

## **ABSTRACT**

**Topic: Influence of School Environmental factors on Academic Achievement and performance of Students of Public Secondary Schools in Enugu State Nigeria**

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The review was done to examine Influence of School Environmental Factors on Academic Achievement of Students in Public Secondary Schools in Enugu State Nigeria. The plan of the review is elucidative while the populace contained directors and educators in the instruction zones. The sample size for the review was 600 respondents while the analysts' self created poll shaped the instrument for information assortment. Three specialists gave approval the instrument and a cronbach Alpha dependability coefficient technique was applied to guarantee the unwavering quality of the instrument. Four examination questions and two valid theories directed the review; while understudy t-test measurements was utilized to test the speculations at 0.05 degree of critical. A survey of observational examinations was completed to direct the scientist into past investigations nearby and furthermore to furnish the analyst with the hypothetical base. A 10-thing poll was utilized to get data from the respondents. In view of the information gathered and investigated, the accompanying outcomes were gotten; there is no huge different in the mean appraisals of school heads and educators on the degree school conditions influence the scholastic accomplishment of understudies of public auxiliary schools, that Principals and Teachers do not contrast altogether in their mean evaluations with respect to the degree library administrations influences scholarly accomplishment of understudies of public optional schools in Enugu State. In view of the above mentioned, the scientist suggests that fitting school specialists ought to be empowered to give a favorable school climate that has great environment for successful instruction and learning.

## 1.0 INTRODUCTION

School has for a significant length of time been viewed as the supporting of progression on the planet, especially in Nigeria. It is the establishment for capacity, dominance improvement, specific development, and the capacity to utilize human and material assets to satisfy social targets (FRN, 2004). Locally, direction is remarkably fundamental. It is the participation by which a singular's capacities and limits are developed. Genuine gifts, lively cut-off points, social gifts, and scholarly cut-off points are instances of these cut-off points. It is the attestation of human potential for a person to turn out to be more than he was at that point. Mentoring, as shown by Ugwuanyi (2003), is the cycle by which society sets up to help the lively in learning and getting the past, taking part profitably in the public eye, and contributing indisputably to the general populace's progress. Emeka (2008), referring to Kneller (2000), depicts planning as a cycle through which any general populace purposefully sends information, attributes, and cutoff points starting with one individual then onto the accompanying through schools, schools, colleges, and different affiliations. Considering opportunity in Nigerian coaching, the nation's illuminating construction is detached into two explicit vested parties: public and private mentoring.

Youths need shielded, sound and reinforcing climate in which to make and learn. During the school year, youngsters can go through 6 to 8 hours at the school where the climate plays a colossal/principal occupation in kid progress. A more conspicuous proportion of the time is spent in the school yard or spreading out to and from school. This condition requires cautious availability and expecting to overhaul encounters that help mentoring, flourishing and stewardship (Gilavand, 2016). Thusly, the school climate is of major significance in adornment and reshaping scholarly cutoff. Notwithstanding, steady and positive school climate overhauled with sufficient learning working environments, and incredible environment makes understudies more lovely, more revolved around their keen exercises that accomplished high scholastic show. The powers of the climate start to influence progression and improvement of the specific right from the gut of his mom. The enlightening course of progress happens in physical, social, social and mental climate. A legitimate and agreeable climate is a huge load of critical for a helpful

learning of the youngster. The extraordinary school climate offers the critical lift to opportunities for advancement. The youngsters contribute by a long shot the vast majority of their energy in school, and this school climate is applying sway on execution through curricular, showing framework and relationship (Hasan, 2017). In any case, edifying affiliations are before long connected with society in light of everything. They are the shelter of information and master of social unendingly change. The overall state of our schools, schools and colleges incorporate psyche blowing pressure to the country. It acknowledges a tremendous part in the improvement of the character of the understudies. As the understudies go through the majority of their life expectancy at school, the school climate is essentially answerable for the teaching of prevalent types into them. For instance, the Kothari Commission (1964-1966) set that "The fate of Indian is eventually being molded in her homeroom" (p.2). This reference showed the massive work a school climate plays in an understudy expressly and country for the most part. Subsequently, understudy being a spine of each country need a sound school climate that help them with performing incredible. (Badiger and Aiholli, 2017).

