



Environmental Factors That Affect Academic Performance of Public Secondary School Students: A Cross Sectional Study

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ABSTRACT

Introduction: Academic performance refers to how well a student accomplishes his or her tasks or studies. Occasionally, it has been observed that, public secondary school students fail to accomplish their educational objective evidenced from academic performance far below expectation due to one or more environmental factors around the secondary school students. **Objective:** This study highlighted the environmental factors that affect academic performance of public secondary school students in Amassoma Bayelsa State. To achieve this, three objectives with corresponding questions were raised. **Methodology:** The research utilized a descriptive cross sectional design, thus Taro Yamane's model was adopted to select 100 respondents purposively. A validated and reliable self-structured questionnaire was developed, utilized for data collection and retrieved from SS 11 students. The data was analyzed manually and presented in tables using frequency and percentages. **Findings:** three themes emerged- physical facilities, incentives and parents level of income. Findings indicate that 40% of the total respondents agreed, 40% strongly agreed, whereas 15% disagreed and 5% strongly disagreed that lack of physical facilities in the school stands as environmental factor that affect students' academic performance. Besides that, 20% agreed; 50% strongly agreed. Whereas 15% disagreed and also 15% strongly disagreed that incentives presented to outstanding students motivate other students' academic performance. However, 27% of the total respondents agreed 70% strongly agreed, 2% disagreed and also 1% strongly disagreed that students with considerable level of parental income has significant impact on academic performance of students. **Conclusion:** The study concluded that environmental factors, such as poor physical facilities, motivational programmes and back home, students' parental income level do affect students' academic performance. Thus, recommendations were made to improve public secondary school students' academic performance.

Key words: Academic performance, Environmental factors, Public secondary school students.

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I. Introduction/Background

Diverse definitions of the term academic performance have been propounded by scholars, though with similar connotations. For instance, a critical look at Nja *et al* (2019); Narad and Abdullah (2016); Abid *et al* (2016); Coe (2016) and others perspective indicate that, academic performance has to do with the extent to which one has gained knowledge or otherwise through assessment of performance by evaluator with certain level of grades. Whereas, in Zere (2013); Ghecham and Hamada (2018); Tounesia (2012) earlier perspectives, academic performance is educational objective set by students and teachers to be achieved over a time-frame, during which the students are expected to have worked assiduously towards achieving the set objectives. These descriptions connote that knowledge, skills and capabilities are imparted through teaching aimed at inculcating the recipient (public secondary school students) on issues of group, personal or organisational interest; which could lead to overall growth, progress and general well-being of the individual student, community and nation as a whole when studied in a conducive environment (Kapur, 2018). On one hand in this study, academic performance refers to how well or badly a student does in his/her study as evaluated through various means such

as quizzes, assessments, field work and examinations during the entire implementation of any education curriculum. Yet in a more specific term, academic performance is how well a public secondary school student in Amassoma performed optimally in his or her academic work.

The main focus of this study therefore, is to ascertain the environmental factors that affect academic performance of public secondary school students, judging from existing evidences that, success of students is measured chiefly by academic performance which is linked to various environmental factors amongst others; student personal role performance, school environmental and family as well as peer factors (Kuert, & Venkatkrishnan, 2016). Considering, stakeholders raised serious trepidations, vis-à-vis the use of examination scores as the sole central measure of success and failure of students, a good number of stakeholders are of the view that, it is expedient for educational institutions to be answerable to their activities (Rose & Gallup, 2001), in terms of use of academic performance index to determine students` performance. This according to an article entitled “understanding indicators related to academic performance” that, academic performance indicator would “enable stakeholders understand differences in academic achievement among students of various genders, ethnic groups, or socio-economic backgrounds, educators must look beyond the differences in test scores to examine indicators associated with academic” (Mulhall, Flowers & Steven, 2002).

Yet, there are quite a number of factors that determine not only academic performance, but the level and quality of students' academic performance. For instance, Pitner, Scott and DeLoach, (2012); Bagheai (2013). identified some of these factors as; students' attendance in the class, family income and parent's education. Others are; teacher-student ratio, teachers` qualification and gender of the student as well as distance of schools. Others outlined are: method of communication, learning facilities, proper guidance and family stress (Mushtaq & Nawaz-Khan 2012). Furthermore, studies assent that, academic performance presented in a particular format, commonly referred to as academic performance index (API), which serves as a tool designed out of students' subjective grade point average GPA, available regular test scores (ACT/SAT) and AP assessment scores. Others are; course-work engaged and credit hours. Importantly, the API uses readily available information in these spheres, which could amount to a number of indicators not less than forty-two (42) indicators for an individual student. In support of the above assertion, Godwin *et al.* (2015) in their “academic performance index: creating a more robust and less biased measure of student academic performance” pointed attendance, grades, and exposure to college- level coursework as critical indicators of success or failure at various levels of schools.

