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Impact of Learning Environment on the Students' Academic Performance in Rural Secondary Schools in Jalingo Local Government Area, Taraba State, Nigeria

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Abstract

A learning environment is defined as having appropriate facilities, well managed classroom available school-based health support facilities and a clear fair disciplinary policy. These are the hall mark of academic, disciplinary and physical environment of schools with an or produce effects on the actions, behaviour, opinion, etc of others; the actions or process of producing effects on person or things. Students academic performance represents performance outcome that indicate the extent to which a person is accomplished specific goals that were the focus of activities on instructional environments especially in school, college and university. Ten (10) secondary schools were selected from rural communities in Jalingo local government, where twenty (20) respondents were engaged in the

study. For the data collected, percentage, t-test and ANOVA statistical methods were used for the analysis of data collected. The distribution of respondents based on the variables of age, school type, physical facilities and educational qualification and experience. The result derived from the analysis revealed that learning environment has impact on students' academic performance as perceived by teachers in Jalingo local government area. The four (4) null hypothesis that were formulated on their significant relationship with the students' academic performance, all revealed that, there was significant relationship between learning environment and the students' academic performance. Based on these findings, it was recommended that Taraba State Government should shoulder the responsibility of motivational facilities such as school libraries, laboratories, sport facilities, instructional materials/books, etc, which can enhance teaching and learning process. it was also recommended that, teachers should be motivated to create a good social, psychological and physical climate in the classroom, schools counsellors should reflect upon various factors that help students in achieving their academic goals. It is believed that if the government of Taraba State improves in these areas, it will bring about better performance on the students in their academic pursuit.

Keywords: *Learning, Environment, Academic performance*

Introduction

Generally in the whole world, particularly in Nigeria, education has been considered to be the cornerstone for development. It forms the basis for literacy, skill acquisition, technological advancement, and the ability to harness human and material resources towards the achievement of societal goal, (FRN, 2004).

Education is very important in any given society. It is a process by which abilities and capabilities of individuals are developed. These abilities might be physical abilities, emotional abilities, social abilities and intellectual abilities. It is the actualizing of human potentials so that the individual can become something more than what he has before. According to Ugwunyi (2003) education is the process by which society establishes to assist the young

to learn and understand the heritage of the past, participate productively in the society and contribute meaningful for the development of the society. Emeka, (2008) citing Knether, (2000) sees education as a process by which any society through schools; colleges, universities and other institutions deliberately transmit knowledge, values and skills from one person to another. As a result of deregulation in Nigeria education, the system has two main entrust groups-public and private education.

Public education is the pillar or backbone of the society which opens the door of equal educational opportunity to all citizens. It is a public owned property which attracts public attention constantly. According to UKeje in Akpa, Udoh and Faghamiye, (2005) pubic school is concerned with the acquisition of appropriate skills, abilities and competencies of both mental and physical nature as equipment for the individuals to live in the society, and acquisition of a relevant and balanced knowledge of facts about local and world phenomena. Public schools can be seen as those controlled by neither an individual or any private interest group nor agencies, but by those who represent the interest of the society as a whole. In other words, public schools are those schools which are supported and controlled by the government of the state or nation.

Secondary school is the stage of education following primary school. It is generally the stage compulsory education for the young adults. Webster (2000) sees secondary schools as a school intermediate between elementary school and college usually offering general technical, vocational of college–preparatory course, while Collins (2003) sees to it's as a school for young people, usually between the ages of eleven and eighteen. As for the National Policy on education (FRN; 2004) it is this form of education children receive after primary education and before tertiary stage.

Environment can be defined as a system within which living organisms interact with the physical element while education environment is a learning place where the learner learn and interact with learning facilities in order to be socialized and face the challenges in the society. Agusiegbe, (2004) sees environment as consisting of all elements existing around man and which exert some impact on him. Those include physical, biological and social attributes. Environment can also be seen as aggregate of all the external condition and impacting on the life and development of an organism.

