

**INFLUENCE OF SCHOOL ENVIRONMENT AND PEERGROUP ON THE ACADEMIC
PERFORMANCE OF SECONDARY SCHOOL STUDENT'S
IN MINNA METROPOLIS.**

BY

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2017/3/69262BE

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FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA**

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**A PROJECT SUMMITED IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR
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ABSTRACT

This Research work investigate the influence of school environment and peer group on the academic performance of secondary student in Minna metropolis four research question were used to guide the study, while four null hypothesis were tested at 0.05 level of significant, cross sectional survey research design was use and the population was 10,204 SS2 student from all senior secondary school in Minna metropolis of Niger state, the sample size of the study was 384 SS2 from educational public senior secondary school in Minna metropolis of Niger state, four school were randomly selected, a total number of 212 male and 172 female randomly selected from the four school in Minna metropolis, the instruction use for the data collection was questionnaire, on school environment influence on academic achievement of student, which contain four sections, two senior lecture, one from science education department and on from educational technology on the department, the data was analysis using mean, standard deviation and T-test. There was no significant difference in responses of student influence of school environment on academic achievement of the student, there was no significant difference in responses of student on the influence peer group on academic achievement of the student based on gender. Based on this it is recommended that school authorities/ teacher should pay attention towards encouraging peer group activities in school especially in the area of group discussion and the student should be assisted by counselor in the choice of friend he/she make as this would go along way to shaping his/her future and preventing negative attitudes.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Educational activities are geared towards ensuring that students achieve mastery of educational objectives. In school, the extent to which these objectives have been achieved is determined by their level of peer group, teacher's quality in teaching as reflected in their academic performance. Peer group play a large role in the social and emotional development of adolescents Allen (2015) An investment in knowledge pays the best interest." The importance of education to a nation cannot be over emphasized; in most parts of the world education is regarded as a fundamental human right. Education is one of the basic criteria to measure the growth and development of any nation world, (2017).

Sadly the level, quality and standard of education in Nigeria has witnessed a geometric drop in the past two decades and this unfortunate trend has made Nigeria the leading country of origin of students from Africa migrating to other parts of the world in search of quality education. This fall in standard has been attributed to a number of factors which two of such factors will be duly highlighted in this article. Environment, according to Webster's comprehensive dictionary, can be defined as the sum total of all surrounding of a living organism, including natural forces and other living things which provide conditions for development and growth as well as of danger and damage. 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. But, over the last decade, remarkable studies have indicated a correlation between the environment and academic performance of students.

According to (Chukwuemeka, 2013) environments play major roles in the life of every individual whether a student, teacher, employer or employee. The challenge of education today is to offer experiences that provide students with opportunities to develop the understanding, skills, and attitudes necessary to become lifelong learners, capable of identifying and solving problems and dealing with change. This is particularly important in secondary education which, as specified in the National Policy on Education, is to prepare the students for useful living in the society and for higher education (FGN, 2004). There are three levels of education in Nigeria: the primary, secondary, and tertiary. Secondary education is the education children receive after primary education, but before tertiary education.

In order to achieve the goals of secondary education, the environment has to be conducive for learning. In fact, education thrives well only if there is good learning environment to assist learners to get the necessary information at each stage of learning. The environment constitutes an important aspect of the learning process. They create the needed conditions for effectiveness of teaching and learning. Hence, it is pertinent to critically look at the environmental factors that influence academic performance of students, measures that can help, improve them and make some recommendations (FGN, 2004). Byoung-suk, (2012) stated that children need safe, healthy and stimulating environment in which to grow and learn. During the school year, children can spend 6 to 8 hours at the school where the environment plays a significant/critical role in child development. More of the time is spent in the school yard or travelling to and from school. This condition requires careful planning and designing to optimize experiences that support education, health and stewardship. Therefore, the school environment is of paramount importance in shaping and reshaping intellectual ability. However, supportive and favorable school environment enriched with enough learning facilities, and favorable climate makes students more

comfortable, more concentrated on their academic activities that resulted in high academic performance. The forces of the environment begin to influence growth and development of the individual right from the womb of his mother. The educational process of development occurs in physical, social, cultural and psychological environment. A proper and adequate environment is very much necessary for a fruitful learning of the child. The favorable school environment provides the necessary stimulus for learning experiences. The children spend most of their time in school, and this school environment is exerting influence on performance through curricular, teaching technique and relationship (Lawrence, 2012). However, educational institutions are intimately linked with society as a whole. They are the temple of knowledge and agent of social change and transformation.

The general condition of our schools, colleges and universities are a matter of great concern to the nation. It plays a significant role in the development of the personality of the students. As the students spend most of their life at school, the school environment is highly responsible for the inculcating of high values into them. For example, the Kothari Commission (1964-1966) posited that “The destiny of Indian is now being shaped in her classroom”. This quotation indicated the significant role a school environment plays in a student in particular and nation in general. Understanding the nature, magnitude, significance and implication of peer group influence in education, is very crucial and important for the “productivity” of educational processes, and the organizational design of school systems in our Nigerian Educational sectors and around the globe.

Peer group is an important influence throughout one’s life but they are more critical during the developmental years of childhood and adolescence. The Oxford Advanced Learners Dictionary (Oxford University Press, 2016) defined peer group as a group of people of same age or social

status. The peer group is the first social group outside the home in which the child attempts to gain acceptance and recognition. Adolescents always emulate their mates in whatever form of behavior they exhibit, particularly that which interest them thus, since socialization only refers to changes in behavior, attitudes having their origin in interaction with other persons and those which occur through interaction, a child learn more through interaction with peers. The school which is an established academic institution in which the behavior of an individual is sharpened to get him/her equipped for occupation socialization. In the school system the child gets into the social group of “like minds” and interest. As a result of the various attitudes, skills, knowledge is acquired through role-play. Peer group as an agent of socialization is the most important socializing agent for the adolescent child.

Peer group is the pivot of social change and during interaction with peers, the child`s life is transformed from the helpless child into matured adult. According to Castrogiovanni, (2002), a peer group is defined as a small group of similarly aged; fairly close friends, sharing the same activities. In general, peer groups or cliques have two to twelve members, with an average of five or six. Peer groups as cited in the works of Bankole and Ogunsakin, (2015) provide a sense of security and they help adolescent ask questions relating to social identity theory such as “who am I” and “what do I want out of life”? Many peer groups can exert a positive influence on their friend. It is thought that intelligent students do help their peers bring up their academic performance. Likewise, girls with good friends who are considered intelligent tend to do better in school; all attributable to the fact that they share a common team of similar aspiration Landau, (2012).The term adolescence is derived from Latin word adolescence which means growing up. It is a period of transition in which the individual transforms from childhood to adulthood. The transition involves biological (i.e. puberty) social and psychological changes.

Adolescence is a time of transformation in many areas of an individual's life. In the midst of these rapid physical, emotional and social changes, youth begin to question adult standards and the need for parental guidance; it is also a time individuals make important decisions about their commitments to academics, family and perhaps religion. Young children begin to ask questions such as "is mathematics important to me"? And "how do I want to spend my time in studying mathematics" the choices that adolescence make regarding their motivation, engagement, and achievement in school life. The satisfaction they obtain from their choices depends on the reason or the context in which they make such choices Ryan, (2010). Teachers and parents all provide adolescents with suggestions and feedback about what they should think and how they should behave in social situations.

Modeling refers to individual changes in cognition, behavior, or affects that result from the observation of others Ryan, (2010). Peers can also provide many positive elements in adolescent's life. It is important, however to remember that peer influence can potentially have a deadly impact or other various negative effect, it is vital for educational related professionals such as science teachers or mathematics teachers to understand the complex aspects of peer influence on achievement in order to stop the negative effect before they occur. Cambridge Essential Dictionary (Cambridge essential dictionary, 2014) defined achievement as how well a student has learned what he/she is expected to know or something good that one has done that was difficult. Oxford Advanced Learners Dictionary (7th edition) defined academic as something connected to education especially studying in schools and universities, involving a lot of reading and studying through interaction over many years acceptable social customs are taught and fostered. Other children as well as adults can have a great impact on a broad range of issues in the child's life including achievements in school. The kind of group a particular child identifies

with will sometimes determine the kind of influence the group will have on his academic achievement. Children if not checked often associate with bad friends and this could have a great negative impact on them. During the period of adolescence, the amount of influence that peer group has on one`s academic achievement could be enormous. Peer influence can have both positive and negative effects on an adolescent`s academic performance. Thus the ways and manners by which peer group influence affects adolescents` academic performance needed to be researched and documented.

Location/setting of school is one of the environmental factors that influence the academic performance of secondary school students. Onukwo (2014/2015) he recorded that conducive environment enhances a child's growth and development. But schools sited near airports or at the heart of city like Port Harcourt city are always and lead to deficits in mental concentration of students in such schools. A school building is one of the school facilities that influence academic performance of students. The designs of classroom and its lighting also determine if students will perform well or not. Dunn et al. (2011) said that students perform well than in a dark. Without light it is obvious that students may develop bad sight. School climate can be a positive influence on the health of the learning environment or a significant barrier to learner (Swanson, Brown, & Barton, 2013).School climate research suggest that positive interpersonal relationships and optional learning opportunities for students in all demographic environments can increase achievements levels and reduces maladaptive behavior. The finding is based on the influence of school environment and peer group on academic performance of secondary school in Minna metropolis.