In another context, Lumsden (2011) outlined factors that motivate academic performance into two main categories (intrinsic and extrinsic factors) that motivate students` academic performance. The former is when a student sees the learning process as an opportunity to participate with a view to improve his/her self without cohesion or incentive intrinsically (Coon & Mitterer, 2010; Brown, 2017; Bayraktar, 2015). Whereas, the later (extrinsic factor) stands when a student performs a task with full expectation of tangible or non-tangible reward externally (Brown, 2017; Dev, 2017). In support of the above affirmation, Sibanda, Iwu and Benedict, (2015) found that, regular study, punctuality in school and self-motivation are key determining factors that influence students` academic performance in South Africa. Again, students` personality traits, personal goals and motivation as well as the support from teachers and the teacher's level of experience significantly influence the academic performance of students (Carballo *et al.*, 2017).

Earlier in Pakistan, Farooq, *et al* (2011) was quoted by Amoo, Adeyinka and Aderibigbe (2018) purported that parents' education and socio-economic status have significant effect on a student's academic performance on specific subjects. Similarly, Ali, Haider, Munir, et al (2013) also found in nearly same time that, daily study hours, parent's socio-economic status and age have significant impact on academic performance.

Moreover, Coe (2015) also later on concurred that socio-economic status of parents especially those with high incomes have significant impact on academic performance of students within the Kitale Municipality of Kenya. Others are; positive classroom environment has also been found as determining factor of academic performance (Mhlauli, 2014).

Besides these, earlier on, a study conducted by Jayanthi, *et al* (2014). in Singapore revealed that the interest in pursuing a subject, co-curricular activities, nationality of a student and gender could affect the academic performance of a student.

In the same vein, Maganga (2016), assented that, availability of teaching and learning materials, competency of teachers and the environment in which a school is located have profound impact on students` academic performance. In same year, a study conducted by Mustapha, Bello, Garba and Gobe, (2016). stated that measuring the quality of a product is rudimentary in teaching. The expected quality could only be achieved with adequate manpower and availability of adequate teaching material. This perhaps why two years before these, Mosha (2014) said, students` performance is affected by shortage of teachers, absence of teaching and learning materials. The importance of teachers and teaching materials cannot be over emphasize in any giving context. Reason (s) being that, once materials are provided, the teachers will become acquainted with the use of the instructional materials (teaching aids) in any teaching and learning circumstance (Amadioha, 2009).

Instructional materials serve as substitute conduits of communication, which a teacher can use to transfer more clearly instructional information to learners (Amadioha, 2009).

The issue of poor academic performance of students in Nigeria has been of much concern to the government, parents, teachers and even student themselves (Uche, 2017). The problem is so much that, it has led to the widely acclaimed fallen standard of education in Bayelsa State and Nigeria at large (Abaidoo 2018). Over time, pupils' academic performance in both internal and external examinations had been used to determine excellence in teachers, teaching methods and materials Ajao and Anyanwu, (2011). Reason being that, teachers have been shown to have an important influence on students' academic achievement on account of their ultimate responsibility of translating policy into action and principles based on practice during interaction with the students (Kalu-Mba, 2019). Against this background, it is expedient to conduct this study to ascertain the factors that affect students' academic performance in Amassoma.

Environment is the sum total of all surroundings of living organism including natural forces and other living things, which provide conditions for development and growth. In this study, environmental factors are factors that affect students from performing optimally in their academics within the students' environment. In a broader perspective, Fraser (1998) believes that, learning environment does not only depict natural forces and living things, but rather, it refers to the social, psychological and pedagogical contexts in which learning occurred that affect the student's attitude and the achievement. There are many ways to assess the psychosocial environment but according to Kuert, and Venkatkrishnan, (2016) self-reported questionnaire is the most common tool used to assess the psychosocial environment. About a decade, studies found out that the learning environment could reflect the quality of teaching and learning in which the context occurs, with particular reference to psycho-social milieu (Dorman, 2014).

Additionally, it was proven that the learning environment dramatically affects the learning outcomes of students, examples of areas considered in such environment include: School open space and noise, inappropriate temperature, insufficient light, overcrowded classes, misplaced boards and inappropriate classroom layout could be confounding variables, distracting students in classroom and many more Gilavand, A. (2016).; Akpan, W., & Akinyoade, 2009 quoted Federal Ministry of Education, 2006).

Not only that, in America, a study conducted not too long by Ramlee. Rosli, and Saleh, (2017) looked at it in another perspective. The study states that, learning environment encourages the development of the cognitive, effective and social domains of students which ultimately improve students learning outcome, partially in support of Conti-Ramsden and Durkin, (2012) earlier submission.