The learning environment which include the classrooms, libraries, technical workshops, laboratories, teacher's quality school management, teaching

materials, are variables that affect students performance or academic achievement, (Ajayi 2001) and Oludiuka, (2000). Hence the learning environment remains an important area that should be studied and all managed to enhance students' academic performance. Academic performance represents outcome that indicate the extent to which a person has accomplished a specific goals that were the focus of activities in instructional environment, especially in school or college. The issue of poor academic performance of students in many parts of the world has been a thing of concern to parents, teachers and the governments and even the students themselves. The question of education wrongly depend on the teachers as reflected in the performance of their studies, but in the effective coordination of the learning environment (Ajai, 2000) opined that earning environment which include institutional space, planning spaces for convenience planning accessories planning, the teachers as well as the students themselves are essential in the teaching-learning process. The extent to which students learning could be enhanced depends on their location within the school compound, the structure of their classroom, availability of instructional facilities and accessories. It is believed that a well planned school will gear up expected outcomes of education that will facilitate good social, political and economic emancipation effective teaching and learning process and academic performance to the students.

Relating this study to international occurrence are the assertions of William Persuad and Turner (2008) quoting Marsan (2005) which reported that the safe and orderly classroom environment (aspect of instructional space) school facilities (accessories) are significantly related to students academic performance in schools. Also quoting from the work of Celassman (1994) asserting that a comfortable and caring environment among other things helped to contribute to students' academic performance.

The physical characteristics of school have a variety of effect on teachers, student and the learning process. Poor lighting, noise, high level of carbon dioxide in classrooms and inconsistence temperature makes teaching and learning difficult. Poor maintenance and effective ventilation system lead to poor health among students as well as teachers which leads to poor performances and higher absentee rate (Frazier 2002).

Lyons, (2001) and Ostendorf (2001) opined these factors can adversely affect student's behavior and lead to higher level of frustration among teachers, poor learning attitudes among students. Beyond the direct effects that poor facility

have on students abilities to learning, the continuation of poor facilities, which creates an uncomfortable and uninviting workplace for teachers combine with frustration behavior by students including poor concentration and hyperactivity, lethargy or apathy, create a stressful set of working conditions for teachers. Because stress and job dissatisfactions are common precursors to lowered teachers enthusiasm, it is possible that the aforementioned characteristics of the school facilities have effects upon the academic performance of students.

Studies have revealed that the relationship of poor learning environment including problems like students teachers ration, school location, school population, classroom ventilation, poor lighting in classrooms with students health problems, students behaviours and students achievements (Crandell, 2000; Darius 2001, Johnson, 2001; Lyons 2001; Moore 2002, Striherz, 2000; Tanner, 2000). To complement those studies, the present research is to examine the aforementioned areas of learning environment as it affects student's performance in Nigerian schools.

Statement of the problem

The students face a lot of problem in the cause of their educational pursuit. These problems are mulfaceted. The researcher is concerned with the influence of the learning environment with special reference to students' academic performance and possible solution to the problems. The learning poor academic performance in examination is greatly the concern to the researcher who sees the study as inevitable.

It is noted that student's academic performance at all levels of secondary education in public schools varies due to environmental conditions. The high level of student's academic performance may not be guaranteed where institutions space such as classrooms, libraries, workshops, laboratories, staffroom, toilets are structurally defective in rural communities, hence the study intends to determine the impacts of learning environment on the students' academic performance in rural secondary school in Jalingo Local Government Area of Taraba State.

Objective of the study

The objectives of this study are to:-

i. Determine the impact of learning environment on the academic performance of students.

ii. Determine the reasons for student poor academic performance.
iii. Determine the size of learning environment on the academic performance of students.
iv. To ascertain whether teachers experience and qualification impact on the academic performance of students.