1.2 Statement of the Research Problem

In Nigeria, many secondary schools are been established at various places by government, private organizations or individuals. As a result, teaching and learning takes place under different environment. Every school has its location, facilities and also operates under different classroom condition, but all the students are expected to write the same standard examination (Senior Secondary Certificate Examination) at a completion of secondary education. It may be reasonable to expect a uniform performance from all the candidates since they were taught using the same curriculum and syllabus but in most cases some schools seem outperform others in all respect. However, there must be a definite determinant that is really responsible for the constant failure or success of various schools. To find out this, it has become necessary to investigate the nature and pattern for our secondary schools so as to evaluate the academic achievement in mathematics with respect to the learning environment.

The Nigerian Nation is in hurry to join the league of developed and industrialized nations of the world. To be able to attain this lofty goal, education of the citizen had been identified as the panacea. The question that comes to mind therefore is “Can the environment under which learning is taking place in our schools lead to the attainment of the goals of education? More specifically, does school environment influence academic achievements? Does the neighborhood, peer group and parental education influence academic achievement of students?

This ugly development has been attributed to many factors such as teachers’ poor attitude to work; poor infrastructure, examination malpractice; lack of qualified teachers; truancy; poor motivation; Non-payment of salaries and the neglect of instructional media by teachers and many more. The primary school features the highest number of impressionable learners and have a greater percentage of the government budgetary allocation to education, hence the need to

investigate the influence of environment and peer on the academic performance of students in our secondary school.

1.3 Aim and Objective of the Study

The aim of study is to investigate how environment and peer group influences the academic performance of students in the university undergraduate students.

In the huge vast and varied study, environment and students peer group found as the most important variable affecting student achievement. This study intended to examine and explore the variable affecting student's academic achievement in these areas which major aim is to examine student peer group and student academic performance.

The objectives of the study are to:

1. Determine the positive and negative influence of school environment on academic performance of students
2. Determine the positive and negative influence of school environment on academic performance of students base on gender
3. Determine the positive and negative influence of peer group on academic achievement
4. Determine the influence of peer group on students' academic achievement of achievement based on gender

1.4 Research Questions

To find answers to the problem of this study, the following research questions were raised:

1. Does school environment influence academic achievement of students?
2. Does school environment influence academic achievement of students
Based on gender?

3. Does peer group influence the academic achievement?
4. Does the peer group have any influence on student academic achievement based on gender?

1.5 Research Hypotheses

The following null hypothesis have been formulated and tested at 0.05 level of significance.

H0₁: There is no significant influence of school environment and academic performance of students.

H0₂: There is no significant influence of school environment and academic performance of students based on gender.

H0₃: There is no significant influence of peer group and academic achievement of students.

H0₄: There is no significant influence of peer group on academic achievement based on gender.

1.6 Significance of the Study

This study on the influence of environment on the academic performance of students in secondary school will facilitate learning by enriching the knowledge of parents on the adverse effect of child labor and hawking on learning. It will create awareness on the importance of interaction and co-operation between parents and teachers for the success of students in learning activities. It will improve the attitude of students towards academic work through internal and external motivation of teachers and parents. It will contribute to the volume of existing literature on the role of environmental factors on students learning. It will also sharpen teachers understanding of the root causes of some academic problems in the secondary school. The insight derived from that will help to prefer better solution to the problem. It will promote the

development of the spirit of hard work, self-reliance and self-control among secondary schools students.

The result gotten from this study will challenge the ministry of education to live up to her duty by making the infrastructure available for the creation of better learning environment. This study will highlight the importance of community participation through the P.T.A. in school affairs to check deviant behavior resulting from the environment. Finally, it will also highlight the danger of monetized value system with its attendant; ‘corruption’ because money is only useful and valuable in the hands of an informed person.

1.7 Scope of the Study

The study will focus on investigating the influence of School Environment and Peer Group on the Academic Performance of Secondary School Student in Minna metropolis. This is structured to cover all the Government Secondary School in Minna metropolis. The project will belimited to only senior Secondary School SS2 student. Instrument to be used is researcher’s structured questionnaire and the time scope will be two weeks.

1.8 Operational Definition of terms

Academy: A place of study or training in a special field

Academic Performance: This can be defined as the score a student or individual obtain in test or examination based on his or her learning experiences.

Education: This is a formal instruction or training given to students in school, it is a process of teaching, training and learning, especially in schools or colleges to improve knowledge and develop skills.

Environment: The conditions that affects the behavior and development of somebody or something; the physical conditions that somebody or something exists in”. In essence, the

concept environment refers to the surrounding of secondary school in Minna metropolis. It can also be said to be the conditions that affect the behavior and development of student especially in student schools.

Influence: The term influence is the “power to affect another”. The concept influence, as related directly to this study, refers to the power the environment has on the academic performance of students, more especially in Minna metropolis.

Peer: Peers are the people who are the same age as you, or who have the same type of job, social class etc.

Performance: The term performance is “How well or badly you do something”. Performance as directly related to this study can also be defined as how well or badly students of secondary schools do in their academic work.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed literatures related to the study on the topic discussed under the various study objectives, how school environment and peer group influence the academic performance of students during class activities and how peer group composition influence student performance in national examination, A theoretical and conceptual framework was used to operationalize the variables and lastly the gaps in literature were summarized.

Conceptual Framework

Theoretical Framework

Empirical Studies

2.1 Conceptual Framework

2.1.1 Concept of peer group

The peer group is a source of affection, sympathy, understanding, and a place for experimentation. It is always possible for parent to talk with school counselors and professionals to help with the problem Allenet *al.*, (2015) reported that adolescents who were well-likely by

many peers displayed high level of ego development and secure attachment, as well as better interactions with their best friends. It was found that associating with students who have a positive effect toward enhanced students own satisfaction with school whereas associating with friends who have a negative effect toward school decreased it Ryan, (2010). From a social competency perspective, it is likely that students who have difficulty establishing themselves in a peer group may also have academic difficulties in school Wentzelet *al.*, (2004).

While the differences are more observed between adolescents that are neglected and those who are rejected.

Experiencing peer rejection can produce heightened anxiety (e.g. worry over being teased or left out) which interferes with concentration in the classroom and impedes children's acquisition and retention of information Nanset *et al.*, (2011). The finding emphasizes the importance of which elements are most important in affecting the academic arrivals. However, the percentage of teenager's with friends that possess high academic orientation cannot predict academic achievement of such peers Fulgniet *al.*, (2011), which may be an evidence of lack of peer influence, or a need to investigate other aspect of friendship beyond the similarity in academic success.

Hoxby, (2010), exploits exogenous variation in peer composition in adjacent years at the school grade level in elementary schools in Texas. The findings showed that peers-group influence on academic performance ranged from zero to about 0.50 standard deviations. In that study, it was possible to identify that classmates are possibly not missing out on information on how the real referenced peer group influences the students' academic performance. The critical point in measuring the influence of peers is to identify the real peers that influence academic performance

of most students. Keeping in mind that students spend a relatively big part of their time in class and it seems to be a credible assumption that their classmates are a good proxy of their peers group that might influence them. However, in some cases there can be significant variation between classes within classes and hence the assumption that school grade levels (classmate) are a good proxy that influences academic performance can be quite strong.

2.1.2 Concept of School Environment

According to (Chukwuemeka, 2013) environments play major roles in the life of every individual whether a student, teacher, employer or employee. The challenge of education today is to offer experiences that provide students with opportunities to develop the understanding, skills, and attitudes necessary to become lifelong learners, capable of identifying and solving problems and dealing with change.

But over the past decade remarkable studies have indicated a correlation between the environment and academic performance of students. Environment plays major role in the life of every individual whether a students, teachers, employer or employee. Though some people are yet to believe that environment brings about better performance. These include sitting of schools, inadequate facilities, poor ventilation and so on. Most of our schools have no light, insufficient facilities, sick buildings and no ventilation. Therefore, for the students to carry his learning effectively and efficiently, it is necessary that learning takes place in conducive environment. This is particularly important in secondary education which, as specified in the National Policy on Education, is to prepare the students for useful living in the society and for higher education (FGN, 2004).

There are three levels of education in Nigeria: the primary, secondary, and tertiary. Secondary education is the education children receive after primary education, but before tertiary education. In order to achieve the goals of secondary education, the environment has to be conducive for learning. In fact, education thrives well only if there is good learning environment to assist learners to get the necessary information at each stage of learning. The environment constitutes an important aspect of the learning process. They create the needed conditions for effectiveness of teaching and learning. Hence, it is pertinent to critically look at the environmental factors that influence academic performance of students, measures that can help, improve them and make some recommendations.

2.1.3 Concept of Academic Performance

Student Performance Galiher (2016) and Darling (2015), used GPA to measure student performance because they main focus in on the students' performance for the particular semester. Some other researchers used test results or previous year result since they are studying performance for the specific subject or year (Hijazi and Naqvi, 2016 and Hake, 2015).Karemera (2013) found thatstudents'performance issignificantly correlated with satisfaction with academic environment and the facilities of library, computer lab and so on, in the institution. With regard to background variables, he found a positive effect of high school performance and school achievement he found no statistical evidence of significant association between family income level and academic performance of the students. Robert and Sampson (2011), found that the member of educational board will be educated and their impact on school is positive, for professional development it is essential for students learning. The students who are actively engage in the learning process are

observed to have a positive correlation with the CGP. A Study effort from students and the proper use of the facilities provided by the institution to the student, a good match between students' learning style and are positively influenced by student's academic performance (Norhidayah, *et. al.*, 2009).

2.1.4 Influence of Environmental Factors on the Academic Performance

One of the factors that influence academic performance is school location/site of the school. This is so because in a situation whereby the school is sited in a noisy area like airport or in the heart of a city like Port Harcourt city, where activities disrupt the teaching/learning of the students. One will not expect such students in this area to be doing well academically. Onukwo (2014) in his note says that a conducive environment enhances a child's growth and development. Children feel happy in a peaceful and friendly environment where as schools sited in noisy urban streets are associated with deficits in mental concentration leading to students' poor performance. Noise is anything that interferes with teaching/learning process. Noise produces influence on children's information processing strategies, feelings of personal control as well as their level of arousal. Economic, motivational and emotion are also other factor that influences academic performance of students (Franser, 2014).