In Africa, Giusti and Marashin (2017) view that, people with higher socio-economic status do better than those with lower socio-economic statuses that learn in conducive environment. This to a large extent confirms what David, (2014). had assented towards Giusti and Marashin (2017) view, though with slight shift in paradigm. David, (2014) states that, both teaching and learning depend on the students' background environment in terms of parental economic status, and conducive learning environment has been conceptualized as one that produces desired results in the course of study. However, considering governments' purported huge investment in public education, its output in terms of quality of students have been observed to be unequal with government expenditure, also perhaps due to certain identifiable environmental factors (Ajao & Anyanwu, 2011).

In Nigeria, there are so many environmental factors that influence the academic performance evidence in the development of poor reading habit by a number of public secondary school children, according to Özmert, Toyran, & Yurdakök, (2002). In the same vein, Julius, (2014).

submit that, the environment of most children is not conducive for studying; thus the failure of the students to perform optimally in their academics. It is in the light of this that made some parents to prefer private schools where boarding facilities, proper discipline and better reading habits are inculcated with less regards to the huge financial burden incurred. Meaning, environment is key in the achievement of academic performance.

Public secondary school students are defined as students attending government/public secondary schools (Federal Republic of Nigeria, 2006). This definition does not in any way contradict the meaning as applied in this study for the reason that, the intended respondents-the public secondary school students are learners who attend government owed or public financed post elementary schools in Amassoma. According to Hussain, Khan, and Bakhsh (2016) secondary school students in public schools often come from economically not too viable or middle income families, that face various problems causing emotional disturbance among their children owing to their background. This singular factor has caused serious damage to the optimal achievement status to secondary school students. Being the key stakeholders who the non-performance could impact directly, it is expedient to engage the students in this study to ascertain the true situation of the issue at stake.

Although, several studies have been conducted in a global perspective, yet, there is no known study conducted in Amassoma public secondary school and the Senior Secondary school 11 in this regard. Thus, there is need to conduct this study, by identifying environmental factors that affect secondary school students in Amassoma in order to have better knowledge and proffer solution that would improve nursing education,

judging, some of these students would find themselves in nursing schools and programmes in the future to fulfill their life aspirations.

The Problem is, many people have not yet recognized that positive or negative environment has a tremendous impact on students' academic performance and life objectives. This could be inferred that; academic achievement of secondary school student could be enhanced or hindered depending on the environment where students learn. For instance, despite, West African Examinations Council (WAEC) releases Senior Secondary School Certificate Examination (SSCE) results, of one million, two hundred and seventy-four thousand, seven hundred and eighty-four (1,274,784) candidates, representing 81.7 per cent of the total 1,560,261 candidates that sat the examination who secured credit pass in five subjects including English and mathematics. Of this number, six hundred and thirty thousand, one hundred and thirty-eight (630,138) i.e. 49.43% were male candidates, whereas six hundred and forty-four thousand, six hundred and forty-six (644,646) i.e. 50.57% were female candidates according to Head of Nigeria's Office (Areghan, 2021). Most of these scores are earned by children in private schools, meaning, these are students from relatively good socio-economic background, who have the opportunity of learning in quality environment.

Despite this rate of success recorded, lately, it has been observed that, secondary school students perform poorly in both internal and particularly, those exposed to a similar external examinations General Certificate Examination (GCE), which took place later same year (between November 12, 2021, and Wednesday, December 22, 2021) according to premium times news and from other anecdotal radio sources. Meaning, Students still in school are not performing as expected. Areghan maintained that the examination by a total of 51,444 candidates out of 52, 973 registered candidates recorded 48.61%. Comparing the results with that of the 2019 and 2020 results, Areghan supposed those who obtained credit and above in a minimum of five (5) subjects, including English Language and Mathematics, in the 2019 and 2020 examination were 35.99 per cent and 39.82 per cent, respectively. He added that there was 8.79 per cent improvement though in the examination, but the performance is still not encouraging. The reason being that, the examination body encountered amongst several reasons, such as low/slow registration for 2021 WASSCE, candidates not having the National Identification Number (NIN) which is a prerequisite in present times were rejected. Other challenges that confronted the examination body during the conduct of the examination, were; protracted insecurity in the South East (IPOB and ESN sit-at-home order, coronavirus pandemic, and the activities of those behind what he described as rogue websites as the major ones. Others are: "banditry, kidnapping, insurgency, etc, in the north and other parts of the country. All these, coupled with the wake of and continuous effect of the COVID-19 Pandemic, made the whole exercise a Herculean one" Sequel to these and other issues of malpractices that amount to 10.9 percent, from 170.146 candidates` results were with-held. However, Aregan stated that steps are being undertaken to ameliorate the identified challenges. Firstly, Aregan has appealed to schools to speed up the registration of candidates for examination in the current and years ahead, urging stakeholders to address the challenge of the slow pace of the ongoing registration. The Country Head also stated that, no registration will be rejected because of no NIN from hence-forth, and I quote "*We have made provisions for candidates who do not have their NIN and we have made it clear to principals to write down the names of candidates without NIN; we have a way to input their names in our database*".