Research questions

The following research questions were formulated for the study:-

i. What are effects of learning environment on the academic performance of students?
ii. To what extent do learning facilities affects the students' academic performance in secondary schools?
iii. Does the class size has any effect on the academic performance of students in secondary schools?
iv. Do teacher's experience and qualifications affect academic performance of students?

Research Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance

Ho_1 There is no significant relationship between learning environment and the student's academic performance.

Ho_2 There is no significant relationship between learning facilities and academic performance of student in secondary schools in Jalingo local Government Area.

Ho_3 There is no significant relationship between the class size and academic performance of student.

Ho_4 There is no significant difference between teachers experience and qualification and students academic performance in Jalingo Local Government Area.

Significance of the Study

It is hoped that this study would provide information for parents, educators, school managers or administrators, governments, counselors and the society at large to reflect upon various factors that help students in achieving their academic achievements in schools. In addition, the fact that this study is

conducted in public schools, it shares quite a lot of similarities with many other counterparts. In this connection, this study provides a valuable reference for other schools to reflect upon the school environment as it affect the academic performance of students in secondary schools.

School environment includes the school building, workshop, libraries, laboratories, playing fields and the school surrounding which has great effects on students academic performance.

This particular study is of great significance because the result of the study would reveal to educational managers, administrators, principals and teachers' in rural communities in Jalingo local government area of Taraba State, the true impact of school environment on students academic performance among public secondary schools students.

The study is significance, because it is likely to open and broaden the minds of the government to the role they need to play in ensuring the provision of necessary facilities needed in the schools environment that can enhance teaching and learning process and aid better academic performance to the students.

Research Design

Researcher design was descriptive survey, it is one form of descriptive research that is aimed at collecting a small sample from population in order to examine the distribution and interaction of sociological phenomenon.

Denga and Ali (1989), stated that, the method is based on the selection of random sample from large population to obtain empirical knowledge of a contemporary nature. The knowledge that has been gathered using this design, will be use to make acceptable generalization about the whole population from which the sample has been drawn. If stressed the importance of understanding properly the situation in order to know the directions on what follows and how to get there.

Therefore, four (4) rural secondary schools were selected using simple sampling technique and these samples were collected to form the total sample.

Area of the Study

Jalingo Local Government Area was created in 1976, by the Military administration of General Olusegun Obasanjo, with Jalingo town as it's headquarter. Which in 1991, on the 27th day of August, the then Babangida

Military administration created more state, among which Taraba State was carved out of the defunct Gongola State, and Jalingo was made the state capital. According to the national population census of 2006, Jalingo Local Government Area had about 1391845 people. The figure comprises of 77,425 males and 62,450 females. Jalingo Local Government Area shares common Boundary with Lau in the North, Yorro in the West and South by Ardo-Kola.

The Study Population

There are over fifty four (54) public and private secondary schools in Jalingo Local Government area of Taraba State. The estimated students population of over five thousand students and the teachers population of eight hundred (800). The target population of two hundred (200) teachers was used for this study.
Questionnaire was administered to the selected teachers in the ten (10) rural community's secondary schools. The assumption is that a small sample can adequately, though do not completely reflects the characteristic of the whole population, but conclusion seems to be logical.

Sample and Sample Techniques

Sample of a study population are taken when it is not feasible to carryout whole population study or in order to utilize available resource more effectively. In this research, the simple and random sampling techniques was adopted. In this research work, ten (10) rural secondary schools are selected; the schools are Government Secondary School Jauro Gbadi, GDSS Shavon, GDSS Wuro-Sambe and GDSS Juro-Nyinu, GDSS, Jauro-Gana, GDSS, Kuri, GDSS, Wuro-Chodo, GDSS, Mallam Gabdo, GDSS, Wuro Musa, GDSS, and Gongon Maliki. The choice of schools is because of constant contact of the researcher with the teachers and the infrastructures in those schools. The names of these schools were written in the piece of paper, folded and students are asked to pick one each and the first ten students that were picked were considered for selection.