These hamper the child's intellectual development considerably as such treatments invariably result in negative self-concept. Also culture influences student's academic performance. The cultural environment influences aspiration because culturally based explanations of behaviour

tend to focus on the moral codes that operate within particular families, communities or groups. As culture has to do with beliefs values, norms and socializations, research evidence have shown that the environment whether urban or rural industrial also contributes to what a child learns and how it is being learned. Some communities have a history/tradition of formal education and modern education influences. Then while some are not so well equipped. The gadgets, resources, facilities in both types of community will influence the learning processes of the child. Student's cannot single handedly achieve all their goals. So they must be equipped with adequate technological facilities such as textbooks, clients, computer, visual and audio-visual aids, photographs and posters.

Vikoo (2013) views instructional material as "any device with instructional content or function that is used for teaching purpose, including books, supplementary reading materials, audio-visual and other sensory materials, scripts for radio and television instrumentation programs for computer management packaged sets of materials for construction or manipulation. Also Vikoo (2013) sees instructional material as anything that can be profitably employed to facilitate teaching learning process. Therefore, class without learning material can lead to student's poor academic performance.

2.1.5 Peer Group Prior Achievements and Student Academic Performance in Schools

Seem often to be judged on the kind of children they enroll, rather than on the quality of their teaching or the other facilities they offer. This observation has led many to argue that the background and abilities of student's school-mates must have an important influence on his or her own achievements at school. Motivated by this, a rich international literature has evolved to

try to model and make sure the consequences of social interactions between pupils so called ‘peer-group effects’ spanning the economics, education, sociological and psychological fields.

The issue is a critical one in respect of current educational policy which favors expansion of school choice, because choice based on peer-group quality can, in theory at least, leads to a high degree of sorting across schools along lines of prior ability (Epple and Romano, 2010). This will exacerbate educational inequalities if peer-group quality has real impacts on personal achievement. An understanding of peer effects is also important because they can mean that educational interventions that appear beneficial to the individual pupil may be even more effective when rolled out to the population (Glaeser and Sacerdote, 2013). The finding extends the evidence base by providing estimates of the influence of innovations to a pupil’s peer-group at the time when they transfer from Primary to Secondary schooling in England.

The potential for peers to affect individual achievement is central to many important policy issues in elementary and secondary education, including the impacts of school choice programs, ability tracking within schools, “mainstreaming” of special education students, and racial and economic desegregation. Vouchers, charter schools and other school choice programs may benefit those who remain in traditional public schools by engendering competition that leads to improvements in school quality, but may also harm those left behind by diminishing the quality of their classmates. Grouping students in classrooms by ability can likewise have significant impacts on students’ achievement, depending on the magnitude of peer influences (Epple, Newlon, and Romano, 2011). The effect of desegregation policies on achievement depends not only on potential spillovers from average ability, but on whether different peers exert different

degrees of influence on individual outcomes (Angrist and Lang 2014; Cooley 2009; Fryer and Torelli 2015).

Earlier analyses of peer effects were based on simple econometric models regressing students outcomes on their own individual characteristics (measures of ability, family background and so on) and on their peers' outcomes or characteristics. As shown by Manski, (2013), this kind of regression is plagued by two main econometric problems, which raise doubts about the causal interpretation of the coefficient measuring peer group effects. The first problem, known as “self-selection” bias, depends on the fact that groups of peers are often not exogenously determined, but individuals typically choose the other people they will associate with. Therefore, the characteristics of each student contribute to determining the choice of his/her peers and, if some of these characteristics are not observable, an endogeneity problem arises.

2.1.6 Peer group Composition and Student Academic Performance

Peer groups are among the most influential social forces affecting adolescent behavior – from mundane decisions concerning clothing, hairstyle, music, and entertainment, to more significant decisions concerning short and long-term education plans. During the formative adolescent years, peers are arguably even more important than parents, teachers, and counselors, and the peer-influenced decisions of youth can have long-lasting consequences (Coleman. 2016; Sewell, Haller and Portes 2017; Sewell, Haller and Ohlendorf, 2012). Parents recognize the importance of peer groups and – through their choice of neighborhoods, schools, and activities (Haynie, South and Bose, 2016; Lareau, 2013; Mouw and Entwisle, 2016) attempt to guide and direct their Children's friendship selections, which can be increasingly challenging during adolescence. Regardless of socioeconomic status, parents want their children to be surrounded by the best

possible social networks, especially during adolescence, when youth are increasingly independent from parents.

During these formative years, educational goals take form, and youth make a series of decisions that shape their educational trajectories, even as their friendship networks gain influence upon these decisions. Unfortunately, the peer effects literature is lacking in two main areas. The first is that peer effects are assumed to be uniform across class, gender, and race and ethnicity. Race and ethnicity is especially likely to be important because adolescents are more likely to choose friends of the same racial and ethnic group (Hamm, Brown and Heck 2015; Haynie, South and Quillian and Campbell 2013), introducing the possibility that peers have differing effects by race and ethnicity.

The second problem is that few studies focus on academic decisions that are directly influenced by friends, such as course or track selection and college choices. Instead, most studies of peer effects focus on educational outcomes that are indirectly influenced by friends, such as early cognitive development, grades, promotion, and, most commonly, test scores (Goux and Maurin 2010; Hanushek, (2013); Henry and Rickman (2011); Kang, (2017); Zimmerman (2013). Hanushek (2013) and others have pointed out that “If innovations to behaviour form an important avenue through which peers affect outcomes, the inability to capture such behaviour might lead to a serious underestimation of peer influences”. Thus, behavior decisions may lie at the intersection between peers and achievement – effectively acting as a mediator through which the influence of peers passes prior to shaping student achievement. Peer-group effects are a distinct class of influences arising from ‘social interactions’ – a broad term which encompasses

any type of individual behavior that involves interdependency with the behavior or characteristics of others.

Theoretical research seems motivated by a desire to widen the scope of economic thought to encompass aspects of behavioral modeling more commonly attributed to sociology and psychology. Empirical work constrained by the data is generally concerned with finding evidence for the existence of such effects, rather than the precise pathways by which they occur. The term ‘peer-groups’ usually indicates social interactions of children or young adults with people of similar age, rather than broader ‘neighborhood’ effects or interactions with superiors, family or teachers. We continue to use the term in this way. The range of outcomes that have interested researchers is diverse, including smoking. Alexander, (20211); Ellickson(2013), joke-telling Angelone and, Hirschman (2015), sexual behavior Selvan and, Ross (2013), purchase of a retirement plan Duflo and Saez (2010) and – more commonly – education. On reflection, it seems very likely that many decisions are linked to similar decisions by a friend or other associate (in same cases fairly explicitly, like the decision to have sex, be in a gang or play tennis), and many consumption decisions rely on other consumers participating (e.g. video phones). However, the more interesting possibility is that group behavior or attributes can modify individual actions in relation to important social and economic decisions that will affect their life chances – especially achievement in education.

Starting from the classical study and analysed effects of peer group on children’s achievement and educational outcomes Angrist and Lang, (2014); Hanushek. , (2011) and on college students’ grades and choices of fields of study Zimmerman, (2013); De Giorgi,Pellizzari and Redaelli, (2016); Foster, (2016), but several problems and controversies are still unresolved. Some of these

studies show that peer effects are statistically and economically significant in a variety of educational contexts and that students tend to perform better if the quality of their peer group is higher (Ding and Lehrer, 2016; Zimmerman, 2013; Vandenberghe, 2015; Hoxby, 2000; Sacerdote, 2010); Zimmer and Toma, (2013). Moreover, a number of these studies show that peer effects are often non-linear, implying that students of middle abilities are particularly affected by the negative influence of weak students Sacerdote, (2001); Zimmerman,(2003). However, the significance and size of peer effects often changes in relation to the sample used.

2.1.7 Peer Group Learning Environment and Student Academic Performance

Students belonging to the same class tend to study and revise the subject together, so generating important externalities. However, this kind of relationship does not develop between all the members of a class, even though attending courses together, some students may not interact with each other. In order to overcome this problem and build a peer group measure (called *Peer Exam*) based on this type of interaction, which we believe particularly relevant, we consider as members of the same group students who write exam on the same date. Anecdotal evidence suggests that students who study together tends to take exams together (Coleman. 2015).

Educational economists have highlighted, in theoretical and empirical studies, the relevance of peer group quality to students performance (Epple and Romano, 2012; Hoxby, 2010). A peer group affects students achievement in several ways: members of a group interact in learning,

help each other in their studies, share important information, impose externalities on others by behaving well or badly (for example, a noisy student disrupts the study environment) or by allowing teachers to go deeper in subjects, contribute to the formation of values and aspirations, and so on. Understanding the nature and the magnitude of peer group effects in education is crucial for the “productivity” of educational processes and the organizational design of school systems. For example, in order to improve student’s outcomes, it is important to know which inputs influence their performance most and the relative importance of peer effects compared to other inputs, such as teacher quality or school resources. If peer effects are at work, educational outcomes are affected by how students are arranged across classes and the desirability of comprehensive schools (which mix students of different abilities together) or stratified schools (which tend to aggregate students according to their abilities) depends on the magnitude and non-linearity of peer effects. Furthermore, the selectivity of school admission policies produces different results in the presence of peer effects. More importantly, the nature of peer effects also has fundamental implications in a family’s choice with regards whether parents consider that their offspring would benefit from schools which sort students according to their abilities (Foster, 2016). .Apart from peer effects related to the classroom environment, students belonging to the same class tend to study and revise the subject together, so generating important externalities. Clearly friendly relationships do not involve all members of a class: some students might attend course together, but their interaction might still be limited. We are able to address this problem by considering a measure of peer group which weights peers in relation to the number of exams taken together. In fact, students who continually do exams in the same session as one another are often students who study together, sharing course material and information. We look at all the students passing an exam on the same date and we use this information to define a second

measure of peer group quality, which weights the abilities of each student according to the number of exams taken together (Epple and Romano, 2012).