Although steps have been taking to address the challenges, the teachers observed those students who never made the requisite scores developed low self-esteem, nursed suicidal tendencies and some discontinued-school dropouts. Not only that, the students are observed to have been significantly stressed, with the parents bearing the brunt of the issue, whereas, to the nurse it affects the care render and unable to deliver safe and competent care to secondary school students who fall sick in the course the above issues. If the trend continuous, students might develop depression, anxiety, less cognitive functioning and develop other behavioural problems in the future, such as high irritability, angry, hostile, frustrated, or withdrawn and continuous banditry in the society. On the part of the parents, most parents were overwhelmed with their children and wards physical state and psychological frame of mind. Based on these information, this study concern therefore was to look at some environmental factors that have any influence on the academic performance of students in public secondary school children in Amassoma.

This study therefore sought to identify environmental factors that affect the academic performance of Government Secondary School Students in Amassoma Bayelsa State study for researchers to make sound recommendation(s) on how to tackle the problems of poor academic performance.

II. Objectives of the Study

To identify the various environmental, motivational and parents' socio-economic factors that affect students' academic performance in Government secondary school Amassoma.

The findings of this research would help students, teachers, educational administrators, parents, nursing profession and the government, Students would benefit from this research by understanding how the environment and environmental factors can influence their academic performance in schools. Moreover, the

findings of the study would pre-empt teachers understand the environmental factors that can be faced by students and how they can help in tackling such protracted problems. Not only that, the finding can also help the school administrators to be able to provide positive environmental conditions that would assist the students gain more academically. Again, parents will understand how they can help in bringing out the best of their wards/children academically. Besides, the study finding would improve the standard of Nursing education in Faculty of Nursing Niger Delta University and thus improve the quality of care to clients and patients. In addition, study’s findings will help the government to provide the necessary infrastructural and instructional facilities to nation — building instead of trying to destroy the nation, to make a point. This study is carried out in Government Secondary School Amassoma in Southern Ijaw Local Government Area Bayelsa State.

Conceptual frame work

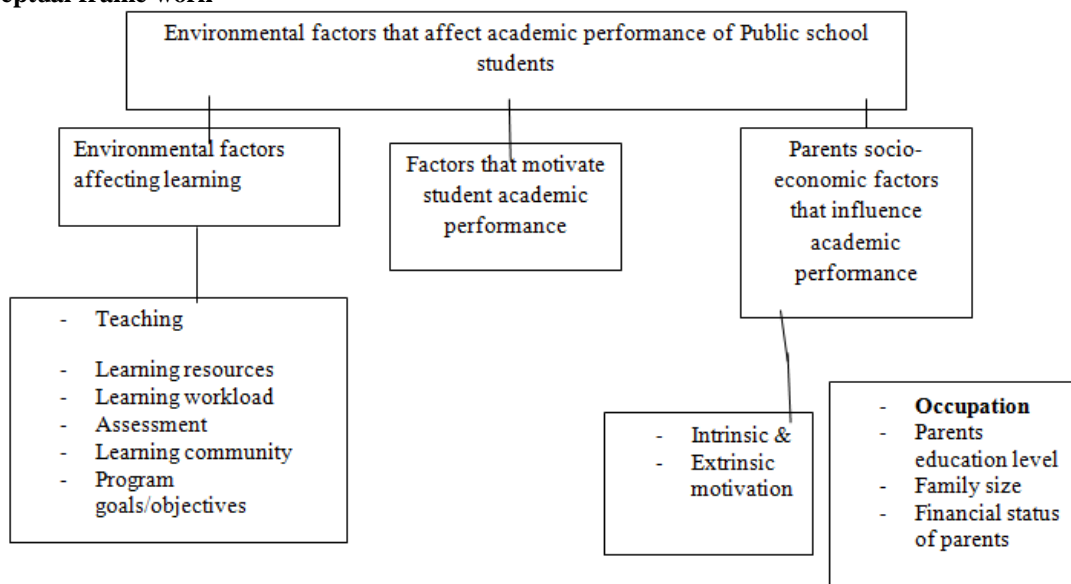


Figure 1: A conceptual framework

III. METHODOLOGY

Research Design

Research design is a framework for planning research and answering research questions (McCombes, 2019). In this study researchers adopted a cross sectional descriptive survey method-giving the study involves presenting data from students at a definite point in time, zero manipulation of any condition/variable, rather the subject is investigated in a more or less natural environmental.