Instruments for Data Collection

The main instrument for this study was questionnaire which helped the researcher to gather information about the study he intends to carry out. According to Pauline, (2002) structured questionnaire are those which pose definite, concrete and preordained question, that is they are prepared in advance

and not constructed on the spot during the questioning period. Questionnaire is an effective tool for the collection of data because it guides the respondent through quick decision making and responses to questions about the phenomenon under study.

The absence of any intimidating presence around the respondents has helped to facilitate a great and clear mind set to freely choose the best option available to the best of their ability. There are two main ways via which a questionnaire can be presented to the respondents; through face– to–face and by mail methods. In this study, the researcher adopted face–to–face.

Validity of the Instrument

In establishing the validity of the instrument, the draft copy of the instrument was given to expert in the Department of Education of Measurement and Evaluation, Taraba State University, Jalingo for necessary correction. The corrections were effected.

Reliability of the Instrument

Oludele (1981) defined reliability as the consistency, accuracy, stability and the trust warthogs of a measuring instrument of score obtained that is how far the same test or similar one will give the same result of administered again to the same respondent.

The reliability of the instrument therefore is to determine though testing using questionnaires to randomly selected teachers of Government Day secondary School Mayo-Dassa in Jalingo Local Government.

Method of Data Collection

In this study, the researchers used questionnaire to collect data from the respondents for investigation. It is an important tool for obtaining information in particular fieldwork, which also has the capacity to primary data which is needed in the conduct of this investigation.

This questionnaire consisted of two sections A and B. Section A deals with personal data of the respondents and section B is centred on twenty (20) items to ascertain the impact of learning environment on the students' academic performance of secondary schools in rural communities in Jalingo Local Government Area.

The responses are expressed in the questionnaire as follow:

S A: Strongly Agree – 4 Points
A: Agree – 3 Points
D: Disagree – 2 Points
S D: Strongly Disagree – 1 Point

For the purpose of data analysis, the responses from the respondents are converted to aggregate scores. To establish possible relationship, adequate use of table, using frequency and percentages. This method was able to produce and bring out strong report for the study. The data collected from the respondents are coded and analyzed to ensure that the hypotheses formulated are tested by using t-test.

General Information

The study initially sought to inquire information on various aspects of respondents' background, i.e. the respondent's gender, age, academic background. This information aimed at testing the appropriateness of the respondent in answering the questions regarding the effects of learning environment on academic performance of students in Jalingo Local Government of Taraba State.

Table 4.1 Gender Distribution of Teachers involved in the study

Gender	Teachers Frequency	Percent
Male	100	50.0%
Female	97	48.5%
Total	**198**	**98.5%**

Source: Field survey, 2021

From the findings of the study it was discover that 50.0 % of the teachers that took part in the survey are Male while 48.5 % are female.

Teachers' age distribution

The study also sought to establish the age distribution of the teachers.

Table 4.2 Teachers Age Distribution

Age	Frequency	Percentage
Below 30 years	80	40.0%
Above 30 years	118	59.0%

Total	198	99.00%

Source: Field survey, 2021

According to the findings, 40.0% of the teachers are below 30 years old, while 59.0% are above 30 years. Therefore majority of the teachers in public secondary schools in Jalingo education Local Government area educational zone are aged above 30 years. This implies that the respondents are mature enough and that they had acquired a lot of teaching skills owing to their age.

Highest level of education

The study sought to establish the highest level of education attained by the teachers

Table 4.3: Highest level of education

Educational qualification	Frequency	Percentage
NCE	50	25.0%
Degree and above	148	74.0%
Total	**198**	**99.0%**

Source: Field survey, 2021

Table 4.3 indicates that 25% of the teachers are NCE holders, While 74.00% had B. Ed or its equivalent and above highest level of education. The findings therefore indicate that majority of the teachers in public secondary school in Jalingo Local Government area education zone have adequate college training to be effective in their teaching career.

