



ENVIRONMENTAL INFLUENCE AND JUNIOR SECONDARY THREE STUDENTS' ACADEMIC PERFORMANCE IN SOCIAL STUDIES IN CALABAR SOUTH LOCAL GOVERNMENT AREA OF CROSS RIVER STATE, NIGERIA.

Ukwetang, John Okpa¹, Agbor Cassidy Etta², Dr. Sarah Okpa Josiah³

¹Department of Curriculum and Teaching, Faculty of Education
University of Calabar, Calabar.

²Department of Environmental Education, Faculty of Education
University of Calabar, Calabar.

³Department of Library and Information Science, Faculty of Education
University of Calabar, Calabar

Abstract

The study was designed to investigate environmental influence and junior secondary three students' academic performance in Social Studies in Calabar South Local Government Area of Cross River State. To achieve this, the ex-post factor design was adopted for the study. three research questions were formulated which were translated into three hypothesis. Literature related to variables of the study was reviewed. A sample of 200 students was selected for the study, the selection was done through simple random sample technique. The questionnaire titled environmental influence and junior secondary school students' academic performance in social studies in and social studies achievement test were instruments used for data collection. Pearson product moment correlation analysis and independent t-test analysis were used to test the hypotheses of the study. Each hypothesis was tested at 0.05 level of significance. The findings showed that environmental influence has a significant influence on junior secondary three students' academic performance in social studies in Calabar South Local Government Area of Cross River State. Based on these findings, it was recommended among others that adequate attention should be given to teacher qualification, teacher motivation, school facilities.

1.0 Introduction

The level of educational attainment of any society therefore depends on the academic performance of its members. The result of public examinations is generally used as a parameter for evaluating the educational standard of a particular school.

This is usually based on the total number of students who score "distinctions, credits or passes" (Hodgson, 2013).

The general performance of students in both internal and external examinations therefore calls for concern. For when the performance is poor, many quickly attribute

it to teachers' ineffectiveness, student's negative attitudes towards their studies, school locations, environment, school type, unavailability of teaching aids and so on. Studies have shown that the academic performance of students in social studies in some selected secondary schools in the world today has come under scrutiny for a number of reasons.

For example, a number of studies carried out reveal how environment affects academic performance using factors like parents, school/teacher, and students' attitude towards school, self-concepts and students' background as militating against academic performance amongst junior secondary school students without reaching a definite conclusion. The environment in which the student finds himself has a role to play in his performance. Ekenor (2012) Stated that environment implies the surroundings, and the surroundings include not only the place in which the child is but also the people with whom he comes in contact. He also opined that environment consists of an inseparable whole system constituted by physical, chemical, biological and cultural elements, which are inter linked individually and collectively in myriad ways. She observed further that environment is a natural world as a whole or in a particular geographical area especially as affected by human activity. It is the sum total of all surroundings of a living organisms, which provide conflicts for development and growth as well as danger or damage (Wikipedia).

School environment contributes greatly to students' academic performance. According to Joan (2016) noted that school environment helps in the development of

human potentials and academic performance. Improved school environment also provides something for excitement like gymnasium activities, indoor games etc. In support of this view, Ekane (2012) maintained that the largeness, quietness, quality of amenities and organization of schools have bearings on its social and cultural environment.

In a study of environmental influence and students' academic performance in social studies carried out by Rutus (2021), it was found that differences exist amongst urban and rural environment and its consequences on students' academic performance in social studies. Thus, schools in good environment like cities have access to newspapers, television and other modern technology. This enables students to get up-to-date information to work with as against their counter parts in the village settings. He further stated that students in the urban areas have to be exposed to extra - curricular activities like television, excursion, parlor games, and debates. For this reason, highly trained teachers prefer to serve in urban environment which have an advantage of a good number of qualified teachers over their rural counterparts. He therefore concluded that environment urban/rural strongly affects students' academic performance.