The school climate influences understudies' learning and progression, including a colossal piece of their social, enthusiastic and moral new turn of events. Precisely when understudies notice their school climate strong and cautious, they are more against become related with substance misuse, heartlessness and other issue direct. The appraisal showed that strong schools empower these great results by driving understudies impression of connectedness, belongingness or neighborhood. These terms are utilized similarly here to recommend understudies' impression of being in a nearby, insightful relationship with companions and grown-up at school. All things considered, working in a school area a method for creating scholastic achievement. Understudies who experience their school as a cautious area more stirred, dark and participate in their learning. Specifically, understudies' dynamic relationship with instructors and their pieces of information that teachers care about them strengthen their work and obligation. (Basri, 2018).

### **Statement of the problem**

The issue in this paper is the awful domain of Nigeria's tutoring framework. The plan of government/neighborhood has achieved a situation where a couple of schools are given specific treatment to the extent that giving a rich environment. The public authority has believed that it is

extraordinarily inconvenient, in case surely possible, to standardize the school air. Appropriately, the environment stands out beginning from one school then onto the following.

A couple of schools have adequate school structures, incredible library and proper course books, extraordinary administrative organization, masterfully qualified teachers, incredible examination office equipment as well as extraordinary region. On the contrary, in specific schools, near nothing or none of these exist. It is an immediate effect of this that Chike-Okoli (1997) as per Ikediashi (2002) clearly stand out to that appalling appearing experience, deficient or poor real system, inadmissible construction arrangement are most likely going to cause some genuine pain for the students and henceforth will without a doubt affect their educational achievement. The issue of this survey put in a request pattern is: What effect does school workplaces and stuff have on the academic achievement of students of public secondary schools in Enugu State?

### **Purpose of the Study**

The primary reason for the review is to decide the impact of school climate on the scholastic accomplishment of understudies of public optional school in Enugu State.

Explicitly the review expects to:

1. Investigate the degree the nature of the actual school climate with respect to school structures influence the scholarly accomplishments of understudies of public optional school in Enugu State.
2. Understudy the degree the library administrations influences scholarly accomplishment of understudies of public auxiliary schools in Enugu State.

### **Hypotheses**

Three invalid theories were formed to direct the review and will be tried at 0.05 degree of huge.

HO1: There is no massive distinction between the mean evaluations of standards and instructors on the degree school building influence the accomplishments of understudies of public optional schools.

HO2: Principals and Teachers don't contrast fundamentally in their mean evaluations concerning the degree library administrations influence the scholastic accomplishments of understudies of public optional schools?

## **2.0 REVIEW OF LITERATURE**

### **School Environment**

As shown by (Study.com,2018) learning climate includes learning assets and progression, method for educating, procedures for learning, and relationship with social and in general settings. The term correspondingly melds human lead and social viewpoints, remembering the key control of feeling for learning. The learning climate is a composition of human practices and material frameworks, so much as a nature is the mixture of living things and authentic climate (Balog,2018).Contemporary students merit learning spaces that meet their individual and all out necessities. To address this difficulty, educational pioneers should give physical and social conditions that are enabling and connecting with (Orlu, 2013). Getting conditions shift beginning with one audit hall then onto the following and setting to setting each with excellent parts. As shown by study.com (2018) learning conditions can be student focused; information - focused; appraisal - focused; and neighborhood focused. Student focused conditions are normal for the interesting progression of information by and for students (Federation University, 2018). Information focused learning conditions are those which backing understudies' huge appraisals of colossal contemplations through generative learning works out. Assessment focused learning conditions give constant, progressing, and fluctuating entrances for appraisal, including significant entrances for change and self and friend assessment (Alvaro, 2010). Neighborhood conditions respect joint effort, exchange of importance, and regard for an amazing timeframe around which information is collected, and relationship with the nearby area culture Raccoon bundle (2018). Learning climate is checked parts that influence the understudy's supposition to acclimatize information. These parts as shown by Balog (2018) join; individuals; showing materials, explicit contraptions, and learning assets; informative game plan, preparing, and bearing, and physical.