Table 4.4: working experience

Number of years	Frequency	Percentage
1-5 years	73	36.5%
6-10	85	42.5%
10 and above	40	20.0%
Total	**198**	**99.0%**
Source: Field survey, 2021		

According to the findings, 36.5% of the teachers have been teaching profession for at least 1-5 years, 42.5% for 6-10 years, while 20% have been in the

teaching profession for 10 years and above. This depicts that majority of the teachers were well experienced in their capacity as they had served for over 6 years as trained professional school teachers.

Table 4.5: **Teachers' response on availability of Facilities in the school environment**

		Frequency	Percentage
Schools has available facilities	Disagreed	41	20.5%
	Strongly disagree	154	77.0%
	Agreed	3	1.5%
	Strongly agreed	0	0.0%
	Total	**198**	**99.0%**
School has well equipped library	Disagreed	80	40.0%
	Strongly disagree	100	50.0%
	Agreed	10	5.0%
	Strongly agreed	8	4.0%
	Total	**198**	**99.0%**
School has adequate sports facilities	Disagreed	71	35.5%
	Strongly disagree	111	55.5%
	Agreed	11	5.5%
	Strongly agreed	5	2.5%
	Total	**198**	**99.0%**
School has enough furniture	Disagreed	50	25.0%
	Strongly disagree	31	15.5%
	Agreed	42	21.0%
	Strongly agreed	75	32.5%
	Total	**198**	**99.0**

Availability of computers	Disagreed	45	22.5%
	Strongly disagree	20	10.0%
	Agreed	100	50.0%
	Strongly agreed	33	16.5%
	Total	**198**	**99,0**
Audio-visual aids for learning	Disagreed	100	50.0%
	Strongly disagree	98	49.0%
	Agreed	0	0.0%
	Strongly agreed	0	0.0
	Total	**198**	**98.**

Source: Field survey, 2021

Table 4.6: **Teachers' response on availability of school library**

The teachers were asked to indicate whether the school had a library

		Frequency	Percentage
A good conducive environment	Disagreed	23	11.5%
	Strongly disagree	45	22.5%
	Agreed	40	20.0%
	Strongly agreed	80	40.0%
	Total	**198**	**98.0%**
Sufficient space for learning and reading	Disagreed	50	25.0%
	Strongly disagree	50	25.0%
	Agreed	40	20.0%
	Strongly agreed	58	29.0%
	Total	**198**	**98.0%**
School has current books and for students in the library.	Disagreed	80	40.0%
	Strongly disagree	110	55.0%

	Agreed	5	2.5%
	Strongly agreed	4	2.0%
	Total	**198**	**98.0%**
Has blackboard in class rooms and laboratories.	Disagreed	8	4.0%
	Strongly disagree	20	10.0%
	Agreed	60	30.0%
	Strongly agreed	100	50.0%
	Total	**198**	**98.0%**
Teachers ability to access teaching aids and materials	Disagreed	82	41.0%
	Strongly disagreed	100	50.0%
	Agreed	10	5.0%
	Strongly agreed	6	3.0%
	Total	**198**	**98.%**
Arrangement of classroom for effective learning and reading	Disagreed	10	5.0%
	Strongly disagreed	50	25.0%
	Agreed	38	19.0%
	Strongly agreed	100	50.0%
	Total	**198**	**98.0%**

Source: Field survey, 2021

Table 4.7: **Teachers' response on physical facilities in the school and academic performance**

The study sought to establish how physical facilities hindered learning in schools and its impact on academic performance

		Frequency	Percentage
The school has sufficient teachers because of its location	Disagreed	0	0.0%
	Strongly disagree	33	33.0%
	Agreed	6	6.0%

	Strongly agreed	61	61.0%
	Total	**100**	**100.0%**
Students academic performance depends on the teachers experience	Disagreed	19	19.0%
	Strongly disagree	11	11.0%
	Agreed	23	23.0%
	Strongly agreed	47	47.0%
	Total	**100**	**100.0%**
Teachers educational qualification has impact on the student's academic performance	Disagreed	25	25.0%
	Strongly disagree	14	14.0%
	Agreed	50	50.0%
	Strongly agreed	11	11.0%
	Total	**100**	**100.0%**

Source: Field survey, 2021

Research Question One

To what extent do the learning environments impact the academic achievements of students of public secondary schools?