We are aware that these definitions may be affected by self-selection problems since students choose other people to collaborate with in studying. In order to overcome possible self-selection problems, we use Two-Stage Least Squares estimation and instrument peer groups through the random (and compulsory) assignment of students to different teaching classes during their First Level Degree course (Foster, 2006).

Their estimations show that peer group abilities have considerable, positive effects on students' academic performance. These effects are not brought about by self-selection and are robust to a variety of definitions of peer group and several measures of abilities (Epple and Romano, 1998). In our preferred Instrumental Variable specification, we find that an increase of one standard deviation in peer group quality (measured as the average ability of students attending the same course) produces an increase in student performance of 0.19 (the OLS estimates show a smaller effect equal to 0.13). This is quite a large effect, since the effect produced by an increase of one standard deviation in the student's own ability generates an increase of 0.54. Furthermore, effects are slightly higher when we consider our second measure of peer group quality, based on repeated interaction at exams, implying that this measure is able to take into account some relevant interaction taking place among students. These results suggest that student quality is an important input in tertiary education and that, in order to improve students' performance, colleges and schools should attract high quality students. Our results are consistent with selection policies adopted by many US schools aimed at admitting only the best students. They also support the idea that students applying for highly reputable institutions evaluate not only the high

quality of instructors provided, but also the high-quality of peers. Moreover, if students performance is determined, at least in part, by his/her effort then is rational to subsidize good students for the positive externalities they produce (Foster, 2016).

2.1.7.1 Classroom and Students' Academic Performance

The classrooms form a very crucial part of the school environment, as no meaningful learning can take place where no classrooms exist. It is the hub of every learning interaction between the teacher and his students. Because of the complexity of working out a uniform ratio for secondary schools, the National Policy on Education does not include a single prescription, but the National Council on Education (NCE) subsequently laid down that secondary school class size should not exceed 35 pupils (UNESCO, 2000). But as observed by (R. Aluede, Okhiku, I., Esamah, I. and Ojiemhenkele, (2010), classrooms have now become human poultry, where more than 50 students are canned in one classroom which is at variance with the expected.

Subsequently, Afolabi (2010), observed that in a majority of Nigerian secondary schools, the classroom accommodation is grossly inadequate. As a result of the large enrolment in these schools, the classrooms designed for only thirty or forty students in most cases as well as the chairs and desks are not enough as students were found sharing chairs, standing up, or sitting on windows or broken desks. When students are overcrowded like this, there is a stalling of the teaching-learning process and a disruption of the children's mental activity, a situation that generally militate against effective teaching and intellectual development of the children. In many of these schools, classrooms, libraries and laboratories are nothing to write home about, all leading to decline in academic standards and achievement, Aluede, *et al*(2014). Classroom lighting plays a particularly critical role in student performance (Philips, 2012).

Obviously, students cannot study unless lighting is adequate, and there have been many studies reporting optimal lighting levels. Tanner (2014) cites the results of seventeen studies from the mid-1930s to 1997. The consensus of these studies is that appropriate lighting improves test scores, reduces off-task behaviour, and plays a significant role in students' achievement. Recently there has been renewed interest in increasing natural daylight in school buildings. Until the 1950s, natural light was the predominant means of illuminating most school spaces, but as electric power costs declined, so too did the amount of day lighting used in schools.

2.1.7.2 Schools Location and Students Performance

School location refers to a place where schools are located. This includes urban and rural areas. Most urban schools are sited inside the town close to residential houses and they are more than schools in the rural areas. Schools in the urban areas are more populated in terms of staff and students as well as learning facilities availability. Ibadin, (2011) postulated further that rural schools occupy large areas of land greater part of which is underdeveloped, added that rural school location could be far from the community centre and few students and staff manage to get to school regularly. On his part, Ibadin, (2011) opined that quality of education in the rural localities is not comparable to that available in urban areas. However, in terms of teaching staff, rural areas seem to suffer a lot of setback as many teachers and facilities are often times concentrated in urban areas (State Ministry of Education, Office of Statistics and Planning, 2015). From observation, it is a known fact that there is a wide difference between learning facilities availability in urban secondary schools, compared to those of the rural schools. It is a visible evidence to see schools in the urban areas fully built, well positioned, with modern learning facilities while the rural areas showcase mainly uncompleted buildings used as schools, with no windows, no laboratories. In spite of these differences, students in urban and rural schools are

still involved in the writing of the same examination. Ogbode identified the following factors that are responsible for the disparity in the provision of learning facilities in urban and rural schools: (i) The urban schools have greater population and often more articulated than rural schools. (ii) Educational and policy makers are more interested in urban school. (iii) Officers for school administration are located in urban areas. Therefore, nearness of these education agencies influences the disparity in the availability of learning facilities. (iv) The children of senior government and education offices attend urban schools. This makes them to be more informed about the physical state of the urban schools than those of the rural schools. (v) Nearness of urban schools to construction office or workshop equally makes it easier for a school administrator to seek help for repair work, unlike those in the rural areas which do not have such opportunity. Onukwo (2004/2005) agrees that a conducive environment enhances a child's growth and development.

Children feel happy in a peaceful and friendly environment where as schools sited in noisy urban streets are associated with deficits in mental concentration leading to student's poor performance. Noise is anything that interferes with teaching/learning process. Noise produces influence on children's information processing strategies, feelings of personal control as well as their level of arousal. Economic, motivational and emotion are also other factors that influence academic performance of students (Fraser, 2011). These hamper the child's intellectual development considerably as such treatments invariably result in negative self-concept.

Also culture influences student's academic performance. The cultural environment influences aspiration because culturally based explanations of behaviour tend to focus on the moral codes that operate within particular families, communities or groups. As culture has to do with beliefs values, norms and socializations, research have shown that the environment whether urban or

rural it also contributes to what a child learns and how it is being learned. Some communities have history/tradition of formal education and modern education. Then while some are not so well equipped with gadgets, resources, facilities in both types of community will influence the learning processes of the child. Student's cannot single handedly achieve all their goals. So they must be equipped with adequate technological facilities such as textbooks, clients, computer, visual and audio-visual aids, photographs and posters.

2.1.7.4 Influence of School Facility on Students Achievement

This is a considerable support that a variety of sustainable designs a significant influence on student's behaviour and academic achievement. One of the most critical physical characteristics of classroom is lighting (Philips, 2012). The importance of an appropriate visual environment for learning task deserves careful consideration. The visual environment affects a learner's ability to perceive visual stimuli and affects his/her mental attitude and thus, performance.

Dunn, Krinsky, Murray, and Quinn (2010) insisted that the lighting of a school should be considered on active element of the total educational environment. It was further stated that good lighting contributes significantly to the aesthetics and psychological character of the teaching space; students perform well than in a dark classroom. Horton (2009) suggested that the ability of individuals in school to concentrate on instructions was strongly influenced by factors such as lighting.

Classroom lighting plays a particularly critical role because of the direct relationship between good lighting and students' performance. Students cannot study unless lighting is adequate. The effectiveness of information collection is reduce in bad light seeing in bad light can lead to the

development of ineffective programming of the information collection process which may become habitual. Bad light leads to discomfort and poor academic performance.

2.1.7.5 SchoolClimate as it affects Academic Performance

Physical structure of a school building and the interactions between students and teachers, are two main diverse factors that both affect and help to define the broad concept of school climate. School climate has been researched for many years and continued to be examined and redefined as a result of its significant influences on educational outcomes. Clearly, school climates is multidimensional and influences many individuals, including students, parents school personnel, and the community. Additionally, school climates can be of positive influence on the health of the learning environments as Freiberg (2015) notes "school climate can be a positive influence on the health of the learning environment or a significant barrier to learning. School environment can affect many areas and people within schools. For example, a positive school climate has been associated with fewer behavioral and emotional problems for students.

Regarding the roles of teachers and administrators, Taylor & Tashakkori, (2011) found that a positive school climate is associated with increased job satisfaction for school personnel. Attending a new school can be frightening for students and this apprehension can adversely affect student's perceptions of their schools climate and learning outcomes. Therefore, providing a positive and supportive school climate for students is important for a smooth and easy transition to a new school. Furthermore, school climate can play a significant role in improving a healthy and positive school atmosphere, Freiberg (2015) noted "the interaction of various school and classroom climate factors can create a fabric of support that enables all members of the school community to teach and learn at optimum levels". A positive school climate can yield

positive educational and psychological outcome for students and school personnel. Similarly, a negative climate can prevent optimal learning and development. (Freiberg, 2015). School climate including "trust respect, mutual obligation and concern for others welfare can have powerful-effect on educational relationships as well as learners" academic achievement and overall school progress.

Location/setting of school is one of the environmental factors that influence the academic performance of secondary school students. Onukwo, (2005) in his note recorded that conducive environment enhances a child's growth and development. But schools sited near airports or at the heart of city like Minna are always noisy and lead to deficits in mental concentration of students in such schools. School buildings are one of the school facilities that influence academic performance of students. The designs of classroom and its lighting also determine if students will perform well or not. Dunn *et al.*, (2012) said that students perform well in a brighter and lively environment than in a dark and isolated environment. Without light it is obvious that students may develop bad sight. School climate can be a positive influence on the health of the learning environment or a significant barrier to learner (Swanson, Brown, and Barton, 2003).