Students' academic performance is considered as a vital indicator of good schooling, so the poor performance of students at the basic level of education has not only led to public outcry but also educationists have been increasingly occupied on how to improve on the situation. Unfortunately, it is observed that the problem of poor performance of students in social studies in public examination like junior

school certificate seems to have no solution in sight. It is against this background that this study was carried out to investigate the influence of such environmental variables as teacher qualification, teacher motivation, school facilities and teacher student relationship on the academic performance of junior secondary three (3) students in social studies in Calabar South Local Government Area of Cross River State.

2.0 Literature review

2.1 Teacher qualification and students' academic performance

According to Usman (2022), a qualified teacher can be defined as one who holds a teaching certificate and licensed by the state, owns at least a bachelor's degree from a four-year institution and well qualified in his/her area of specialization. Usman stated further that a qualified teacher as one who possesses knowledge of the subject matter, human growth and development, ethical values, instructional planning and strategies, assessment, learning environment, communication and advocacy, collaboration and partnership, continuous professional development, code of conduct and skillful use of information communication technologies.

A study by Ademulegun (2015) found that the quality of any education system depends on the quality of the teachers. The study also indicated that the most important school-based determining factor of student achievement is teacher quality. He therefore concluded that there is need to assess the characteristics of the secondary school teacher in terms of qualification, experience

and teaching methodology in order to ensure quality of education given to the youth.

Educators, government, parents and the society in general have constantly been interested in the academic performance of students. Teacher quality plays an important role in determining this achievement. The qualification of the teacher is therefore crucial in any educational system that is why it is important to ensure every teacher is academically and professionally qualified as this has a serious implication on students' academic achievement and teacher effectiveness (Aina, 2015).

Teacher qualification anchors on the level of educational attainment by the teacher (NCE, BSC./ED, M.Sc./ Ed. PhD). Qualified social studies teachers are expected to have good knowledge of the strategies and techniques of imparting the social studies knowledge, skills, values and attitudes to suit the age, experience and learning environment of the learners. This point buttresses the contributions of Nwachill (2021) who observed that with the rapid development in science and technology and the global nature of communities, a teacher's knowledge is obsolete in no time if he has access of new knowledge. He concluded that a poor social studies teacher could be more harmful to the nation than a poor language Arts teacher. While poor Arts teacher would produce a poor artist, a poor social studies teacher produces a poor citizen.

In the same Vain, Petters in Echeng, Edogi, Isiolu (2019) asserted that the competence of a teacher cannot be valued by courses listed in the college transcript, the grade earned or number of courses, hours or time spent, but could only be determined by

the effect of teachers performance on students learning process. This presupposes that teachers' qualification usually reflect on students' academic performance as an unqualified teacher cannot be better or perform above his scope.

2.2 Teacher motivation and students' academic performance

Okumbe (2018) defined motivation as a process that starts with physiological deficiency or need that activates behavior or a drive that aims at a goal or incentive. Motivation therefore consists of needs (deficiencies) which set up drives (motives) which help in acquiring the incentives (goals). Drives or motives are action oriented while incentives/goals are those things which alienate a need. Joan (2020) stated that motivation is what people need to perform better and can only work if the right person with the right skill has been placed in charge of the task at hand. In motivation, we have the intrinsic motivation and the extrinsic motivation, which purpose is to create conditions in which people are willing to work with zeal, initiative, interest, enthusiasm with a personal and group satisfaction, with sense of responsibility, loyalty, discipline and with pride so that the goals of an organization are achieved effectively (Momoria and Gankar 2013). Momoria and Gankar (2015) in their study, found that motivation of employees was highly rated among the priorities.

Intrinsic motivation is what that occurs while a person is performing an activity she/he finds delight and satisfaction in and is seen as internal rewards (Tella 2017). Intrinsic motivation of a teacher is

influenced by factors relating to tasks such as achievement, recognition, advancement and possibility of growth. Professional development can provide opportunity for teachers to grow personally and professionally (Hezberg 2013). Similarly, Ajila (2017) opined that intrinsically motivated individual will be committed to his work and to the tasks that are rewarding to him. He thus, suggested that for an individual to be motivated in a work situation, there must be a need, which an individual would have to perceive a possibility of satisfying.