3.3 Research setting

This is defined as the physical, social, or experimental context within which research is conducted (Boudreau, Mackenzie & Hodge, 2020). This study was carried out in Community Secondary school Amassoma community in southern Ijaw local government area in Bayelsa State. Amassoma is the host community of Niger Delta University, and its approximately 30km from Yenagoa- the Bayelsa State capital. As a result of its strategic situation, several economic activities that are carried out in the area include farming, fishing and trading, which attracted people from all works of life, tribe and creed. To ensure residents are not deprived of basic social amenities and particularly to fulfil the educational needs, pre-elementary, elementary and secondary schools are established. Due to lean resources and time constraints, the popular Government Secondary School Amassoma, Bayelsa State was chosen.

3.4 Targeted Population

Target population is defined as the entire group that you want to draw conclusions about (McCombes, 2019). In this study, the target population is SS II students in Government Secondary School Amassoma, Bayelsa State. The total population of this study is 131 students. This population was chosen for the study because it is the total accumulation of the target population.

3.5 Sample Size

The sample is the specific group of individuals that researchers collect data from (McCombea, 2019). In this study, a sample size of 100 was generated using Taro Yamane's formula.

Taro Yamane formula

$$n = \frac{N}{1 + N (e)^2}$$

Where n = Sample size

N= Population size

1= Constant

e = the degree of error expected (0.05)

$$= \frac{131}{1 + 131 (0.05)^2}$$

$$= \frac{131}{1 + 131 \times 0.0025}$$

$$= \frac{131}{1 + 0.3}$$

$$= \frac{131}{1.3}$$

$$n = 100$$

$$= 100$$

$$= 100$$

$$n = 100$$

3.6 Sampling Techniques

Sample technique is the name or other identification of a specific process by which the entities of the sample have been selected (McCombes, 2019). In this study, a purposive or judgmental (non-Probability) sampling technique was used for this study. This enabled the researchers select just the students for the research work.

3.7 Instrument for Data Collection

Instrument of data collection refers to the device used to collect data such as a paper questionnaire (Census, 2010). In this study, a self-structured questionnaire was designed by researchers to obtain data from the respondents. The questionnaire comprises of two sections.

Section A; concerned with demographic information

Section B; deals with question related to the topic under study

3.8 Validity of the Instrument

This is defined as the degree to which items in an instrument reflect the content (Boudreau, Mackenzie & Hodge, 2020). To ensure validity of the instrument, the researcher gave the instrument to the project supervisor in the filed for face and content validity and the questions was according to the recommendation of the supervisor.

3.8 Reliability of the Instrument

This refers to the extent the instrument yields the same results over multiple trials (McCombes, 2019). To ensure reliability of the instrument, a test-retest method using the correlation coefficient was employed. The instrument was tested using students in Government Secondary School Ogobiri which has similarity with Amassoma. The test-retest at 2weeks interval was done.

3.9 Method of Data Collection

This is the process of gathering and measuring information on variables of interest in an established systematic fashion that enables one to answer stated research questions (Boudreau, Mackenzie & Hodge, 2020). The instrument for data collection in this study is a self-structured questionnaire. This is because questionnaires give room for observation of respondent. To collect data from respondents, a letter of introduction and permission to conduct the study was obtained after a brief explanation about the nature and purpose of the study. The researcher then administered the questionnaire. Questionnaires was filled and returned to the researchers on the spot.

3.10 Method of Date Analysis

This is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data (McCombes, 2020). The researcher compiled the data of this study manually and analyzed using frequency distribution tables and simple percentages.

3.11 Ethical Consideration

A letter of introduction and permission to proceed with the study was obtained from the Faculty of Nursing, Niger Delta University and was presented to the Ministry of Education Yenagoa, Bayelsa State. The study and its purpose was explained to the respondents, there after a verbal informed consent was obtained from participants who completed the questionnaire. Voluntary participation was emphasized and all ethical standards

of research was observed; anonymity, confidentiality and right to refuse to participate at any stage of the research. They were assured that information obtained from them is purely for academic purpose.

IV. Data Analysis

This segment focuses on the analysis of the data obtained from the structured questionnaires based on the research objectives and questions. A total number of 150 questionnaires were distributed. Collected data were analyzed on tables using frequencies and percentages.

SECTION A: personal demographic data

Sex	Frequencies	Percentages (%)
Male	45	45
Female	55	55
Total	100	100
Age		
13-17	70	70
18-23	30	30
Total	100	100
Religion		
Christianity	80	80
Muslim	5	5
Pagan	15	15
Total	100	100
Family background		
Single parent	30	30
Divorced	10	10
Dual parent	60	60
Total	100	100

Table 4.1: Respondents Demographic Data of sex, religion and family background

The above table 4.1 shows one hundred and fifty (100) respondents, 45(45%) of the total respondents were males, while 55(55%) were females, 80(80%) were Christians, 5(5%) were Muslims and 15(15%) were pagans, 30(30%) have single parents, 10(10%) were divorced parents 60(60%) were of dual parents.