School climate research suggest that positive interpersonal relationships and optional learning opportunities for students in all demographic environments can increase achievements levels and reduces mal-adaptive behavior. Use of technology such as internet will be very important to the academic performance of students. Most of the misconduct in our schools today is due to the use of internet. As Fan and Chen (2010) cited that incidence of academic misconduct in our middle schools and high schools has increased significantly in recent years. The use of internet in solving class work has made cheating in secondary schools quicker and easier.

2.2.0 Theoretical framework

2.2.1 The Environmentalist Learning Theory

Environmentalist learning theory is the understanding that the child's environment shapes learning and behavior. It is also thought that behavior and learning are reactions to the environment. This perspective encourages families, schools, and educators to understand that child develops and learns new skills in reaction to items she finds around her (Sarah, 2011). Psychologists such as (Bandura, 1977) found through observational learning, that the young child will observe and copy behaviors of others, leading to decision-making skills and development.

Another researcher that finds the environment as an important factor in learning and development of the young mind includes (Rotter, 1954). His social learning concept focused on the idea that personality represents an interaction of the individual with his or her environment. Along with taking into consideration the individual's reaction to the environment, the individual's experience plays a role, too. The combination of the environment, the individual, and her reaction encourages behavior and learning (Sarah, 2011).

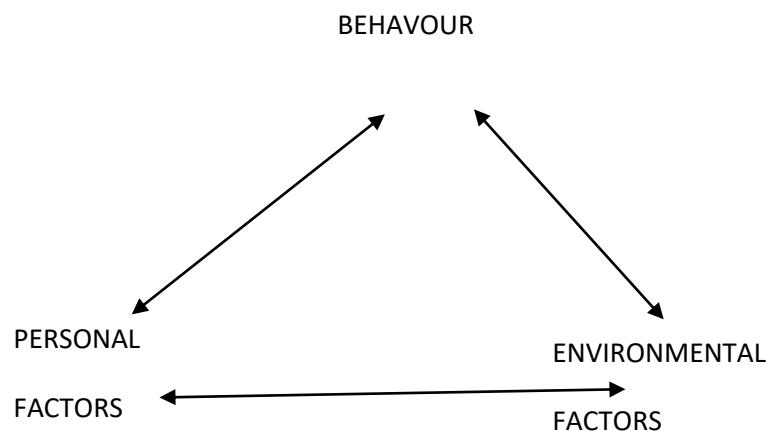


Figure 2.1: Albert Bandura Environmentalist and social learning theory

Source: Social learning theory. Englewood Cliffs, N.J: Prentice Hall

Creating an Environment

When the child is in an environment not conducive to learning, she will not learn to her best abilities. When the environment is altered to encourage greater learning, her educational opportunities increase. Whether in the home or classroom, creating an environment conducive and supportive of learning aids in the young mind's evolution to greater knowledge.

You might be surprised at how simple things can be adjusted to motivate learning in your environment. Take into consideration:

1. **Lighting:** Dimly light areas make reading or studying challenging for young learners. Keeping areas that are designated for play or learning well light encourages positive learning skills and habits. Light deprivation not only affects learning but can also lead to depression in children.
2. **Music:** Incorporating music in the educational environment or home encourages memorization skills as well as creates comfortable and enjoyable surroundings. Along with listening to music, including musical instruction or instruments in a learning environment offers the child the opportunity to explore the connection between math and music, along with self-expression and emotion.
3. **Furniture Arrangement:** The way a space is arranged and created for learning affects those within it. In the classroom, the furniture arrangement not only reflects the teacher's style but also encourages the child to explore and react to her environment causing learning. Creating an arrangement, which offers eye contact with children is beneficial as well as creating quiet corners and work areas. Arranging informal learning areas is also an educational opportunity in either the classroom or home.

4. **Temperature:** When a child is too warm or cold, they may not feel motivated to learn.

Keeping the learning environment at a base temperature offers the child the ability to learn what her internal temperature is, and how to compensate. Encourage a child that often seems cold to bring an extra sweater to leave in the classroom or have available at home. Allow warmer children to remove clothing as needed.

Environmentalism theory offers the ability to change the learner's environment for him/her to potentially benefiting from such environment. There are other factors, including negative elements that should be taken into consideration, such as:

1. **Media:** Turning the television off, as well as video games and computers, during learning sometimes encourages the child to use her own skills for problem solving and learning. Using the television as a babysitter or learning tool is not always effective and does not offer human interaction beneficial to learning.
2. **Model Positive Behavior:** As the saying goes, "monkey see, monkey do." When the child sees an adult behaving in a certain way, she wants to emulate and copy. Avoiding drinking, smoking, or using harsh language around children in any type of environment creates positive modeling and promotes good behaviors.
3. **Eliminate Unnecessary Noise:** Loud noises are not beneficial to the young learning mind. Help encourage learning by turning off or removing items that create loud noises. This way the child feels nurtured and encouraged to learn without disruption.

Take the time to consider the environment when considering the learning and development of the young child. Simple environmental changes offer wonderful results (Sarah, 2011).

2.2.2The Social Learning Theory (peer group)

Weidman's (1989) theory of socialization in learning institutions is perhaps the most appropriate theoretical model with which to investigate and interpret peer group influence. My adaption of Weidman's theatrical model follows similar studies of peer effects by Dey (2009, 2011) and Milem (2010). Weidman conceptualizes the major influences on students change in learning institutions to be pre-learning institutions or students background characteristics, the academic and social normative context of an institution, and the impact of parental and non-college reference groups. Normative contexts are particularly important in Weidman's model for influencing change in personal orientations during college. However, Weidman also made three points about the role of the interpersonal environment and interpersonal processes in socialization. First, he cites Homans (2009, 2010) and argued that the socialization process dependence on interpersonal interaction and the sentimental intensity of the relationship associated with interaction. Second, he noted that frequency of interaction was also critical. Lastly, he underscored a conclusion made by a number of researchers, that the long-term academic impacts of learning institutions are not the result of classroom experiences, but of informal forms of social interaction with students and faculty.

By focusing on peer group influences, this study concentrated on two parts of Weidman's theoretical model, the Normative context of informal peer groups and Implicitly, the socialization process of interpersonal interaction. To isolate these elements of the socialization process in learning institutions, was borrowed from the conceptual and methodological models of college impact of Astin (1984, 1993), models that are also implicit in Weidman's (1989) framework. Astin's (1993) model of college impact emphasized the inter-correlated nature of student pre-college characteristics (inputs) and environmental elements of the college experience. This relationship becomes problematic when trying to isolate the unique

contribution of the educational environment on student outcomes because students' inputs are frequently related to both environments and outcomes. In other words, qualities of the students may explain their eventual outcome (smart students will get high grades) and may also determine the types and nature of their educational experiences (math majors will take more math courses). In the statistical implementation of Weidman's socialization model, therefore, I made an effort to properly control the confounding relationship of inputs to friendship group measures.

2.3 Empirical Studies

Most literature often refers the shared institutional settings as 'common shocks'. For instance, all students in the same classroom doing well academically may reflect nothing but the peer group or peer tutoring group they belong to. A shared characteristic is the other part of correlated effects which arises when individuals tend to self-select into a group with members sharing similar behavior. For example, families that are very supportive of children's education are more likely to sort themselves across schools in order to seek for better peers. Accordingly, research work on peer influence usually models the behavior (outcomes) of an individual (Manski, 2010).

Another study was conducted by Lavy, and Schlosser (2007) who examined classroom level peer influence, and find that a greater percentage of female classmates improve both boys and girls academic performance. The study predetermined peer characteristics, such as peer race and gender. Peer influence may be present in the workplace, at school or within the society; it can affect people of all ages. It may affect people in different ways but here, the focus is on the activities of peer group as it influences academic performance of secondary school students. Peer group may have a positive influence and help to challenge or motivate one to do best. Peer group influence may also result in one doing things that may not fit with ones sense of what is right or wrong. In other words, when peer group makes one do things that people frown at, it is a

negative peer influence. Operationally peer group influence is a force exerted by people that is pressured by ideas, values and behavior either positively or negatively and always associated with adolescents.

Studies have shown that students who do not manage their activities with peer group make lower grades than less socially accepted adolescent Hartney, & Manski, (2010). The researcher deems it necessary to look at an area that scholars do not often consider in their study of peer group influence, and that is parents' influence on pupils' peer group relationship. Taiwo and Olalekan (2016) noted that the first people with whom the child comes in contact with are the parents. They transmit to him their own values of right and wrong at a time when he is not in contact with any other influences. Unless the foundation laid by home is sound and solid, the school has nothing to build upon and the child later becomes a problem not only to his parents but also to the community. It is therefore the home that the child comes from that determines the type of group the child would join. In essence a child from home that is well-disciplined would find it difficult to be in a group that comprises of delinquents and if he finds himself in such group, he would refuse to be influenced by their behaviors. In a case where such a child is influenced by the group behavior, the situation at home does not allow him to exhibit it and thus he pretends and become meek in the presence of his parents. It is important for the parents to know a child's friends both at home and at school, in order to achieve this, parents should make themselves more accessible to their children. Hake as quoted in Brown and Larson (2010) was of the opinion that parents must be properly educated on matters of discipline since it is dangerous to be too permissive or too strict. The content of parent education should include the rather special treatment required by the child at the adolescent stage. At the secondary school level, parents should be made to realize that the child is no longer toddler at this stage because he is

experiencing a new awareness of the world and he is struggling not only to make a place for himself in his own age group but in the world at large. It is also the task of parents to continue to give good examples to the children. This is important because student imitation rate as discussed earlier is very high and thus copy conduct from the adults. Thus, it is likely that parents who smoke find such behaviors in their children. And as such, the child would not resist such behaviors in their children. More so, the child would not resist joining or forming a group of smokers or late night keepers which in turn reduces the child's academic performance. This also invariably would have a negative influence on his learning outcome.