According to Lautham (2018), extrinsic rewards are defined as "tangible benefit" relating to a job such as salary, fringe benefits, physical conditions, the amount of work, facilities available for doing the work. Extrinsic factors such as organizations policy and administration, technical supervision, personal and interpersonal relations with superiors, peer and subordinates effect the external motivation of a worker.

In a study carried out by Paul and Kioame (2017) on teacher motivation in respect to motivation patterns, it was found that working in rural schools is more difficult and thus more de-motivating than in urban schools due to poor living and working conditions. The findings of the study further showed that this is not necessarily the case in all situations. For instance, in south Asia countries, it appears that teachers in rural schools do not feel disadvantaged. The findings also indicated that over one third of all the teachers in primary schools in five extended study countries indicated that teachers at their school are "poorly or very poorly motivated. The researcher then concluded that both intrinsic and extrinsic

rewards such as remuneration, promotion, conducive working environment, feasible workload, better terms and conditions, accountability responsibility and good relation would positively motivate teachers to work hard and hence improve students' performance. Students' academic performance as an indication of success or failure of a school therefore depends on many factors one of which is teacher motivation. From the foregoing, it can be deduced that with good working conditions in school, teachers are likely to be motivated to perform better. This is likely to boost students' performance in social studies.

Furthermore, Eyo (2022) conducted a study to investigate the extent to which workers' motivational strategies influence workers' productivity in some selected institutions in Southern Senatorial District of Cross River State. The entire staff of 37 banks and 30 insurance companies was the population of the study. 30% of the staff of 37 banks and 62% of the staff of 30 insurance companies was randomly selected for the study. Data collected were analyzed using t-test and one-way analysis of variance (ANOVA) the hypothesis were tested at .05 level of significance the result of the study among others showed that motivators such as staff training, improved remuneration, welfare packages and staff promotion had significant influence on workers' job effectiveness and productivity level. The school teacher like any other worker if adequately motivated is likely to teach his students well and this will help to improve on the student's academic performance.

School facilities and students' academic performance

School facilities have been observed as a powerful strategy to bring about effective teaching and learning. The importance of quality and adequate school facilities in teaching and learning can occur through their effective utilization during classroom teaching. School facilities include all that the teachers can use to make the learning more interesting and memorable. According to Farombi (2018), school facilities include; laboratories, libraries, classroom, offices, recreation facilities and instructional materials such as radio, books, software and hardware of educational technology. He further opined that the availability, adequacy and relevance of instructional materials in classroom can influence quality teaching, which can have positive effects on students' learning and academic performance. This insight from Farombi on linking instructional resources to students' academic performances remains critical in the provision of quality education.

School facilities are considered important in teaching and learning in all levels of education because textbooks and other resource materials are basic tools. Absence or inadequacy of instructional resources makes teachers handle subjects in an abstract manner, Portraying it as dry and non-exciting (Eshiwani, 2014). For example, textbooks, charts maps, audio visual and electronic instructional materials such as radio, tape recorder, television and videotape recorder contribute much in making learning more interesting (Atkinson 2020). In support of the above view, Ukwetang, (2023) asserted that the importance of instructional

materials is also evident in the academic performance of the students.

Furthermore, Adeogun (2021) was of the view that schools where teachers have adequate and functional facilities and make effective use of them perform better than schools, where teachers do not use facilities like instructional materials. This corroborated the study of Babyomi (2019) that private schools performed better than public schools because students and teachers are provided with sufficient and quality teaching and learning resources. He therefore concluded that all levels of education should have good quality and adequate facilities to improve on the academic performance of their students.

Availability and proper use of school facilities such as the size of classroom, sitting position and arrangement, availability of tables, chairs, chalkboard, shelves on which instruments for practicals are important in teaching and learning. According to Farrent (2018) and Farombi (2018) availability of instructional materials can work best if other conditions are met such as quality of classroom.

Adeogun's (2021) study revealed a strong positive link between school facilities and academic performance as he posited that schools that possess more facilities stand a better chance of success. This finding supported the findings of Babayomi (2019) that private schools performed better than public schools because of the availability and adequacy of teaching and learning resources. Adeogun (2021) further noted that there was a low level of instructional resources available in public schools and hence commented that public schools had acute

shortage of both teaching and learning resources. He thus concluded that effective teaching and learning cannot occur in the classroom environment where essential instructional resources, or facilities are not available. Commenting on the importance of facilities in schools, Ogbonna, Grace and Nanna (2013) noted that learning takes place better and faster in school environment with good buildings, accommodation, furniture and equipment than in environment where these items are lacking. Teachers cannot teach effectively without adequate teaching facilities, just like students cannot learn without adequate learning facilities.