Table 4.8: Mean ratings of teachers with regard to the extent learning environment impact academic achievement of students in public secondary schools in Jalingo LGA education zone.

S/N	Items	Teacher 200	SD
	Availability of Facilities in the school environment	$\bar{X}$	SD
1	Schools has available facilities (class room)	3.20	0.73
2	School has well equipped library	3.18	0.79
3	School has adequate sports facilities	2.88	0.75
4	School has enough furniture's	2.88	0.79
5	Availability of computers	3.44	0.77
6	Audio-visual aids for learning	2.89	0.70

Source: Field survey, 2021

Table 4.8 shows the opinions of respondents on the extent learning Environment impact the academic achievement of students in public secondary 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 corresponding standard deviation for items 1,2,3,4,5 and 6 respectively. These are seen to be within the criterion mean of 2.50 - 3.49 for acceptance level.

The result from the table indicated that both respondents agreed on the extent items 1-6; affect the academic achievement of students in public secondary school. The result revealed that reading classroom for students; sports facilities, and well equipped library spaces for students and teachers with mean scores of 3.185, 3.125, and 3.41 to a very great extent affect the students' academic achievements in public schools.

Hypothesis (Ho_1)

Research Question Two

To what extend do learning environment affects students academic performance in secondary schools?

S/N	Items	Teachers	SD
	The extend learning environment affects student	$\bar{X}$	SD
7	Provision of seat for use in the school	3.33	0.86
8	Current materials /books for students in the library	3.19	0.65
9	Books for lending to students/teachers	3.16	0.94
10	Physical presence of library assistant to help and guide	2.91	0.93
11	Working hours during which library is open for use	2.80	0.84
12	Extension of working workers	2.83	0.69

Source: Field survey, 2021

Table 4.9 presents the views of the respondents with regard to the extent library services impact the academic achievement of students in the public secondary schools. The result in the table revealed that all the items 7-12, represented the views of the respondents with regard to how they affect the academic achievement of students. The mean scores of the respondents – 3.20, 3.21, 3.13,

2.87, 2.865, and 2.835 with their corresponding standard deviations respectively, indicated that the items to a great extent affect the students' achievement in the schools. The result also shows that items 7, 8 and 9 represented the major areas that to great extent affect the academic achievement of the students in the school as regards library services. These include lack of seats, lack of current materials and books for lending to the students.

Hypothesis (Ho_2)

Research Question Three

Does classroom size has any effects on the academic performance of student in secondary

Table 4.10: Mean and standard deviation of classroom size and its effects on the academic performance of student

S/N	Variables	Mean	SD	Remark
1	Involvement	3.30	0.51	VHP
2	Student-Student interaction	2.73	0.32	HP
3	Teacher-Student interaction	2.60	0.48	HP
4	Satisfaction	2.60	0.55	HP
5	Task orientation	2.45	0.48	MHP
6	Competition	3.64	0.26	VHP
7	Order and Organisation	2.64	0.54	HP
8	Teacher Control	2.50	0.39	HP
9	Innovation	2.24	0.67	MHP
	Total	**2.74**	**0.47**	**HP**

Source: Field survey, 2021

VHP-Very High Perception, HP-High Perception, MHP-Moderately High Perception.