Goethe (2011) found out that weak students do better when grouped with other weak students. It shows that student's academic performance improves if they are with the students of their own kind. Sacerdote (2009) found out that grades are higher when students have unusually academically strong peers. The results of Zimmerman (2013) were somehow contradictory to Goethe results but again it proved that students' academic performance depends on number of different factors, it says that weak peers might reduce the performance of strong students.

Bankole and Ogunsakin (2015) opined that drug use among students under peer group significantly influences academic performance, though in a negative way. Drug use like smoking, alcoholism and other odd behaviors were expression of peers' non-conformity to adult value, while value and moral standard of the peer become increasingly moves away from the family, most especially during their school years. Peer group influence on risk taking behaviors such as substance abuse and sexual activities have been shown to increase the likelihood of affecting academic performance in a negative way (Santoret *al.*, in Olalekan2016). Students learn about what is acceptable in their social group by "reading" their friends' reactions to how they act,

what they wear, and what they say. The peer group gives this potent feedback by their words and actions, which either encourages or discourages certain behaviors and attitudes. Anxiety can arise when teens try to predict how peers will react, and this anxiety plays a large role in peer influence. In fact, Burns and Darling (2012) stated that self-conscious worrying about how others will react to future actions is the most common way students are influenced by their peers. When a student takes an unpopular stand and goes against the expectations or norms of the peer group, he or she is at risk of being ridiculed. Ridicule is not an easy thing to accept at any age, let alone when you are twelve or thirteen years old. This leads to real peer group influence.

Howard in Steinberg (2015) opined that students have always been exposed to the influence of peer group, but the kinds of influence that they encounter have changed tremendously in the past years. Peer groups can influence everything from what a student chooses to wear to whether or not the student engages in drug related or other delinquent behavior.

Contrary to the 1966 study by James Coleman, as cited in Whitehurst (2012), suggested that differences in teachers did not matter, recent studies have shown that teacher quality is the single most important school-related factor in student achievement. In 1996, value added assessments were conducted by Sanders and Rivers (Coleman, as cited in Archer, 1999) to answer the question of whether teachers matter. Maths teachers in grades 3, 4, and 5 in two urban school districts in Tennessee were examined to determine the average amount of academic growth of students in their classrooms. From this data, teachers were identified and grouped as being the most effective teachers, the top 20%, and the least effective teachers, the bottom 20%. The progress of these students assigned to these effective and least effective teachers were documented over a consecutive three year period. The results revealed that at the end of 5th

grade, maths students assigned to the high performing teachers scored in the 83rd percentile; students assigned to the low performing teachers scored in the 29th percentile (Whitehurst, 2002).

In 1997, a similar study related to long-term teacher effectiveness was conducted in Dallas, Texas. Researchers extended the study across a wide range of grades, used three different urban school districts and two different methods of determining teacher effectiveness, and yielded similar results, emphasizing the measurable difference that better teachers have on student performance (Bembry, Jordan, Gomez, Anderson, and Mendro, 1999). In effect, these findings differ from the research of James Coleman in the 1960s that was interpreted as such, “the general message taken from Coleman’s findings is that socioeconomic status largely determines student achievement and what schools do doesn’t matter very much, because in the end poor kids learn very little and rich kids learn a lot” (Archer, 1999). The results of these longitudinal studies show that teachers are an influential factor of students’ achievement, regardless of socioeconomic status and even school location. In other words, a student having an ineffective teacher several years in a row can be at an academic disadvantage, which affects his/her progress for years; whereas, a student with a highly effective teacher can have positive gains in academic progress for years to come.

Eric, (2015) in an article the role of the supportive school environment in promoting academic success postulates that the school environment has broad influence on students’ learning and growth, including a significant aspect of their social, emotional and ethical development. When students find their school environment supportive and caring, they are less likely to become involved in substance abuse, violence and other problem behaviour. The research indicated that supportive schools foster these positive outcomes by promoting students sense of connectedness,

belongingness or community. These terms are used interchangeably here to refer to students' sense of being in a close, respectful relationship with peers and adult at school. Therefore, building in a school community is a means of fostering academic success. Students who experience their school as a caring community become more motivated, ambitious and engage in their learning. In particular, students' active connection with teachers and their perceptions that teachers care about them are what stimulate their effort and engagement.

Another research by Oworye, (2011) showed that there is a significant difference between the academic achievement of students in rural and urban secondary schools as measured by senior school certificate examinations. To him, the geographical location of schools has a significant influence on the academic achievement of students. Also he pointed out that uneven distribution of resources, poor school mapping, facilities, problem of qualified teachers refusing appointment or not willing to perform well in isolated villages, lack of good road, poor communication, and nonchalant attitude of some communities to school among others are some of the factors contributed to a wide gap between rural and urban secondary schools.

Schools located in rural areas lack qualified teachers. It is because, they do not want going to rural areas that lack social amenities. They prefer to stay in urban schools. It is also observed that a lot of coaching of urban students is done to prepare them for public examinations, thus promoting the spirit of competition and rivalry that may be lacking in the rural pupils, probably, owing to limitations in exposure and experience. Also, the study has proven that students in urban areas had better academic achievement than their rural counterpart. In other word, students in urban locations have a very advantage of favorable learning environment that apparently enhance their academic performance.

Arul *et al* (2012) conducted a research on the school environment and academic achievement of standard six students. The data from 400 sample participants is used to determine the relationship between school environment and academic achievement. The result of this study indicated that there is no significant difference in the school environment of standard six students in term of gender, medium of instruction. But there is an important difference in the school environment of standard six students in term of locality of school. The urban students have better school environment than the rural students. The urban students are having a stressful environment in their day life very much because they are living in the mechanical and hurry burry life. So they feel school environment is not very convenient for their studies. Therefore, school environment enriched with modern facilities makes the students feel comfortable in their studies that result to high academic performance.

A research by Sunday, (2012) revealed that there is a significant relationship between physical school environment and students' academic performance in senior secondary school physics. To him, the physical school environment has some influences on students' academic achievement in senior secondary school physics. The physical facilities, human resources, and the relationship among them determine the physical environment of the school. The result indicated that students with adequate laboratory facilities in physics perform better than those in school with less or without facilities, this simply because laboratory forms part of enrich the physical school environment. It was also discovered that poor facilities and inadequate space, as well as the arrangement of items including seats in the classroom, library and laboratory, would affect the organization of learning environment. Favorable school climate gives room for students to work hard and enhance their academic achievement.

2.4 Summary of Literature Review

The purpose of the review of the above literature was to avoid unnecessary and unintentional duplication of the framework from which research findings were interpreted and also demonstrated the researcher's familiarity with existing knowledge. The researcher reviewed literature related to the study on the topic influence of school environment and peer group on the academic performance of secondary school student in Minna metropolis of Niger state, and what other researchers had said in relation to the study objectives. Peer group prior achievements, peer group composition and peer group teaching environment. Although the literature on peer effects in education dates back to 1960s with the publication of the famous Coleman Report (1966), the importance of peer-group effects is still disputed. Some very bold claims have been made about the potency of peers in child development Rich Harris (1999) yet the results of numerous studies are very mixed, finding strong, weak or non-existent effects across a wide range of outcomes.

Therefore, the head of department and the instructors should provide a favorable learning environment where students are free to consult them when in need. They should also provide adequate education facilities that can arouse interest in the students and to motivate them to work hard. It is believed that a cordial relationship between the head of department and students create an environment favorable to learning as discussions encouraged, and learners are listened. The head of department works together with students on how to succeed in life and academic work. In such a school, every member is important in the decision making process, and students are usually disciplined and possess positive academic attitude. The important role of the instructors in the learning process is unquestionable. Instructors have a lot of influence on their classroom

practices. Instructors should have and apply specific abilities without which their influence may not be reflected in their students' performance in their subject. It is important to note that teachers have a substantial impact on students' academic performance.

However, the school sector (private or public) and class size are two important structural components of the school. Private school tends to have both better funding and smaller sizes than public school. The additional funding for private schools leads to a better academic performance and more access to resources such as a technology that have been shown to enhance academic achievement. The study assessed school environment factors and peer influence in term of the level of psychological impact they have on learners. The previous research shows that school environment and peer group exert a potent influence on students' academic performance. The school as an institution of learning which also act as a second home for learners has been found to have a strong relationship with students' academic performance.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

This chapter presents the method and procedures used to gather and analyze the data that would be collected in this study. It will be discussed under the following subheadings; Research Design, population, Sample and Sampling Technique, Research Instrument, validation of Research Instrument, Method of Data Collection and Method of Data Analysis.

3.1 Research Design

The researcher adopt cross sectional survey research design for the study. Nworgu (2015) observed that a survey research design is one in which a group of people or items are being studied by collecting and analyzing data from only a few people or items considered to be

representative of the entire population. A researcher designed questionnaire was used to gather relevant information on the influence of school environment and peer group on the academic performance of secondary school student in Minna Metropolis of Niger State.

3.2 Population of the Study

The population of the study comprises all the senior secondary school student in SS2 in Minna metropolis of Niger state, which is ten thousand two hundred and four (10204), four thousand nine hundred and thirty five(4935) males, and five thousand two hundred and sixty nine(5269) females, the class average age of 17 years and predominantly coming from farming, trading, and civil service. Niger state ministry of education Minna from the department of annual school census harmonized report (2018/2019).

