
Influence of Learning Environment and Teachers Skills On Academic Achievement Among Senior Secondary Schools Students in Jigawa State Nigeria

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ABSTRACT: *This study examined the Influence of learning environment, and teacher's skill on students' academic achievement among senior secondary school students in Jigawa State Nigeria. Using Ex-post facto design. Three objectives and three null hypotheses were formulated and tested. the population of the study consist of 28202 S.S.S. 1 students and 477 teachers out of which 381students and 217 teachers were randomly selected as sample for the study in Nine senior secondary schools in Jigawa state.Two instruments will be adapted and used in this research: Students learning environment inventory, (SLEI) and Teachers skills inventory (TSI).All the two instruments have construct validity and reliability of internal consistency with alpha coefficients of 0.72 for SLEI and 0.84 for TSI respectively. While Average scores for qualifying examination in English and mathematics 2021/2022 is to be used as students' academic achievement (SAA).PPMC and T-Test will be used for data analysis with the aid of SPSS 2006 version. Data collected for the study will be statistically analyzed using descriptive statistics of x and S.D as well as t-test for independent samples, all hypotheses will be tested at 0.05 level of significance, The Findings of the study revealed that, there is significant differences in students' academic achievement on the basis of conducive or un conducive learning environment among senior secondary school students, significant differences is found between academic achievement of senior secondary school students taught by teachers with different teaching skills in Jigawa state Recommendations will be made at the end of the study*

KEYWORDS; Learning environment, teachers' skills, Student academic achievements

INTRODUCTION

Education is a fundamental basis of economic, social, cultural and political development of a country, Its' role in improving the living condition of individual and communities is clearly for everyone, the society that is in transition from educational to modern society need qualified personnel 's. One of the essential tasks of education in every country is the transmission of the cultural heritage of community, to develop the talent of students and to prepare them for active participation in the community. Teaching is a demanding job that requires in depth knowledge of the subject content, age, specific pedagogy and many varied skills such as patience, leadership and creativity, etc. Preparing student to be able to think critically is a goal of many professional in the field of education. 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. 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 and teaching skills 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.

According to (Oriere, 2007), the teaching learning process takes place mostly in the classrooms. By extension, (Oyesola, 2007) opined that the number of classrooms required in the school should be a reflection of the population of the students and staff, among other factors. Freiberg (2007), 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.

Among the many criteria that indicate academic achievement, there are very general indicators such as procedural and declarative knowledge acquired in an educational system, more curricular-based criteria such as grades or performance in an educational achievement test and cumulative indicators of academic achievement such as educational degrees and certificates. All the criteria have in common that, they represent intellectual endeavors and thus, more or less, mirror the intellectual capacity of a person. In developed societies, academic achievement plays an important role in every person's life. Academic achievement as measured by the GPA (Grade Point Average) or by standardized assessment designed for selection purpose such as SAT (Scholastic Achievement Test) determines whether a student will have opportunity to continue his or her education (such as to attend a university).

Hence, it is pertinent to critically look at the environmental factors that influence academic achievements of students, in Jigawa state as well as best teaching skills among teachers, measures that can help, improve them and make some recommendation

Statement of problem

Most of students in secondary schools are in greater risk of low academic achievement in both internal and external examinations (WAEC and NECO). The available records of WAEC result analysis from 2015- 2022 shows a continuous decline in students overall performance in school certificate examinations. In particular students failed English and mathematics. One of the reasons why Jigawa state Government no longer pays for West African examination (WEAC) but parents who are capable can take care of their children. However, still Government pay free registration for NECO exams to its students who pass qualifying examination conducted by Jigawa state ministry of education science and technology.. Government, Parents, teachers and students blame one another for students' poor performance in schools. Parents blame teachers for lack of dedication to duties, teachers blame government for poor salaries hence they are poorly motivated, parents also accuse government for not equipping the schools with conducive learning environment and needed teaching materials, government blame parents for not doing good homework and the students are blamed for lack of discipline and dedication to their studies. In light of the above issues, most of our school learning environment especially secondary school setting are not conducive for learning to take place, most of the teachers does not possess effective teaching skills, also most of the school building, furniture are not well equipped, there is lack of mental stimulating facilities which also affect students' academic achievement. Hence there is need to conduct a study to examine the influence of learning environment, and teachers teaching skills on student's academic achievements among senior secondary school students in Jigawa state.

Objectives of this study:

- 1) To find out the differences in students' academic achievement on the basis of conducive or un conducive learning environment among senior secondary school students in Jigawa state
- 2) To determine the differences in academic achievement of senior secondary school students taught by teachers with high and low teaching skills in Jigawa state.
- 3) To determine gender difference in academic achievement among senior secondary school students in Jigawa state.