Result on table 4.10 showed the mean and standard deviation of classroom size and its effects on the academic performance of student in Jalingo. Result showed that students involvement had a mean of 3.30 with a standard deviation of 0.51; student-student interaction had a mean of 2.73 and a standard deviation of 0.32; Teacher-student interaction had a mean of 2.60 with a standard deviation of 0.48; satisfaction had a mean of 2.60 and a standard deviation of 0.55; task orientation had a mean of 2.45 with a standard deviation of 0.48;

competition had a mean of 3.64 with a standard deviation of 0.26; order and organization had a mean of 2.64 with standard deviation of 0.54; teacher control had a mean of 2.50 with a standard deviation of 0.39 and innovation had a mean of 2.24 with a standard deviation of 0.67. The overall mean of 2.74 with a standard deviation of 0.47 was obtained. This means that class room size to some extent influence their achievement and academic performance.

Table 4.10: Pearson's Product moment Correlation Analysis class size and academic achievement of students

Variable	$\bar{x}$	SD	N	r	R^2
SPPFCE				**68.78**	**5.05**
298	**0.62**	**0.38**			
Academic Achievement				**56.55**	**12.00**

$\alpha = 0.05$, R^2 = coefficient of determination

The result in Table 4.10 showed that the correlation coefficient obtained was 0.62. This means that, there exist a medium direct positive relationship between class size and the students academic achievement' perception of classroom environment and their academic achievement. Table 2 also shows that, the coefficient of determination (R^2) associated with the correlation coefficient of 0.62 was 0.38. This coefficient of determination (R^2) indicated that, 38% of students' admitted of classroom environment accounted for their academic achievement in. This is an indication that 62% of the variation in students' academic achievement is attributed to other to class size.

Hypotheses (Ho_3)

Research Question Four

Do teachers educational qualification affects academic performance of students?

Table 4.12: Pearson's Product moment Correlation Analysis of teachers' educational qualification and students academic performance

Variable	$\bar{x}$	SD	N	r	R^2
SPPFCE			**68.78**	**5.05**	
150	**0.62**	**0.38**			
Academic Achievement			**56.55**	**12.00**	

$\alpha = 0.05$, R^2 = coefficient of determination

To answer this research question, the scores from the responses of the teachers on classroom size and students achievement were correlated with their academic qualification. The result in Table 4.11 showed that the correlation coefficient obtained was 0.62. This means that, there exist a medium direct positive relationship between teachers' academic qualification and students' achievement. Table 2 also shows that, the coefficient of determination (R^2) associated with the correlation coefficient of 0.62 was 0.38. This coefficient of determination (R^2) indicated that, 38% of students' classroom size accounted for their academic achievement.

Hypothesis 1

H_{01}: There is no significant relationship between learning environment and students academic performance

Table 4.13: Regression Analysis between learning environment and students' academic performance.

Variable	Sum of Squares	df	Mean Square	F	Sig.
Regression	298.953	1	298.953	2.091	.015
Residual	21160.901	148	142.979		
Total	21459.854	149			

$\alpha = 0.05$

In order to test hypothesis 1 (H_{O1}), Regression analysis was used. The result in Table 4.12 shows that an F-ratio of 2.09 with associated probability value of 0.01 was obtained. This probability value of 0.01 was compared with significance level of 0.05 and it was found to be significant. The null hypothesis which stated that there is no significant relationship between learning environment and students' academic performance was therefore rejected and inference drawn was that, there is significant relationship between learning environment and students academic performance

Hypothesis 2

H_{02}: There is no significant relationship between learning facilities and academic performance of students in secondary school

Table 4.14: Regression Analysis of learning facilities and students academic performance.

Variable		Sum of Squares	df	Mean Square	F	Sig.
	Regression	22.550	1	22.550	.156	.037
	Residual	21437.304	148	144.847		
	Total	21459.854	149			

$\alpha = 0.05$

Regression analysis was used to test hypothesis 2 (H_{O2}). The result in Table 4.13 shows that an F-ratio of 0.156 with associated probability value of 0.04 was obtained. This probability value of 0.04 was compared with significance level of 0.05 and it was found to be significant. The null hypothesis which stated that there is no significant relationship between learning facilities and students academic performance was therefore rejected and inference drawn was that, there was a significant relationship between of learning facilities and students academic performance.