SECTION B:

Variables	Response	frequency	Percentage (%)
Lack of physical facilities in school affects learning	Agree	40	40
	Strongly agree	40	40
	Disagree	15	15
	Strongly disagree	5	5
	Total	100	100
Environmental factors such as noise, weather, flood and pandemic affects learning	Agree	20	20
	Strongly agree	75	75
	Disagree	5	5
	Strongly disagree	1	1
Not Completing syllabus affects learning	Total	100	100
	Agree	40	40
	Strongly agree	45	45
	Disagree	7	7
Teachers qualification affects learning	Strongly disagree	8	8
	Total	100	100
	Agree	40	40
	Strongly agree	50	50
Teachers attitude towards students affects learning	Disagree	5	5
	Strongly disagree	5	5
	Total	100	100
	Agree	60	60
Not Inspecting students affects learning	Strongly agree	35	35
	Disagree	40	40
	Strongly disagree	20	20
	Total	100	100
Teachers attitude towards students affects learning	Agree	60	60
	Strongly agree	35	35
	Disagree	3	3

Students attitudes towards learning affects learning	Strongly disagree	2	2
	Total	100	100
	Agree	20	20
	Strongly agree	25	25
	Disagree	30	30
Students level of discipline affects learning	Strongly disagree	25	25
	Total	100	100
	Agree	50	50
	Strongly agree	45	45
	Disagree	4	4
	Strongly disagree	1	1
	Total	100	100

Figure 4.2: Showing environmental factors that affect learning

From the table above, it shows that 40(40%) of the respondents agree lack of physical facilities affects learning, 40(40%) strongly agree 15(15%) disagree 5(5%) strongly disagree. 20(20%) of the respondents agree environmental factors such as noise, weather, flood and pandemic affects learning, 75(75%) strongly agreed while 5(5%) disagree and also 1(1%) strongly disagree. 40(40%) of the respondents agree not Completing syllabus affects learning, 45(45%) strongly agree while 7(7%) disagree and 8(8%) strongly disagree. 40(40%) of respondents agree teachers' qualification affect learning, 50(50%) strongly agree 5(5%) disagree and 5(5%) strongly disagree. Not only that, 30(30%) of the respondents agree not inspecting students` affect learning 10(10%) strongly agree 40(40%) disagree and 20(20%) strongly disagree. 60(60%) of the respondents agree teachers' attitudes towards students affect learning 35(35%) strongly agree 3(3%) disagree and 2(2%) strongly disagree. 20(20%) of the respondents agree students attitudes towards learning affects learning 25(25%) strongly agree 30(30%) disagree 25(25%) strongly disagree. 50(50%) of the respondents agree students level of discipline affects learning, 45(45%) strongly agree 4(4%) disagree 1(1%) strongly disagree.

SECTION C:

Variables	Response	Frequency	Percentage (%)
Well explained school rules motivate students academic performance	Agree	10	10
	Strongly agree	15	15
	Disagree	40	40
	Strongly disagree	35	35
	Total	100	100
Special rewards given to students who did well in their exams motivate students` academic performance	Agree	20	20
	Strongly agree	50	50
	Disagree	15	15
	Strongly disagree	15	15
	Total	100	100
Having social gathering in school motivates students` academic performance	Agree	40	40
	Strongly agree	40	40
	Disagree	10	10
	Strongly disagree	10	10
	Total	100	100
Fear of failure motivates students` academic performance	Agree	20	20
	Strongly agree	50	50
	Disagree	20	20
	Strongly disagree	10	10
	Total	100	100
Learning environment motivates students` academic performance	Agree	40	40
	Strongly agree	45	45
	Disagree	10	10
	Strongly disagree	5	5
	Total	100	100
Good communication between students and teachers motivates students` academic performance	Agree	15	15
	Strongly agree	75	75
	Disagree	5	5
	Strongly disagree	5	5
	Total	100	100

Table 4.3: showing the factors that motivate student's academic performance.

From the table above, it shows 10(10%) of the respondents agree well explained school rules motivate students` academic performance, 15(15%) strongly agree 40(40%) disagree 35(35%) strongly disagree. 20(20%) of the respondents agree special rewards given to students who did well in their exams motivates students` academic performance, 50(50%) strongly agree 15(15%) disagree and 15(15%) strongly disagree. 40(40%) of the respondents agree having social gathering in school motivates students` academic performance, 40(40%)

strongly agree 10(10%) disagree, another 10(10%) strongly disagree. 20(20%) of the respondents agree fear of failing motivates students` academic performance, 50(50%) strongly agree, 20(20%) disagree 10(10%) strongly disagree. 40(40%) of the respondents agree learning environment motivates students` academic performance, 45(45%) strongly agree, 10(10%) disagree 5(5%) strongly disagree. 15(15%) of the respondents agree good communication between students and teachers motivates students` academic performance, 75(75%) strongly agree, 5(5%) disagree, another 5(5%) also strongly disagree.