3.3 Sample and Sampling Techniques

A total number of ten thousand two hundred and four (10204) SS2 student from the population of the study in Minna metropolis of Niger state and four Secondary schools were randomly selected, with a total number of three hundred and eighty four (384) students for the study with two hundred and twelve (212) male, and one hundred and seventy two (172) female student from the selected four secondary school randomly selected using simple random sample techniques in Minna metropolis Niger state.

Table 3.3: Sample Distribution of Schools

S/NO	Schools	M	F	Total
1.	Ahmadu Bahago Secondary school	70	45	115
2.	Day Secondary School Limawa	69	33	102

3.	Model Secondary School FUT	34	36	70
4.	Bosso Secondary School Minna	39	58	97
TOTAL		212	172	384

3.4 Research Instrument

The instrument used for this study is a questionnaire that contained three sections. Section A contains students Bio-data, why section B contain questions on school environment influence on academic achievement of student, and section C contains questions on peer group influence on academic achievement of student.

3.5 Validity of the Instrument

The instrument was validated by two Lecturers, one senior lecturer from science education department and one senior lecturer from Educational technology department of federal university of technology Minna Bosso campus, before the was administered to the respondent. The content of the instrument correct, current and of standard for SS2 students? ii. Are the items clear and free from ambiguity? iii. What general criticisms and suggestions could you give to improve the standard of the instrument?

The senior Lectures were asked to vet the context of the instrument in the area of:

- i. The language used. Is it clear and within the standard of the student?
- ii. Is the instrument free from grammatical errors?
- iii. What general criticisms and suggestions would you give to improve the instrument?

3. 6 Reliability of the Instruments

The reliability of the instruments were pilot-tested and analyzed using Cronbach Alpha and Kuder-Richardson 21 formula, a reliability index with reliability coefficients of 0.85 and 0.87 for the instrument; which proved that the instrument was reliable and thus suitable for the study.

3.7 Method of Data Collection

The researcher visited the school with a acceptance letter taken from the HOD of Science Education, Federal University of Technology Minna to the Principal of the four senior secondary schools in Minna Metropolis Niger State, then the principles of the schools directed the researchers to the class master and fix date for the data collection. Simple Random Sampling was use to select (384) students from the total population of (10204) from the population study. A simple random sample was use to select students from (4) secondary schools Minna metropolis of Niger state. (70) male students, (45) female students from Ahmadu Bahago secondary school, (69) males, (33) female student from Day Secondary School Limawa, (34) male, (36) female student from Model Secondary School FUT, (39) male, (58) female students from Bosso Secondary School Minna were randomly selected in the four Secondary Schools, which made the total number of (212) males and (172) female students which became a total number of (384) student. The student and the teacher of the classes to be used were addressed on the objective of the study. The researcher administered the questionnaires very strictly complying with the ethnics of the research as they were conscious to the right of the respondent privacy was respected, the research instrument (questionnaire) were collected immediately with the help of the class teacher to avoid loss after it had been completed and collected for analysis.

3.7 Method of Data Analysis

The data obtained from the administered questionnaire were subjected to descriptive, mean and standard deviation. The weighting of the research question were Strongly Agree (SA) = 4, Agree

(A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1. Using simple frequency, mean and standard deviation, t-test was use for the testing of the research hypothesis. The decision mean value is 2.50 are considered significant while mean less than 2.50 are considered not to be significant. The data collected was coded and analyzed using Statistical Package for Social Sciences (SPSS) version 20.0 for windows at 0.05 level of significance.

CHAPTER FOUR

4.0 RESULTS AND DISCUSSION

4.1 Answer to Research Question

4.1.1 Research question one

Does school environment influence academic achievement of students?

Table 4.1 influence of school environment on academic achievement of the students.

Statement	N	\bar{x}	SD	Remark
The classrooms in my school are conducive enough for learning	384	2.80	1.17	Agree
I learn better when laboratories are used for teaching and learning	384	3.41	0.79	Agree
The school library is always open for student to use	384	3.20	0.75	Agree
The school environment is always noisy	384	3.21	0.75	Agree
The school buildings are old and worn out	384	2.80	1.47	Agree
There are enough classrooms and adequate chairs and desks in my school	384	3.20	0.75	Agree
There is electricity in the school buildings for studying	384	1.99	0.89	Not Agree
There are too many bushes surrounding the school premises	384	3.61	0.49	Agree
There are no roofs in my classroom	384	2.60	1.02	Agree
My school has no instructional materials for teaching and learning	384	3.39	0.81	Agree
Grand Mean		3.02	0.89	Agree

Table 4.1 shows the respondents responses on influence of school environment on academic achievement of the students. From the result of the analysis, 10 statements on the table were

agreed upon, among these are the fact that; The classrooms in school are conducive enough for learning, I learn better when laboratories are used for teaching and learning, the school library is always open for student to use, the school environment is always noisy, the school building are old and worn out, there are enough classrooms and adequate chairs and desks, there is electricity in the school buildings for studying, there are too many bushes surrounding the school premises, there are no roofs in my classroom, my school has no instructional materials for teaching and learning with mean values of 2.80, 3.41, 3.20, 3.21, 2.80, 3.20, 1.99, 3.61, 2.60, 3.39 and 3.02 respectively.

The grand mean of 3.02 indicate that there is influence of school environment on academic achievement of the students.

4.1.2 Research question two

Does school environment influence academic achievement of students based on gender?

Table 4.2 influence of school environment on academic achievement of the students based on gender

Group Statistics (Mean and Standard deviation)				
GROUP (GENDER)	N	Grand Mean	Std. Deviation	Mean Difference

MALE	212	3.02	0.52	0.002
FEMALE	172	3.02	0.52	0.002

Table 4.2 shows the respondents gender based responses on influence of school environment on academic achievement of the students. From the result of the analysis, 212 male and 175 female which they both gender response is Agree, among these are the fact that; the male has a grand mean response of 3.02 which is Agree and the female response is 3.02 which is also Agree. This indicate that both male and female Agreed on all the 10 statement in Question one which all was indicated as Agree.

From table 4.2 (male and female) responses has no mean difference, mean difference for male 0.002 and female 0.002 they both Agreed that school environment influences academic achievement.

4.1.3 Research question three

Does peer group have influence on academic achievement of student?

Table 4.3 influence of peer group on academic achievement of the students.

Statement	N	X	S.D	Remark
I prefer to study with my friends	384	3.21	0.75	Agree

I enjoy group discussions and group work	384	3.40	0.49	Agree
The group work helped to boost my grades	384	3.01	1.10	Agree
I love to make friends with intelligent students alone	384	2.80	0.75	Agree
Group discussion assisted me in improving my grades	384	3.40	0.49	Agree
My friends discourage me from being punctual to school	384	1.19	0.39	Not Agree
My friends encourage me to study my books	384	3.61	0.49	Agree
I love to engage in group discussions with my friends	384	3.20	0.40	Agree
My friends are a cause of distraction during teaching and learning in the class.	384	1.39	0.49	Not Agree
I understand my assignment when my friend explains it to me	384	2.82	1.16	Not Agree
Grand mean		2.80	0.61	

Table 4.3 shows the respondents responses on influence of peer group on academic achievement of the students. From the result of the analysis, 8 statements on the table were agreed upon, among these are the fact that; prefer to study with my friends, I enjoy group discussions and work, the group work helped to boost my grade, I love to make friends with intelligent students alone, my friends assistance in group discussion assisted to improve my grade, my friends encouraged me to study my books, I love to engage in group discussions with my friends, and I

understand my assignment when my friends explain it to me with mean values of 3.21, 3.40, 3.01, 2.80, 3.40, 3.61, 3.20, 2.82 and 2.80 respectively.

On the same table 4.3, 2 statements disagreed upon, my friends prevents me from being punctual to school and my friends are a cause of distraction during teaching and learning in the class with the mean values of 1.19 and 1.39 respectively.

The grand mean of 2.80 indicate that there is influence of peer group on academic achievement of the students.

4.1.4 Analysis of research question three

Does the peer group has any influence on student academic achievement based on gender?

Table 4.3 influence of peer group on academic achievement of the students based on gender

GROUP (GENDER)	N	X	S.D	Mean Difference
MALE	212	2.80	0.40	0.00013
FEMALE	172	2.80	0.40	0.00013

Table 4.4 shows the respondents gender based responses on influence of peer group on academic achievement of the students. From the result of the analysis, 212 male and 175 female which they both gender response is Agree, among these are the fact that; the male has a grand mean response of 2.80 which is Agree and the female response is 2.80 which is also Agree. This indicate that both male and female Agreed on all the 8 statement and disagreed on 2 statement just as indicated in Question 3.

From table 4.4 (male and female) responses has no mean difference, mean difference for male 0.00013 and female 0.00013 they both Agreed that peer group influences academic achievement.

4.2 Testing for the Research Hypothesis one

H0₁: There is no significant difference in school environment on academic achievement of the students based on gender.

Table 4.5 t-Test analysis for significant difference in school environment on academic achievement of the students based on gender.

Variable	N	Df	\bar{x}	SD	t-val	p-value	Decision
Male	212	383	3.021	0.519	0.045	0.964	NS
Female	172		3.018	0.520			

*NS= Not significant at P >0.05 level

Table 4.5 shows the t- test analysis for significant difference in the school environment on academic achievement of the students based on gender. The outcome of the result shows that the male student means responses is 3.021 and the SD= 0.519, df = 385, while the female mean scores is 3.019, SD = 0.520, with p-value of 0.964, therefore the null hypothesis; significant difference in the school environment on academic achievement of the students based on gender was not rejected. Hence, there was no statistical significant different between male and female student responses on influence of school environment on academic achievement

H0₄: There is no significant difference in the peer group on academic achievement of the students based on gender.