Climate can be portrayed as a framework inside which residing things partners with the veritable part while getting ready climate is a learning place where the student learn and associate with learning working environments to be mixed and face the difficulties in the general populace. Agusiegbe (2004) holds the conditions to contain all parts existing around man and which exerts

some effect on him. These solidify physical, regular and social credits. Climate can in addition be viewed as outright of all the outer condition and impact affecting the life and progress of a characteristic component. In this review, climate recalls all the outer condition and impacts for the school that sway the instructive accomplishment of the understudy, for example, lab gear, library working environments, qualified instructional staff, furniture, school building, outstanding managerial association, teacher-student relationship and school area among others. Climate with a definitive goal of this work can be segregated into two regions home climate and school climate. School climate is the string that relates the gigantic number of exercises on the school. In many regards, this string is essentially vague, yet everybody encounters its impact. Dudek (2000) acknowledged that it could ought to be the outside impacts in the school that can influence scholastic accomplishment of understudies liberated from their gifted excess part. School climate can in addition be considered as the second educator since space can sort out and advance overwhelming relationship between individuals of various ages, to give changes, to push decisions and exercises and for its actual limit with regards to starting various kinds of social and stacked with feeling learning (Okeke 2001). It has been by and large perceived that climate and heredity can scarcely be restricted from coaching in influencing accomplishment, in the future an adolescent's life and cutoff is affected typically and support. Heredity gives the commonplace attitude while a solid climate makes accessible a window of chances to the student (Ohuche 2001). The standard variable of the setting serves regularly in guaranteeing credibility of the objectives of such setting. The ordinary separations and the capabilities in the possibility of bearing start with one school then onto the accompanying can make contrasts in the degree of information getting of the understudies. This shows that the learning work environments kids are acquainted with and the financial impact on them can affect their instructive accomplishment.

## **EMPIRICAL REVIEW**

Imeokparia (2018) examined how regular factors partner with educational execution in Edo State using an illustration of 2,374 junior helper (JS) Business Studies students and 65 instructors of the subject. The survey didn't show that region and school-type interface immovably with academic execution. Regardless, there is evidence of huge relationship between enlightening workplaces and the introduction of students. Gilavand (2016) investigated what the acknowledging environment implies for acquiring aftereffects of students by taking apart data

gathered from composing study in regards to the matter. Considering essential examination of 39 (39) disseminated articles, picked on the admonishment of clinical guidance subject matter experts, the result shows that disturbance prevents academic achievement while appropriate imaginative creation, lighting of enlightening environment, and open spaces in schools further develop learning results.

Obeta (2014) examined what picked home regular factors mean for the informational display of discretionary school students in Abia State, Nigeria by coordinating an audit of 200 respondents browsed an erratic illustration of students at the lesser and senior assistant levels, and their people. The audit reveals that shortfall of palatable educational materials at home and sad attitude of gatekeepers to the informational activities of their children, despite amicable and monetary status of watchmen altogether impact the academic display of students.

Made by Joseph, Yeboah-Appiagyei and Fentim (2014) focused in on distinctive regular factors that impact the introduction of senior high financial accounting students in the Tamale city of Northern Ghana. Taking into account data got from 260 students and 29 teachers drawn from 7 senior auxiliary schools, the makers see that instructive materials and game plan of private workplaces lead to advance in students' insightful execution.

Nwobodo and Agusiobo (2017) conducted an investigation on the relationship between educational difference in discretionary school students in Enugu State and the environment of the school. Data obtained from the outline were taken apart using the strategy for suggests, standard deviation and Pearson Product Moment Correlation. The result shows strong connection between the environment of the school and students' informational change. It further shows that region of the school is immovably associated with students' academic change. Nevertheless, it didn't show basic association among direction and academic change.

Kalagbor (2016) investigated factors that work on students' educational presentation with no attempt whatsoever at being subtle and private discretionary schools in Rivers State-Nigeria. The

data was examined using clear clarifying quick strategies: repeat counts, rate and mean. The result shows that educational presentation in private assistant schools is better updated by most of the things inspected in the audit than in open discretionary schools. These things fuse home establishment, teacher student relationship, educator's administration, fruitful use of showing time, and teacher student extent. In any case, academic execution in open discretionary schools is better redesigned by the idea of teachers than in the private assistant schools.