SECTION D:

Variables	Response	Frequency	Percentage (%)
Parents with high level income has a significant impact on academic performance of students	Agree	27	27
	Strongly agree	70	70
	Disagree	2	2
	Strongly disagree	1	1
	Total	100	100
Parents occupation influences students` academic performance	Agree	60	60
	Strongly agree	20	40
	Disagree	15	15
	Strongly disagree	5	5
	Total	100	100
Parents providing basic needs for children influences students` academic performance	Agree	30	30
	Strongly agree	60	60
	Disagree	5	5
	Strongly disagree	5	5
	Total	100	100
Parents socio-economic status in community influences students` academic performance	Agree	45	45
	Strongly agree	45	45
	Disagree	8	8
	Strongly disagree	2	2
	Total	100	100
Parents assisting in school assignments influences students` academic performance	Agree	20	20
	Strongly agree	15	15
	Disagree	40	40
	Strongly disagree	25	25
	Total	100	100
Parents encouraging students to study influences students` academic performance	Agree	30	30
	Strongly agree	20	20
	Disagree	30	30
	Strongly disagree	20	20
	Total	100	100

Table 4.4: showing What parents socio-economic factors that influences students academic performance

From the table above, it shows 27(27%) of the respondents agree parents with high level income has a significant impact on academic performance of students, 70(70%) strongly agree while 2(2%) disagree and 1(1%) strongly disagree. 40(40%) of the respondents agree parents` occupation influences students` academic performance, 40(40%) strongly agree while 15(15%) disagree and also 5(5%) strongly disagree. 30(30%) of the total respondents agree getting basic needs from parents` influences students` academic performance, 60(60%) strongly agree while 5(5%) disagree and also 5(5%) strongly disagree. 45(45%) of the respondents agree parents` socio-economic status in the community influences students` academic performance, 45(45%) strongly agree while 8(8%) disagree and also 2(2%) strongly disagree. 20(20%) of the total respondents agree parents assisting in school assignments influences students` academic performance, 15(15%) strongly agree, 40(40%) disagree and 25(25%) disagree. 30(30%) off the respondents agree parents encouraging students to study influences students` academic performance, 20(20%) strongly agree while 30(30%) disagree and also 20(20%) strongly disagree.

V. Discussion of Findings

The purpose of this study was to identify the some environmental, motivational and parents` socio-economic factors that affect students` academic performance in Government secondary school Amassoma. The demographic data indicate the respondents are students in the intended study setting as indicated in table 4.1 of the one hundred and fifty (100) respondents. It means the school is a co-educational (mixed school -45(45%) of the total respondents were males and 55(55%) were females, 80(80%). It covered all religions (Christians, 5(5%) & Muslims and 15(15%) pagans). Again, parental statuses indicated 30(30%) respondents were from single parents, 10(10%), divorced parents and 60(60%) were of dual parents. It means, the social economic and other variables were really captured and the targeted population was achieved.

Again, this aspect of the objective was achieved, giving the fact that environmental factors peculiar to the students that affect learning and academic performance were identified as presented in table 4.2, (40(40%) of the respondents agreed that the lack of physical facilities in school affects learning). This study is in agreement with Reno (2012) that quoted Webster *et al* (2021) who stated that lack of physical facilities in school affects learning.

Besides, this aspect of the objective was also achieved, giving the responses elicited some motivational factors that affect students` academic performance as presented in table 4.3 (50(50%) of the respondents strongly agreed special rewards given to students who perform creditably in their exams motivate students` academic performance). This finding is in consonance with Lumsden (2011) who stated that extrinsic factors such as giving of rewards to outstanding students in their exams motivates students` academic performance.

Lastly, this end aspect- parental socio-economic aspect as it affects academic performance of the main objective was also achieved Findings from table 4.4 clearly indicates that 70(70%) of the respondents agreed that parents with high level income has a significant impact on academic performance of students. This finding is consistent with Abdu-Raheem (2015) which stated that socio-economic status of parents especially those with high income has a significant impact on academic performance of students.

5.4 Implications to Nursing

The nurse should establish a climate of mutual respect, the nurse should health educate schools on the need to improve school physical facilities in order to improve students learning capacity and also access the weakness of students and create strategies that will improve students` academic performance, judging some of these students may find their way into the nursing profession, either by omission or by commission. Again, when students who are unable to obtain good grades nurse/attempt suicide, nurses should be able to counsel such students appropriately to enable students develop spirit of sportsmanship and work harder to achieve their life goals and aspirations.

5.5 Limitations to study

This is a student research project hence time was limited due to congested programs that must end on schedule. Also, the researcher was constrained financially to limit the study to only one school in Bayelsa State. So the findings in this research cannot be generalized to all schools in Nigeria.