Table 4.6 t-Test analysis for significant difference in school environment on academic achievement of the students based on gender

Variable	N	Df	\bar{x}	SD	t-val	p-value	Decision
Male	212	383	2.803	0.396	0.004	0.998	NS

Female	172	2.803	0.396
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***NS= Not significant at P >0.05 level**

Table 4.6 shows the t- test analysis for significant difference in the mathematics anxiety on academic achievement of the students based on gender. The outcome of the result shows that the male student means responses is 2.803 and the SD= 0.396, df = 385, while the female mean scores is 2.803, SD = 0.396, with p-value of 0.998, therefore the null hypothesis; significant difference in the peer group on academic achievement of the students based on gender was not rejected. Hence, there was no statistical significant different between male and female student responses on influence of peer group on academic achievement

4.3 Discussion of Results

The findings of the study on research question one show the respondent's responses on influence of school environment on academic achievement of the students. From the result of the analysis, it was agreed upon that; The classrooms in school are conducive enough for learning, I learn better when laboratories are used for teaching and learning, the school library is always open for student to use, there are enough classrooms and adequate chairs and desks, there is electricity in the school buildings for studying. This finding is in line with that of (Meeceet *al.*, 2010).

The findings of the study also disclosed influence of school environment on academic achievement of the students on based gender. From the result of the analysis, both male and female, students unanimously agreed that; The classrooms in school are conducive enough for learning, I learn better when laboratories are used for teaching and learning, the school library is always open for student to use, there are enough classrooms and adequate chairs and desks, there

is electricity in the school buildings for studying. The findings is in agreement with that of (Woodard, 2014) while it contradict that of (Khataet *al.*, 2011).

The findings of the study also showed the categorization of respondent's responses based on peer group influence on academic achievement of the students. From the result of the analysis, it was agreed upon by respondent, among these are the fact that; prefer to study with my friends, I enjoy group discussions and work, the group work helped to boost my grade, I love to make friends with intelligent students alone, my friends assistance in group discussion assisted to improve my grade, my friends encouraged me to study my books, I love to engage in group discussions with my friends, and I understand my assignment when my friends explain it to me. This is vein with the findings of (Alimiet *al.*, 2012).

The finding on hypothesis one showed that at 0.05 level of significance; there was no significant difference in responses of student on the influence school environment on academic achievement of the students. Null hypothesis one is here accepted. Hence, there was no statistical significant difference in responses of student on the influence of school environment on academic achievement of the students. The finding on hypothesis two showed that at 0.05 level of significance, there was no significant difference in responses of student on the influence peer group on academic achievement of the students based on gender.

The study posits that school environment play a significant role on students' academic performance. From the analyzed data of 100 secondary schools respondents within Kuala Terengganu area, school environment appeared to have significant influence on students' academic performance. Based on the mean with the grand mean of 3.02 and that of peer group is 2.80. It signifies that school environment and peer group account for change on students' academic performance. However, from the data collected, it appears that the school with

adequate modern equipment enhances learning. Also, on the significant difference between the academic achievement of male and female students that are involved in peer group, the result shows that male students have the mean of 2.8033 while the female students have the mean of 2.8034 and as such there is no significant difference between the academic of male and female students that are involved in peer group making the null hypothesis rejected. This finding also supported that of Bankole and Ogunsakin (2015) whose results revealed that there is no difference of gender (male or female) on the academic performance of secondary school students. Therefore, the importance of school environment on influencing academic performance cannot be over emphasized. Students need school with favorable learning facilities to perform well. This means that when school environment is enriched with modern educational facilities is facilitate learning. The result of this research agrees with the opinion of most psychologists; that school environment and weak peer relationship between teachers, student to students has a diverse effect on students' attitude in respect of events in teaching –learning environment. Therefore, the school should create a friendly environment for student and also student should attach themselves with friends that have same vision and goal oriented mindset with their own. It goes a long way in the promotion of learning among students. And this enables them to share knowledge and experience that will enhance the better school environment (Sunday, A.A. 2012).

4.4 Summary

To have effective teaching and learning, it lead to the combination of many factors which among others include: the classroom painting and lighting, seats and sitting arrangement, the classroom climate, air quality or ventilation, facilities and peer pressure. Thus, students' performance are tried to these components of learning environment and peer group. In the course of this research, the results make clear that students can perform better if classrooms have enough lighting. This

further implies that the quality of lighting and painting influence students' academic performance. The research also reveals that poor ventilation must be catered for and equally be discouraged so that the classroom temperature should be kept moderate in order not to hinder quality academic activities.

This study also shows that peer group quality has important effects on a student's performance and, more in general, on an individual's results. While, for primary and secondary education, there is considerable literature analyzing the effects of classmates' quality on student performance, for tertiary education, research is mainly focused on residential peer effects emerging among roommates and little is known about the effects produced on college students by different teaching environments.

Thanks to a rich administrative dataset, we are able to build different definitions of the peer group, mainly based on students attending classes together, interacting in study activity and sitting their exams in the same session. This allows us to investigate peer group effects which occur among classmates through mechanisms which rely on the fact that classmates contribute to the shaping of the educational environment.

In addition, most research on peer group effects in education is focused on the US, whereas very few studies examine African schools or universities. To our knowledge, this paper is the first attempt to evaluate peer effects in an Nigerian Universities. Moreover, whereas many papers study highly selective universities with rather homogeneous groups (see Sacerdote, 2001), the students we consider are not sorted through a selection process and are highly heterogeneous in terms of abilities. This factor, which widens variability, is likely to increase the relevance of peer effects.

We regress the student's Average Grade in the all level course on his/her own predetermined characteristics and abilities and on his/her peers' abilities. We use a variety of definitions of peer group – based on the courses taken together, on classes attended during the First Level Degree course, on the dates of exams– and use different measures of abilities (Final High School Grade, Average First Level Degree Grade, type of High School etc.). It is likely that the peer group, defined both in terms of classes attended and of exams taken together, will encompass the relevant interactions among students.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

Location/setting of school is one of the environmental factors that influence the academic performance of secondary school students. Onukwo (2014/2015) in his note recorded that conducive environment enhances a child's growth and development. But schools sited near

airports or at the heart of city like Port Harcourt city are always and lead to deficits in mental concentration of students in such schools. School buildings is one of the school facilities that influence academic performance of students. The designs of classroom and its lighting also determine if students will perform well or not. Dunn *et al.* (2011) said that students perform well than in a dark. Without light it is obvious that students may develop bad sight. School climate can be a positive influence on the health of the learning environment or a significant barrier to learner (Swanson, Brown, & Barton, 2003).

School climate research suggest that positive interpersonal relationships and optional learning opportunities for students in all demographic environments can increase achievements levels and reduces matadaptive behaviour. Use of technology such as internet will be very important to the academic performance of students. Most of the misconduct in our schools today is due to the use of internet. As Fan and Chen (2010) cited that incidence of academic misconduct in our middle schools and high schools has increased significantly in recent years. The use of internet in solving class work has made cheating in secondary schools quicker and easier.

5.2 Recommendations

The following educational recommendation are made based on the findings of the present study:

1. School authorities/teachers should pay attention towards encouraging peer group activities in schools especially in the area of group discussion.
2. Teachers should use teaching method that will encourage competition among the student
3. The government and ministry of education should ensure that environment learning take place should conducive enough for learning.
4. The students should be assisted by counselors in the choice of friends he/she makes as this would go a long way to shaping his/her future and preventing negative attitudes.

5. The finding from this study is pertinent and had helped in unveiling the influence school environment and peer group on the academic performance of student as well as making an effort to strike a balance in the educational system in line with the national policy on education.

5.3 Limitations of the Study

This study has some limitations that include the following: -

1. There was limited time and facilities for the study.
2. The School time table and activities did not give enough room for extensive research work.

5.4 Suggestion for Further Studies

This study can be extended further in the following ways: -

- i. Teachers should understand and appreciate the diverse domestic environment of their students.
- ii. Parents should involve actively with school authority about their children education to enable them understand the progress or otherwise of their children.
- iii. Future researchers should try to conduct more researchers on the factors affecting academic performance to other levels of education.

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APPENDIX A

QUESTIONNAIRE ON SCHOOL ENVIRONMENT

Section A: BIODATA

Instruction: Tick (✓) the appropriate spaces and columns

Gender: Male [] Female []

Section B: Does school environment influence academic achievement of student?

Kindly tick (✓) the appropriate option of your selection that corresponds with your view

S/N	School environment influence academic achievement of student	SA	A	D	SD
1	The classrooms in my school are conducive enough for learning				
2	I learn better when laboratories are used for teaching and learning				
3	The school library allows for me to read for tests and exams				
4	The school environment is always noisy				
5	The school buildings are old and worn out				
6	There are enough classrooms and adequate chairs and desks				
7	There is electricity in the school buildings for studying				

8	There are too many bushes surrounding the school premises				
9	There are no roofs in my classroom				
10	My school has no instructional materials for teaching and learning				

Section C: Does peer group have influence on academic achievement of student?

Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD)

S/N	Peer group have influence on academic achievement of student	SA	A	D	SD
11	I prefer to study with my friends				
13	I enjoy group discussions and group work				
13	The group work helped to boost my grades				
14	I love to make friends with intelligent students alone				
15	My friend's assistance in group discussion assisted to improve my grades				
16	My friends prevent me from being punctual to school				

17	My friends encourage me to study my books				
18	I love to engage in group discussions with my friends				
19	My friends are a cause of distraction during teaching and learning				
20	I understand my assignment when my friend explains it to me				