Hypothesis 3

H_{03}: There is no significant relationship between class size and students' academic performance

Table 4.15: Regression Analysis of the relationship between class size and students' academic performance

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	315.113	2	157.556	1.095	.03
	Residual	21144.741	147	143.842		
	Total	21459.854	149			

$\alpha = 0.05$

Regression analysis was used to test hypothesis 3 (H_{O3}). The result in Table 8 shows that an F-ratio of 1.095 with associated probability value of 0.03 was obtained. This probability value of 0.03 was compared with significance level of 0.05 and it was found to be significant. The null hypothesis which stated; there is no significant relationship between class size and students' academic performance is rejected and inference drawn was that, there was a significant relationship between class size and students' academic performance

Hypothesis 4

H_{04}: There is no significant relationship between academic qualification of teachers and students' academic performance

Table 4.16: Regression Analysis of the relationship between academic qualification of teachers and students' academic performance

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	315.113	2	147.556	1.095	.03
	Residual	244.741	147	133.842		
	Total	559.854	149			

$\alpha = 0.05$

Regression analysis was used to test hypothesis 3 (H_{O3}). The result in Table 4.15 shows that an F ratio of 1.095 with associated probability value of 0.03 was obtained. This probability value of 0.03 was compared with significance level of 0.05 and it was found to be significant. The null hypothesis which stated; there is no significant relationship between academic qualification of teachers and students' academic performance is rejected and inference drawn was that, there was a significant academic qualification of teachers and students' academic performance.

Summary

The study was carried out to determine the relationship between learning environment and students academic performance in secondary schools in rural communities in Jalingo Local Government Area in terms if well equipped library, laboratories, adequate sports facilities, enough school furniture, availability of computers in the schools, audio-visual aids for learning, a good conducive environment, accessibility for school, sufficient space for teaching

and learning, current materials/books for students in the library, class size, school health facilities, fencing of the school/security, having halls for examinations and arrangement of classroom for effective learning and teaching, academic qualification of teachers and teaching experience of teachers on impact of learning environment on students academic performance (ILESAPQ) were gathered from the respondents.

Literature was reviewed on the variables of the study. Four null hypotheses were formulated and statistically tested using both descriptive and inferential statistics. For the demographic data frequency count and percentage were employed, while tested and analysis of variance (ANOVA) statistical tools were employed to analyse the hypothesis at 0.05 level of significant. Two hundred academic staff were selected from secondary schools in rural communities in Jalingo Local Government Area.

The summary of the finding shows that, there is significant relationship between learning environment and students' academic performance. There is significant relationship between learning facilities and students academic performance. There is significant relationship between class size and students academic performance. There is significant relationship between academic qualification of teacher, experience and students' academic performance.

Conclusion

This study has shown that learning environment has impacted positively on the students' academic performance in secondary schools in rural communities in Jalingo local government area of Taraba State. This implies that learning environment in terms of class size and arrangement, availability of computers, adequate sports facilities, enough school furniture, well equipped library, current materials/books audio-visual aids for learning, availability of instructional materials and aids for teachers for effective teaching and learning, will no small measures improve students' academic performance in secondary schools in rural communities in Jalingo local government area of Taraba State.

In addition, the effective and efficient of this result would enable the Taraba State government, school administrators and other relevant stakeholders in the state to able to attain the set goals and objectives which the schools who set to achieve at the end of the day.

Recommendations

The following recommendations were made to enhance leaving environment and improve academic performance of students in secondary schools in rural communities in Jalingo local government area.

Taraba State Government should ensure that there is conducive learning environment in the education sector in order to improve teachers' motivation and students' academic performance.

Teaching staff should be motivated to create a good social, psychological and physical climate in the classroom which will enhance both teaching and learning process.

School counsellors should reflect upon various factors that can help students in achieving their academic goals.

School management should ensure that schools have well suited buildings, adequate utilization and teaching aids are being provided to aid students understanding and bring about better academic performance.

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