. To accomplish this objective, one research question and one hypothesis were formulated and investigated in the study. The study employed the quasi-experimental design. Participant from three public secondary schools in the Edo Central senatorial district comprising 450 S.S 11 students were used for the study. 20 test items in mathematics and English language was the instrument used in the study to pre-test the participants. All the participant were exposed to teaching in English language and Mathematics from their scheme of work for six weeks and tested before being moved to different classroom conditions to be taught for another six weeks in the same subjects. Participants thereafter were post- tested to know the effect of classroom conditions on each group of participants. The result of the study revealed that good classroom conditions enhance the academic achievement of students. Based this finding, it is recommended that students should be taught under good classroom conditions to enhance their academic achievement.*

**KEYWORDS:** *Academic Achievement Classroom Conditions, Good Condition, Poor Classroom Condition*

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### **Article History**

**Received: 25 Oct 2018 | Revised: 14 Nov 2018 | Accepted: 29 Nov 2018**

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### **INTRODUCTION**

Secondary school education occupies a very prominent position in our educational system, it is both academic and vocational (Federal government of Nigeria, 2004) secondary Education also forms the gateway into tertiary institutions. One of the challenge features of secondary school Education in Nigeria has been a lack of good classroom conditions for effective teaching and learning. In order to achieve the goals of secondary Education, good classroom condition is indispensable. The classroom without good ventilation, thermal comfort, lighting, acoustic, comfortable desks and chairs negative learning environment which does not encourage child-centered learning which is supposed to be the focus of contemporary education. Evidence suggests that an improperly conditioned classroom may cause stress to the occupants both directly and indirectly (Egumu A.C, 2009).

Until recently, professionals involved in school design have assumed that as long as certain minimum standards for six, acoustics, lighting and temperature were met, a productive environment existed and teaching and learning would proceed normally (Coners, 1982) in many secondary school in Nigeria, classrooms, libraries, and laboratories are nothing to write home about, all leading to decline in academic standards and achievement (Odia and Omofonmwan, 2007). To solve this problem several efforts have been made by government and non-governmental organizations in providing facilities to some schools. One of these efforts is the renovation of some schools and provision of desks, benches to some selected schools in Edo State Nigeria. The call for a good learning environment has been persistent. There is the need therefore to try to find out the effectiveness of good classroom conditions on the academic achievement of students. This study is one of such efforts

### **The Problem**

For some years now, the academic performance of the students at the senior secondary school certificate examination in Edo State has been on the decline (Eghonghon 2009). A situation analysis of current standards and quality of our schools and products are low (FMG 2009). This has been a subject of concern to all stakeholders in education, especially the government, parents, school administrators and the general society

The majority of schools, whether in urban or rural areas have the problem of decaying infrastructure. The physical state of the classroom is very poor with floors full of holes, roofs and ceiling broken, overall, the fabric is in a poor state of repair. In some circumstances, furniture is stolen and classroom used as a toilet. (Federal Ministry of Education, 2009) many public and private secondary schools lack the essential infrastructure to enable them function as safe, efficient and effective schools

Although both the physical environment and behaviour, there have been relatively few studies that examine the issue in great detail. (Erthman 1985, lanham, 1999). This study, therefore seeks to find out specifically the effectiveness of good classroom conditions on the academic performance of students

**Research Question:** Will good classroom conditions enhance the academic achievement of senior secondary school students?

**Research Hypothesis:** There is no significant relationship between good classroom conditions, academic achievement of students.

### **SCOPE OF THE STUDY**

The study covers three public secondary schools in the Edo central senatorial district. The situation of classroom condition covers the follow areas: - wall integrity, furniture, chalkboard, floor, design of the classroom, ceiling, roof, ventilation, and natural lighting. The instrument covered test items in English and mathematics because they are two key subjects in the senior school certificate examination. Only SS II classes were used for the study

### **DESIGN OF STUDY**

The study is an experimental one employing the quasi-experiment research since intact groups were used.

### SAMPLE

Through purposive sampling for the SS II classroom were selected from the public secondary schools in the Essen Central Senatorial district of Edo State, Nigeria, from these schools, a total number of 302 participants were obtained for the study. Through the same method, one public secondary school with good classroom conditions for SS II classes consisting of 148 students were obtained for the study in the same senatorial district. All the SS II classes from the three schools comprising three arms each (A, B&C) constituted the sample for the study. The total sample for the study was therefore 450 participants

### Instrument for Data Collection

The instrument used for data collection in the study 20 standardized test items in the English language covering the areas taught from the students' reading text and another 20 test items from their mathematics textbook.