### **3.0 METHODOLOGY**

#### **Research Design**

The arrangement for this study is illuminating outline. It is to present the evaluation of the respondents in light of environment on the insightful achievement of public discretionary schools in Enugu state. Nworgu (2006) describes clarifying survey plan as those audits that target gathering data and depicting them in a deliberate way, the features of a given people. The arrangement is viewed as reasonable considering the way that it will enable the examiner to separate the nature of the general population impartially.

#### **Area of the Study**

This study was finished in the six Education zones of Enugu State including seventeen Local Government Areas as at the hour of study with a normal people of around 3,257,298 people. (Population Census Commission, Enugu State, 2007). The six preparation zones fuse Agbani containing Enugu South, Nkanu East and Nkanu West Local Government Areas, Awgu zone including Awgu, Aninri and Oji River Local Government Areas. Enugu zone includes Enugu East, Enugu North and Isi-Uzo Local Government Areas. Obollo Afor zone includes Igboeze North, Igboeze South and Udenu Local Government Areas. Nsukka zone includes Nsukka, Igbo-Etiti, Uzo-Uwani close by Government Areas and Udi zone containing Ezeagu and Udi Local Government Areas. Enugu State is selected for the investigation since it has a lot of public secondary schools.

## **Population for the Study**

The general population for the investigation contained 287 executives and 6438 teachers across the six educational zone of the state. Source (PPSMB 2010)

## **Sample and sampling technique**

The model size of the investigation was 600 respondents. Fundamental erratic looking at method was used in picking 150 directors of public discretionary schools in the state and 450 instructors from the six preparation zones across the state. The figures from the 100 fundamental with no obvious end goal in mind picked schools in the six zones.

## **Instrument for data collection**

The instrument for data collection was review named "Effect of Environment on the Academic Achievement of Public Secondary Schools. Study" (IEAAPSSQ). The instrument was made by the researcher. It included 29 things coordinated in the going with solicitation of Very Great Extent (VGE) 3.49-4, Great Extent (GE) 2.50 - 3.49, Low Extent (LE) 1.50 - 2.49, and Very Low Extent (VLE) 0.50 - 1.49.

Area An of the overview gives information on fragment data of the respondents while part B focused on the requesting for the respondents to complete the survey expected to address the assessment questions displayed for the audit.

## **Method of data analysis**

Mean and standard deviation were used to address the four investigation questions displayed for the survey. The mean arrive at which concluded the affirmation level is 2.50 to 3.49 or more, including veritable number limits as shown under. While t-tests estimation was used in testing the two invalid hypotheses framed at 0.05 level of significant

$$\text{VGE} = 3.49 - 4$$

$$\text{GE} = 2.50 - 3.49$$

$$\text{LE} = 1.50 - 2.49$$

$$VLE = 0 - 0.49$$

#### 4.0. DATA ANALYSIS AND INTERPRETATION

This part presents the investigation and consequences of information gathered. The show depends on the four examination questions and two invalid theories proposed to direct the review..

##### Research Question One:

**How much do the school structures influence the scholarly accomplishments of understudies of public auxiliary schools?**

**Table 1: Mean appraisals of chiefs and educators concerning the**

S/N	Items	Principals 150	Teachers 450	Overall mean	Overall SD	
	The extent school building affect the academic achievement of students.	<input type="checkbox"/> X	<input type="checkbox"/> X	<input type="checkbox"/> X	SD	Decision
1	Offices for staff	3.17	3.20	3.185	0.73	GE
2	Reading rooms for students	3.07	3.18	3.125	0.79	GE
3	Dinning hall for students	2.86	2.88	2.87	0.75	GE
4	Classroom spaces for teaching students	3.38	3.44	3.41	0.77	GE
5	Common room for teachers	2.81	3.34	3.295	0.74	GE
6	Hall for Exams	2.81	2.89	2.85	0.70	GE

*Source: Field Survey, 2022*

Table 1 shows the assessments of respondents on the degree school structures influence the scholastic accomplishment of understudies in open optional schools. From the table, the mean scores of the respondents

- 3.185, 3.125, 2.87, 3.41, 3.295 and 2.85 with their comparing standard deviation for things 1,2,3,4,5 and 6 individually. These are believed to be inside the model mean of 2.50 - 3.49 for acknowledgment level.