Research Questions

The research intends to answer the following questions:

- i. Is there any differences in students' academic achievement on the basis of conducive or un conducive learning environment among senior secondary school students in Jigawa state

- ii. Is there any difference in academic achievement of senior secondary school students taught by teachers with different teaching skills in Jigawa state?
- iii. Is there any gender difference in academic achievement among senior secondary school students in Jigawa state

Research Hypotheses

- i. There is no significant differences in students' academic achievement on the basis of conducive or un conducive learning environment among senior secondary school students in Jigawa state
- ii. There is no significant difference in academic achievement of senior secondary school students taught by teachers with different teaching skills in Jigawa state.
- iii. There is no significant gender difference in academic achievement among senior secondary school students in Jigawa state.

METHODS

The researcher used “Ex-post facto design Gay (1996) which asserted that “Ex-post facto research design attempt to explore cause and affect relationships where causes already exist and cannot be manipulated. It uses what already exist and looks backward to explain why. and also Cluster sampling technique is the bedrock for this study; Bichi (2004) defined cluster sampling as a sampling technique in which groups not individual are randomly selected, all members of the selected groups have similar characteristics. It is a process where the entire population is divided into groups or clusters and sample random sampling of the groups is selected. The techniques give more accurate results when most of variation in the population is within not between the groups. The population of this study constitutes all senior secondary school students across nine educational zones in Jigawa state. Which consists of both male and female, from different parental background and Gender from rural and urban areas However, the study covered a population of 28202 Students and 477 Teachers out of which 381students and 217 teachers were randomly selected as sample for the study in nine senior secondary schools in Jigawa state. The procedure followed while collecting the data is that, introductory letter was collected from Jigawa state college of education and legal studies Ringim and solicit the permission of ministry of Education science and Technology and school authority concern, then convey the questionnaire to the sample selected by researcher , with the help of research assistant. The students were gathered in the classroom. The questionnaire administer collection was done immediately after they finished. And the researcher interpreted question which is difficult for easy clarification. While teachers filled their own in their various staff room and offices. The researcher analyzed the data using descriptive as well as inferential statistics for the entire hypotheses i.e (H_0 1, 2 and 3) t-test for independent sample was used for testing the differences with the aid of statistical package of social sciences (SPSS).

PRESENTATION OF RESULT

Hypothesis One There is no significant differences in students' academic achievement on the basis of conducive or un conducive learning environment among senior secondary school students in Jigawa state

Table 1: t-test for Differences in Academic Achievement due to Learning Environment

Academic Achievement	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p-value</i>
Conducive Atmosphere	180	69.91	11.89	9.166	379	.000
Un conducive Atmosphere	201	57.54	14.19			

An independent sample t-test was conducted to examine whether a statistically significant difference exist in the academic achievement of senior secondary school students in Jigawa state on the basis of their school environment. From table 4.2, the mean academic achievement for students from each group was $M= 69.91$ for students from schools with conducive atmosphere and $M= 57.54$ for students from school with un conducive learning environment. The result shows that the mean academic achievement for senior secondary school students from schools with conducive learning environment ($M= 69.91$, $SD= 11.89$) is significantly different from that of senior secondary school from schools with an un conducive learning environment ($M= 57.54$, $SD= 14.19$). The difference is significant at ($t= 9.166$, $p = .000$, $p < .05$). Based on the obtained result, senior secondary school students from schools with conducive learning environment were having higher academic achievement than their counterparts from schools with un conducive learning environment in Jigawa state. Thus, the stated null hypothesis was rejected.

Hypothesis Two There is no significant difference in academic achievement of senior secondary school students taught by teachers with different teaching skills in Jigawa state.

Table 2: t-test Differences in Students' Academic Achievement due to Teachers Skills

Academic Achievement	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p-value</i>
High Teachers Skills	265	64.91	13.17	3.141	379	.002
Low Teachers Skills	116	59.89	16.74			

An independent sample t-test was conducted to examine whether a statistically significant difference exist in the academic achievement of senior secondary school students in Jigawa state on the basis of their teachers teaching skills. From table 4.3, the mean academic achievement for students from each group was $M= 64.91$ for students with teachers with high teaching skills and $M= 59.89$ for students with teachers with low teaching skills. The result shows that the mean academic achievement for senior secondary school students with teachers with high teaching skills ($M= 64.91$, $SD= 13.17$) is significantly different from that of senior secondary students with

teachers with low teaching skills ($M= 59.89, SD= 16.74$). The difference is significant at ($t= 3.141, p = .002, p < .05$). Based on the obtained result, senior secondary school students with teachers with high teaching skills were having higher academic achievement than their counterpart with teachers with low teaching skills. Thus, the stated null hypothesis was rejected.