### Treatment Procedure

The entire SS II students in their schools were taught for a period of six weeks by the researcher and her assistant in English and Mathematics. They were thereafter pre tested by administrating the first instrument which was 20 selected questions from their text in English and Mathematics. The results were recorded. The students in SS II classes in the two schools with poor classroom conditions were moved, to another classroom. One, to a good classroom condition, and the other to a poor classroom condition. The SS II students in the school with good classroom conditions were moved to poor classroom conditions. All the students in SS II classes from the three schools were again taught for a period of six weeks by the researcher and her assistant in English and mathematics and Mathematics I their new classroom conditions after six weeks teaching, with another 20 questions from their text and their scores recorded. The pre-test and post-test scores of the students in the three groups were correlated to get the result of the study.

### Data Analysis

The hypothesis of the study were analysed with the analysis of covariance (ANCOVA) statistics to correct the mean difference observed in the pre-test measure between the experimental and control group since intact groups were used cognizance was also taken of the correlation between the pre-test and post-test measures of the groups

## FINDINGS AND DISCUSSION OF RESULTS

**Table 1: Pre-Test and Post-Test Scores for Each Group in their Previous Classrooms Condition**

GROUP	CLASSROOM CONDITION	TESTING PERIOD	NO OF STUDENT	X	S.D
A School 1	Poor	Pre-test	152	30.14	2.33
		Post-test	152	28.09	4.28
B School 2	Poor	Pre-test	150	20.42	3.22
		Post-test	150	20.58	3.44
C School 3	Good	Pre-test	148	28.08	920
		Post-test	148	36.42	3.38

The above table shows that the participants in group A who were taught initially under poor classroom condition had a pre-test mean score of 30.14 and a post-test mean score of 28.09 indicating lack of improvement in their academic achievement.

Participants in group B who were also students in a poor classroom condition had little or no improvement in their academic achievement (from a pre-test mean score of 20.42 to a post-test mean score of 20.58).

Participants in group C which consist of students taught under the good classroom condition had a pre-test mean score of 28.08 and a post-test mean score of 36.42 indicating an improvement in their academic achievement.

**Table 2: Pre-Test and Post-Test Scores for Groups A, B, and C in their New Classroom Situation**

GROUP	CLASSROOM CONDITION	TESTING PERIOD	NO OF STUDENT	X	S.D
A School 1	Poor	Pre-test	152	30.21	946
		Post-test	152	21.67	5.75
B School 2	Poor	Pre-test	150	20.14	5.83
		Post-test	150	35.09	1.70
C School 3	Good	Pre-test	148	30.20	820
		Post-test	148	15.12	3.42

Table 2 shows the performances of the groups under a different classroom condition from that of table 1. The table shows that participants in group A who were taken from a poor classroom condition to another poor classroom condition again had a pre-test mean score of 30.21 and a post-test mean score of 21.67 which again indicates no improvement in their academic performance under poor classroom condition. Instead, their academic achievement even went down lower that they previously achieved under the pre-test.

Group B participants who were taken from poor classroom condition to good classroom condition had a pre-test mean score of 20.14 and a post-test mean score of 35.09. This shows a remarkable improvement on the part of these participants who were taught under good classroom conditions. A further observation of the performance of participants in group C reveals that good classroom condition facilitates the academic achievement of students. The participants in groups C were moved from good condition to a poor one. Under the good classroom condition in table 1, they had a post-test mean score of 36.42 while when taught under the poor classroom condition, their mean score went down from a pre-test mean score of 30.20 to a post-test mean score of 15.12.

From the findings, therefore, it can be concluded that good classroom conditions enhance the academic achievement of students. This finding is an agreement with Out, (2002) observation that learning environment has a significant relationship with the academic achievement of students. It is also in agreement with Egumu (2005) who opined that the qualification and background of teachers can only be complimented when the right and adequate learning facilities are provided for effective teaching and learning in achieving optimally.

## CONCLUSIONS

Based on the finding, it was concluded that good classroom condition enhances the academic achievement of students. It is therefore recommended that students be provided and taught under good classroom conditions to enhance their academic achievement.

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