From the fore-going, it can be inferred that school facilities can have the expected effects on students academic performance when they are adequately available and are effectively used by teachers with school heads supervising teachers' teaching and use of the facilities or resources.

3.0 Research methodology

The ex-post factor research design was considered most appropriate for the study. This research design basically studies phenomenon after they have occurred. It is a systematic empirical inquiry in which the researcher does not have control of independent variable because their manifestations have already occurred or because they are inherently not manipulable. This study is on Calabar South Local Government Area in Cross River State. The population of this study consists of all social studies students in Junior Secondary three (JSS3) in Calabar South Local Government Area of Cross River State. The sample of this study is made up of two

hundred (200) Junior Secondary three (3) Students randomly selected from five secondary school in the study area. Simple random sampling technique was adopted in selecting secondary schools used for this study.

4.0 Results and discussion

Hypothesis one:

Teacher qualification does not significantly relate with students’ academic performance in social studies. The

independent variable in this hypothesis is teacher qualification, while the dependent variable is students' academic performance in social studies. To test this hypothesis students' academic performance in social studies scores were correlation with their scores on teachers' qualification. The appropriate statistical analysis technique adopted to test this hypothesis is Pearson product moment correlation analysis. The result of the analysis is presented in table 1.

Table 1

Pearson product moment correlation analysis of the relationship between Teachers' qualification and students' academic performance in social studies

Variables	$\sum X$	$\sum X^2$	$\sum XY$	r-value
Teacher qualification	2341	6124	67538	0.63*
Academic performance	3036	9139		

* Significant at .05 level, critical r = .159, df = 158.

The result of the analysis which reveals that the calculated r-value of 0.63 is greater than the critical r-value of .159 at 0.05 level of significance with 158 degree of freedom is rejected. This result therefore means that teacher qualification has a significant relationship with student’s academic performance in social studies. The result of the first hypothesis revealed that teachers’ qualification has a significant relationship with student academic performance. The finding of this analysis is in line with Adeogun (2015) who found that the quality of any education system depends on the quality of the teachers.

Hypothesis two

Teacher motivation does not significantly influence student academic performance in social studies. The independent variable involved in the hypothesis is teacher motivation while the dependent variable is students' academic performance in social studies. To test this hypothesis scores on students’ academic performance in social studies were correlation with their scores on teacher motivation. Pearson product moment correlation analysis was employed to test this hypothesis. The result of the analysis is presented in table 2 below.

Table 2: Pearson product moment correlation analysis of the relationship between Teachers' motivation and students' academic performance in social studies

Variables	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	r-value
Teacher motivation	1971	3743	54186	0.53*
Academic performance	3036	9156		

* Significant at .05 level, critical r = .159, df = 158.

The result in table 2 shows that the calculated r-value of 0.53 is higher than the critical r-value of .159 at 0.05 level of significance with 158 degree of freedom. With the result of the analysis, the null hypothesis is rejected. This results therefore implies that teachers' motivation has a significant relationship with students' academic performance in social studies. The result of the second hypothesis revealed that teacher motivation has a significant relationship with students' academic performance. The result of this analysis is in line with Paul and Kioame (2017) that intrinsic and extrinsic rewards such as remuneration, promotion, conclusive working environment, feasible workload,

better terms and conditions, accountabilities, responsibility and good relationship would positively motivate teachers to work hard and hence improve students' performance.

Hypothesis three

School facilities do not significantly influence students' academic performance in social studies. The independent variable is school facilities, while the dependent variable is students' academic performance in social studies. To test this hypothesis students' scores on academic performance in social studies were compared with their scores on school facilities. The statistical technique employed is independent t-test analysis, the test result is presented in table 3.