Hypothesis Three There is no significant gender difference in academic achievement among senior secondary school students in Jigawa state

Table 3: t-test for Gender Difference in Academic Achievement

Academic Achievement	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p-value</i>
Male students	241	62.43	15.16	-1.692	379	.092
Female students	140	65.03	13.22			

An independent sample t-test was equally used to test whether a statistically significant gender difference exist in senior secondary school students academic achievement in Jigawa state. From table 4.5, the mean academic achievement for each group was $M= 62.43$ for male senior secondary school students and $M= 65.03$ for female senior secondary school student. The result shows that the mean score on academic achievement for male senior secondary school students ($M= 62.43, SD= 15.16$) is not significantly different from of the mean academic achievement for female students ($M= 65.03, SD= 13.22$) at $t= 5.053, p = .000, p < .05$ level of significance. Based on the obtained result, senior secondary school does not significantly differ in their academic achievement due to gender influence. Thus, the stated null hypothesis was accepted.

DISCUSSION

This study explores the influence of learning environment and teachers skills on students' academic achievement among senior secondary school students in Jigawa State, Nigeria. The objectives of the study was to find out whether a statistically significant difference exist in the mean academic achievement of students due to the nature of school environment, teachers' possession of teachers skills and students' gender.. In line with the stated objectives, three null hypotheses were raise to pilot the study.

Findings of the study revealed that the nature of learning environment is having a significant impact on senior secondary school students' academic achievement in Jigawa state. The result revealed that senior secondary school students from schools with a conducive learning environment were having a significantly higher mean academic achievement than their counterparts from schools with an un conducive learning environment. This was evident from the obtained result from the t-test ($t= 9.166, p = .000, p < .05$) which shows that the difference was statistically significant. Based on the obtained result, the stated null hypothesis which says there are no significant differences in students' academic achievement on the basis of conducive or un

conducive learning environment among senior secondary school students in Jigawa state was rejected. The findings revealed that conducive learning environment has bearing on students' academic achievement. This was in line the study of John and Skinner (2011), who conducted a research influence of school environment on academic performance in zone "a" senatorial district of Benue state, Nigeria. The result of their study revealed that school climate has significant influence on academic achievement of secondary school students in Zone 'A' Senatorial District of Benue State, teachers discipline has significant influence on academic achievement of secondary school students and also school physical facilities have significant influence on academic achievement of secondary school students.

The study equally found that the level of teachers' teaching skills significantly impacted on their students' academic achievement in Jigawa state. The study revealed that senior secondary school teachers whose teachers possess high teaching skills were having a high mean academic achievement than their counterparts with teachers with low teaching skills. This was evident from the t-test result ($t= 3.141$, $p = .002$, $p < .05$) which clearly indicated that teachers possession of teaching skills has significant bearing on their students' academic achievement. Hence, the stated null hypothesis that there is no significant difference in academic achievement of senior secondary school students taught by teachers with different teaching skills in Jigawa state was rejected. The result shows that teachings skills of teachers' positively impacted on senior secondary school students' academic achievement. This corroborated the work of Lawrence (2012) who conducted a study title impact of teaching skills on students' performance among some selected senior secondary school students in Kaduna state. The result equally corroborated the work of Maslow (2009) who conducted a research title influence of teaching skills on students' academic achievement among some selected senior secondary school students in Abia State. The results of their study revealed that effective teaching skills has significant influence on students learning. Students' gender was found to have no significant influence on their level of academic achievement. The study revealed neither male nor female senior secondary school students in Jigawa state significantly differs on their academic achievement. This was evident from the t-test result ($t= 5.053$, $p = .000$, $p < .05$). Based on the obtained result, the stated null hypothesis that there is no significant gender difference in academic achievement among senior secondary school students in Jigawa state was upheld.

CONCLUSIONS

Based on the result generated from the analysis of the data, the following conclusion was made:

- I. The findings show that conducive learning environment is having a significant impact on senior secondary school students' academic achievement in Jigawa state.
- II. The findings revealed that teachers' possession of high teaching skills positively impacted on the academic achievement of senior secondary school students in Jigawa state.

- III. The study revealed that students' gender does not significantly influence the level of academic achievement of senior secondary school students in Jigawa state.

Recommendations

Based on the findings of this study following recommendations are hereby submitted as follows:-

- IV. Government and other stakeholders in education should provide a conducive learning atmosphere in our secondary schools in Jigawa state for effective teaching and learning.
- V. Senior secondary school teachers should be obliged to attend regular workshop that would improve their level of knowledge in modern teaching techniques.
- VI. Government should endeavor to provide teachers with all their entitlement so as to make them feel comfortable with their job.
- VII. A holistic approach should be employed by teachers and parents to ensure both male and female senior secondary school students received adequate preferences in their educational matters.

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