The outcome from the table demonstrated that the two respondents settled on the degree things 1-6, influence the scholastic accomplishment of understudies in open optional school. The outcome uncovered that perusing space for understudies; homeroom spaces for instructing and familiar space for educators with mean scores of 3.185, 3.125, 3.41 to an extremely extraordinary degree influence the understudy's scholastic accomplishments in state funded schools.

**Research questions two: To what degree do library administrations influence the scholastic accomplishment of understudies in open optional school?**

Table 2: The mean appraisals of the respondents as to the degree library administrations influence the scholastic accomplishment of understudies in open auxiliary schools

ITEMS	Principals 150	Teachers 450	Overall mean	Overall SD	
The extent library service affect students.	□ X	□ X	□ X	SD	Decision
Provision of seat for use in the library.	3.18	3.22	3.20	0.86	GE
Current materials/books for students in the library	3.23	3.19	3.21	0.65	GE
Books for lending to students/teachers	3.10	3.16	3.13	0.94	GE
Physical presence of library assistants to help and guide.	2.83	2.91	2.87	0.93	GE
Working hours during which library is open for use.	2.93	2.80	2.865	0.84	GE
Extension of working workers	2.84	2.83	2.835	0.69	GE

*Source: Field Survey, 2022*

Table 2 presents the perspectives on the respondents concerning the degree library administrations influence the scholastic accomplishment of understudies in the public auxiliary schools. The outcome in the table uncovered that every one of the things 7-12, addressed the perspectives on the respondents as to what they mean for the scholarly accomplishment of understudies.

The mean scores of the respondents - 3.20, 3.21, 3.13, 2.87, 2.865, 2.835 with their comparing standard deviations individually, showed that the things generally influence the understudies accomplishment in the schools. The outcome additionally shows that things 7,8 and 9 addressed the significant regions that to incredible degree influence, the scholarly accomplishment of the understudies in the school as respects library administrations. These incorporate absence of seats, absence of ebb and flow materials and books for loaning the understudies.

## Hypotheses Testing

### 4.5 Hypothesis one (HO1)

There is no tremendous contrast in the mean appraisals of directors and instructors concerning the degree school climate influences the scholarly accomplishment of understudies of public auxiliary schools. Understudy t-test examination of the contrast between the mean appraisals of directors and instructors was processed and the outcome is displayed beneath.

**Table 5: Summary of t-test examination for speculation one (HO1)**

**Total number of respondents N=600**

Group	N	$\bar{X}$	SD	Degree freedom	Level of significant	Calculated t value	Table of t value	Decision
Principal	150	3.20	0.176	598	0.05	0.76	1.96	Accepted
Teachers	450	3.01	0.182					

*Source: Field Survey, 2022*

The table presents the t-test investigation of the distinction between the mean appraisals of head and educators. From the table, it is shown that the determined t-esteem is 0.76 at 598 level of opportunity and 0.05 degree of critical since the determined t-worth of 0.76 is not exactly the table t-worth of 1.96, the main invalid theory (HO1) of the review is acknowledged.

Conclusion: The analyst reaches the determination that there is no critical different in the mean evaluations of head and instructors on the degree school conditions influence the scholastic accomplishment of understudies of public optional schools.

#### 4.6 Hypothesis two (HO2)

**Administrators and Teachers don't contrast altogether in their mean appraisals concerning the degree library administrations influence the scholastic accomplishments of understudies of public optional schools**

**Table 6: Summary of t-test investigation for theory two (HO2)**

**Total number of respondents      N=      600**

Group	N	$\bar{X}$	SD	Degree freedom	Level of significant	Calculated t value	Table of t value	Decision
Principal	150	3.20	0.168	598	0.05	0.446	1.97	Accepted
Teachers	450	3.15	0.195					

*Source: Field Survey, 2022*

The table presents the t-test examination of the contrast between the mean appraisals of chiefs and instructors' with respect to the degree library administrations influence the scholarly accomplishments of understudies of public auxiliary schools.

From the table, it is shown that the determined t-esteem is 0.446 at 598 level of opportunity and 0.05 degree of critical, while the table t-esteem is 1.97. Since the determined t-worth of 0.446 is not exactly the table t-worth of 1.97, the second invalid theory of the review is acknowledged.