Table 3: Independent t-test analysis of school facilities and students academic performance in social studies

Variables	NQ	X	SD	r-value
School facilities	90	23.99	7.91	5.8
Academic performance	110	22.09	5.981	
Total	200			

* Significant at .05 level, critical r = .196, df = 198.

The result shows that the calculated t-value of 5.8 was greater than the critical t-value of 1.96 at 0.05 level of significant. The findings of this hypothesis indicates that school facilities significantly influence students' academic performance in social studies.

The result of the third hypothesis showed that school facilities have significant influence on students' academic performance. The finding of this analysis is in line with Farombi's (2018) assertion that the availability, adequacy and relevance of instructional materials in classroom can influence quality teaching which can have positive effects on students' learning and academic performance.

5.0 Conclusion

Based on the findings of the study, It concluded that teacher qualification, teacher motivation and school facilities have significant relationship with students academic performance in Social Studies in Calabar South Local Government Area of Cross River State.

6.0 Recommendations

Based on the above findings, the following recommendations were made for positive change and improvement in our educational system if diligently adhered to.

1. The government should employ professionally trained and qualified teachers in schools to ensure effective teaching and learning.
2. Apart from employing teachers, the government and head school heads should adequately motivate in terms of

improved remuneration, welfare packages, promotion etc. These will motivate them to teach their students well and help improve on the students' academic performance.

3. The government and all stakeholders should equip schools with modern school facilities that will make the school system look more attractive and conducive for effective teaching and learning.

7.0 Suggestion for further studies

Based on the limitations of the study, the following suggestions are made for further studies:

1. A similar study should be carried out on other environmental variables not covered by this study.
2. A similar study should be carried out to include but public and private Junior Secondary Schools in Calabar South Local Government Area.
3. A similar study should be carried out to cover the entire Cross River State.
4. A similar study should be carried out to increase the sample size of the study for easy generalization.

References

- Ademulegun, D. (2012). Monitoring learning achievement of junior secondary school students in Lagos State. Unpublished Doctoral thesis University of Ibadan, Nigeria.
- Adeogun, A. A. (2021). The principal and the financial management of public secondary schools in Osu State. *Journal of Educational System and Development*, 5(1): 1 – 10

ENVIRONMENTAL INFLUENCE AND JUNIOR SECONDARY THREE STUDENTS' ACADEMIC PERFORMANCE IN SOCIAL STUDIES IN CALABAR SOUTH LOCAL GOVERNMENT AREA OF CROSS RIVER STATE, NIGERIA.
Ukwetang, et al.

- Aina, J.K., Olanipekun, S.S., & Garuba, L.A. (2015). Teachers' effectiveness and its influence on student learning. *Advances in Social Sciences Research Journal*, 2(4): 88-95.
- Ajila, C.O (2017). Job motivation and attitude to work as correlates of productivity among workers in manufacturing companies. Unpublished Ph.D thesis Department of Psychology, University of Nigeria, Nsukka.
- Atkinson, R. K. (2020). Learning from Examples: Instructional principles from the worked Examples Research. Mississippi: Mississippi State University. Press
- Babayomi A. A. (2019). Comparative study of the Teaching and Learning Resources in Private and Public Secondary Schools in Logos State. Unpublished Master's Thesis. Department of Educational Administration, University of Lagos, Nigeria.
- Baker, J.A. (2019). Teacher-Student interaction in urban at-risk classrooms: differential behavior, relationship quality, and student satisfaction with school. *The Elementary School Journal*, 100 (1): 57-70.
- Bandura, A. (2019). Principles of behavior modification. New York: Holt, Rinehart, & Winston.
- Comwell, Ros and William, M. Daly. (2013). Nursing roles and levels of Practice: a framework for differentiating between elementary, specialists and advance nursing practice. *Journal of Clinical Nursing*. 12(2): 158-167.
- Denga, D. I. (2012). Educational and social phycology for schools and other social organisations. Calabar: Clearlines publications.
- Diaz, N.M, & Etsy, J.P. (2015). The yale school development programme process outcomes, and policy implications. *Urban education*, 28(2): 166-1999.
- Echeng, D. E., Edogi, B. I. & Isiolu, I. M. (2019) Teachers effectiveness in relation to students' academic performance. A case study of Obubra Local Government Area of Cross River State. Unpublished B.Ed Thesis University of Port-Harcourt, Nigeria.
- Ekane, S. (2012). What can we do to curb student cheating? *Education world*, January 24, 2004. (Retrieved online July 8, 2006 from <http://pareonline.net/getvn.asp?v=9&n=9>).
- Ekenor, R. (2012). Light up their lives. A research on the effect of lighting on children's achievement and behaviour. *The reading teacher*, 38(19): 863-869.
- Eshiwani, G.S. (2014). Factors Influencing Performance among Primary and Secondary Pupils in Western