Summary

This study was conducted to identify some environmental factors that affect academic performance of public secondary school children in Amassoma, Bayelsa State. Self-developed structured questionnaire was used to obtain data from 100 respondents. The questionnaires consisted of four sections which are section A, B, C and D. The data collected from the respondents was analyzed using tables and percentages. On discussion of the findings, it was found that lack of physical facilities in school affects academic performance including noise in school, weather condition and also pandemic. Others are motivation of students and parental socio economic aspects that affect academic performance in public secondary school Amassoma community.

Conclusion: The study concluded that environmental factors, such as poor physical facilities, motivational programmes and back home, students` parental income level do affect students` academic performance.

5.8 Recommendations of the study

Based on the research findings, the following recommendations were made:

The Education Board to make the Bursary fund provision transparent to cater for students from poor families so that they can remain in school and have more contact hours with the teachers. Not only that, the government to further subsidize the cost of secondary school education in order for students from poor families to pursue education with minimal disturbances and implement it to the letter. In addition, school administration to solicit for sponsors to assist in funding the development projects for their schools. Furthermore, school Principals and Board of Governors to find means of establishing equipped libraries and science laboratories in secondary schools where students can do further reading and gain practical experience in science subjects. Moreover, the ministry of education in collaboration with Ministry of Health to establish and implement effective school health services (guidance & counseling and reference centres) in various localities to advise parents and secondary school students on the importance of academic excellence, but most expediently reduce suicidal tendencies, fear and anxiety among students.

Schools` guidance & counseling departments to be empowered and to be provided with trained personnel capable of handling academic problems and to help students make proper life goals and assist them to deal with frustration.

Again, the school Principals and Deputy Principals to undergo education management and administration training in order to improve their leadership skills. In other-words, government should create capacity building services and employ more teachers in order to reduce the teacher - student ratios in the division.

Very importantly, more quality assurance and standards officers to be deployed into the division for proper inspection and supervision of teachers' methods of curriculum delivery and to emphasize on formative evaluation as an important aspect of the educational process in addition, motivation of students and providing conducive environment for teaching and learning.

5.9 Suggestions for Further Research

Based on the research findings, the researcher made the following suggestions for further studies. Influence of drug abuse on academic performance and the impact of involvement in antisocial gangs on academic performance in public secondary school Ogobiri, a neighboring community to Amassoma.

Conflict of Interest

Authors declare no conflict of interest.

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A SELF STRUCTURED QUESTIONNAIRE ON ENVIRONMENTAL FACTORS AFFECTING ACADEMIC PERFORMANCE OF PUBLIC SECONDARY SCHOOL STUDENTS IN AMASSOMA, BAYELSA STATE. A DESCRIPTIVE STUDY.

Dear respondent,

The researcher is a final year student of Niger Delta University, Faculty of Nursing carrying a study on the above mentioned topic. This study is a prerequisite for the award of Bachelor of Science (BSc) certificate. I hereby solicit you cooperate in filling the questionnaire. Your response will be treated with utmost confidentiality and anonymity. The study is only for academic purpose.

INSTRUCTION: Please tick [✓] the appropriate option that best suits your answer

Section A: Demographic data

1. Age: (a) 9-13 [] (b) 14-19 [] (c) other []

2. Sex: (a) Male [] (b) Female []

Section B

The following statements are related to the environment factors that affects learning from your experience, express your opinion on how important each factor can influence academic performance. (Please tick appropriate box).

S/N	Factors influencing academic performance	Agree	Strongly agree	Disagree	Strongly disagree
1	Lack of physical facilities in school affects learning				
2	Environmental factors such as noise, weather, flood and pandemic affects learning				
3	Not compiling syllabus affect learning				
4	Teachers qualification affects learning				
5	Not Inspecting students affects learning				
6	Teachers attitude towards students affects learning				
7	Students attitudes towards learning affects learning				
8	Students level of discipline affects learning				

Section C

The following statements are related to the factors that motivate students academic performance. Please indicate your reactions to each statement by ticking the appropriate cell.

Factors that motivate students academic performance	Agree	Strongly Agree	Disagree	Strongly Disagree
Well explained school rules motivate students academic performance				
Special rewards given to students who did well in their exams motivates students academic performance				
Having social gathering in school motivates students academic performance				
Fear of failure motivates students academic performance				
Learning environment motivates students academic performance				
Good communication between students and teachers motivates students academic performance				

Section D

The following statements are related to parents socio-economic factors that affects students academic performance. Please indicate your reaction to each statement by ticking appropriately.

S/N	Parents socio-economic factors that influences students academic performance	Agree	Strongly agree	Disagree	Strongly disagree
1	Parents with high level income has a significant impact on academic performance of students				
2	Parents occupation influences students academic performance				
3	Parents occupation influences students academic performance				
4	Parents providing basic needs for children influences students academic performance				
5	Parents socio-economic status in community influences students academic performance				
6	Parents assisting in school assignments influences students academic performance				
7	Parents encouraging students to study influences students academic performance				