Conclusion: The end is drawn that Principals and Teachers don't vary fundamentally in their mean appraisals concerning the degree library administrations influence the scholastic accomplishments of understudies of public auxiliary schools.

#### Discussion of Results

This section presents the aftereffects of the review in view of the information investigation made in part four. The outcomes are inspected, deciphered and derivations made. The conversation zeroed in on the examination questions and the speculations proposed to direct the review. Different

regions canvassed in the conversation incorporate discoveries, end, and ramifications of the review, proposal and ideas.

Degree school structures influence scholastic accomplishment of understudies

The aftereffect of this exploration question uncovered that the respondents concurred that workplaces for the educators, enough perusing spaces for understudies, more homeroom facilities as well as staff familiar room are the significant regions that influence understudies' scholarly accomplishments in the school as to structures. The distinguished regions above positioned high according to the respondents.

The above sees are in concurrence with the perspective on Okafor (2003), Lew (2000), and Akpa et al (2005) that school structures, homeroom convenience for educating and learning, advance the scholastic accomplishment of understudies in the school. The outcome additionally showed that sufficient assessment corridor in the school influences the understudy's scholastic presentation.

The finding above highlights the significance of the arrangement of staff workplaces, sufficient homeroom convenience as well as perusing spaces in the school, to upgrade understudies' scholarly accomplishment. This will likewise advance successful educating and inclining as educators' presentation will likewise be improved.

Degree library administrations influence scholastic accomplishment of understudies of public optional school.

The consequence of these study questions recognized arrangement of seat for use in the library, enough flow of understanding materials, as well as books for learning as the significant region of the library benefits that by and large influence the scholastic accomplishment of understudies. It was the assessment of the school heads and instructors that the above regions be offered satisfactory consideration for expanded understudies' scholarly exhibitions in the schools. The two collations likewise concurred that there is the requirement for the actual presence of prepared library associates in the school, to help guide and direct the understudies in the libraries. The issue of ebb and flow books and arrangement of seats in the library positioned exceptionally high in the assessments of the respondents.

The discoveries above are in accordance with the assessment of Keith (2000), Aguolu (2002) and Mazi (2006) that the arrangement of enough perusing materials in the school library with great seats and tables help to work on the nature of the scholarly accomplishment of understudies in the

school. This also is in accordance with the library research administration (2002) that various books in the library are not anything in the sense that the books are obsolete or not fresh in the fields. The scientist is subsequently of the assessment that such recognized regions above be addressed by the significant partners to further develop library administrations in the school.

## **5.0 SUMMARY OF FINDINGS**

**From the examination the following discoveries were made;**

- i. The specialist makes the inference that there is no critical different in the mean appraisals of head and educators on the degree school conditions influence the scholarly accomplishment of understudies of public optional schools.
- ii. The conclusion is drawn that Principals and Teachers do not vary fundamentally in their mean appraisals concerning the degree library administrations influence the scholarly accomplishments of understudies of public auxiliary schools.

### **Conclusion**

From the outcome got and the examination concerning the impact of school climate on scholarly accomplishment of understudies of public optional schools in Enugu State, the scientist concocted the accompanying end:-

1. Inadequate workplaces for staff, homeroom convenience for showing understudies as well as familiar space for educators by and large influence the scholarly accomplishment of understudies concerning working in the schools.
2. The discoveries additionally recognized seats/work areas, ebb and flow understanding material, momentum books for loaning and the presence of library collaborators in the schools as basic regions that by and large influence the scholastic accomplishment of understudies of government funded schools concerning library administrations.

### **Recommendations**

In light of the discoveries of this review and end, the it were made to follow proposals:

1. Proper school specialists ought to empower to give a favorable school climate that has great environment for powerful instructing and learning. Such climate ought to be protected, understudies treated reasonably by educators and glad to be in school as well as feel they are a piece of the school.
2. Powerful school discipline ought to be energized by head educators in controlling instructors' way of behaving equipped for risking understudies' scholarly accomplishment in grade schools.
3. Enugu State Government ought to give satisfactory school actual offices in elementary schools to improve educating and learning processes. The Parent Teacher Association (PTA) of different schools, humanitarian and other magnanimous associations are additionally called upon to complement the work of the public authority to support scholarly accomplishment of optional school understudies in Enugu State.

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