- Province of Kenya. A Policy Study; Nairobi.
- Eyo, W. O. (2022). Employees' motivational strategies and workers' productivity in selected institutions in southern senatorial district of Cross River State. Unpublished M.Ed thesis, University of Calabar, Calabar
- Farombi, J. G. (2018). Resource Concentration, Utilization and Management as Correlates of Students' Learning outcomes: A study in School Quality in Oyo State. Unpublished Ph.D. Thesis, University of Ibadan, Nigeria.
- Farrant, J. S. (2020) Principles And Practices In Education. Singapore: Longman Publishers Limited.
- Gillespie, M. (2012) Student-teacher connection in clinical nursing education. *Journal of Advanced Nursing*, 37(6): 566-576.
- Hallinan, M.T. (2018). Teacher influences on student's attachment to school. *Sociology of Education*, 81(3), 271-283.
- Herzberg, F., Mausner, B. & Snyderman, B.B. (2013). *The Motivation to Work* (2nd Edition). New York: John Wiley and Sons.
- Hodgson, P. W. (2013). Educational facility age and the academic achievement of upper elementary school students. Unpublished doctoral dissertation, University of Georgia.
- Joan, K. (2016). *Learning in a digital age: Insight into the issues*. Milken exchange on educational technology. Santa Monica, California: Milken family foundation.
- Joan, M. (2012). Teacher job satisfaction, student achievement, and the cost of Primary education in Francophone Sub-Saharan Africa. Institute of International Economics. HWWA. Discussion Paper 188.
- Lautham, A.S. (2018). Teacher Satisfaction. *Educational Leadership*, 55: 82-83.
- Lopez, V. (2013) Clinical teachers as caring mothers from the perspectives of Jordanian nursing students. *International Journal of Nursing Studies*, 40: 51-60.
- Mamoria, C. & Gankar, S. (2015). *Personnel management texts and cases*. Mumbai: Himalaya Publishing House.
- Newsome, E. (2015). *School and home*. London: University of London press.
- Nwachill, C. C. (2021). *Sociology of Education*. Uruowulu Obosi: Pacific publishers.
- Ogbonna, T, O., Grace, M. T. & Nnanna, P. S. (Eds.) (2013). *Technique of behaviour modification in school*. Lagos: Behenu publishers.
- Okumbe, J. A. (2018). *Education Management. Theory and Practice*. Nairobi: University of Nairobi.

ENVIRONMENTAL INFLUENCE AND JUNIOR SECONDARY THREE STUDENTS' ACADEMIC PERFORMANCE IN SOCIAL STUDIES IN CALABAR SOUTH LOCAL GOVERNMENT AREA OF CROSS RIVER STATE, NIGERIA.
Ukwetang, et al.

Paul, B. K. A. (2017). Teacher motivation in sub-Saharan Africa and South Asia center for international education, Sussex University Brighton. www.dfid.gov.uk.

Skinner, B. F. (2018) *The Behavior of Organisms*. New York: Appleton-Century.

Tella, T. O. (2017). Human resource. Research organization 300 North Washington street Alexander, Virginia.

Ukwetang, J. O. & Cassidy, A. (2019). Instructional materials and Academic Performance of Biology in Senior Secondary School in Abi Local Government Area, Cross River State. *Prestige Journal of Counselling Psychology*

Usman, I. U. (2022). Improving students' academic performance in Nigerian schools: the role of teachers. *International Journal of Research in Humanities and Social Sciences*, 1(2): 1-6.