

PERCEIVED INFLUENCE OF SCHOOL LEARNING ENVIRONMENT AND LOCATION ON BUSINESS STUDIES STUDENTS' ACADEMIC PERFORMANCE IN JUNIOR SECONDARY SCHOOLS IN AGEGE LOCAL GOVERNMENT AREA OF LAGOS STATE

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Abstract

This study examined the learning environment and location on the academic performance of business studies students in public junior secondary schools in the Agege Local Government Area of Lagos State. The population of this study comprises over 18 secondary schools in the Local Government Area and more than 15,000 students of business studies in all secondary schools in Lagos State. Five junior secondary schools were randomly sampled, with 50 students and 3 teachers each. A total of 250 students and 15 teachers were purposively selected. Findings of the study revealed that there is a strong positive and significant relationship between learning resources, quality of teachers, and academic performance of business studies students in junior secondary schools in the State. It was recommended among others that educational policymakers should develop policies that take a holistic approach to improving academic performance, considering factors beyond classroom size and learning resources.

Keywords: Learning environment, School location, Academic performance, Business Studies

INTRODUCTION

There have been various discussions on students' academic performance in various subjects in our secondary schools, and several factors are likely to bring about changes in students' outcomes. The learning environment and school learning location remain an important area that should be studied to enhance students' academic performance in business studies in this era where school peace is invaded by area boys and hoodlums. More so, the learning location is a potential factor that can influence the academic performance of students. Adedeji and Olaniyan (2011) assert

that rural schools are largely substandard to urban schools because they lack adequate teachers and material resources, such as standard laboratories and libraries, needed to motivate and enhance students' achievement as opposed to their counterparts in urban schools.

According to Biesta (2019), education does not occur in a vacuum. It grows in a socio-political economic environment, and there can be no education without a society, indicating that a society provides a macro environment in which it draws its resources. Avramenko (2012) remarks that business studies are designed to equip students with the practical skills that would enable them to participate meaningfully in

business activities in the future. From the above definition, one major thing that stands out clearly about business studies is that it is a programme that provides practical skills for its recipients to gain employment in the business community, while at the same time, such recipients are useful to themselves. Duniya et al. (2025) found that instructional facilities, such as visual aids, typing pools, and audio-visual aids, have a significant influence on students' academic performance in business studies. Lagos State, Nigeria's economic hub, faces challenges in providing quality education, particularly in business studies. The state's rapid growth and urbanization have led to overcrowding in schools, affecting teaching student ratios and resource allocation, increasing competition among schools, and driving the need for innovative approaches to improve the academic performance of students seeking to develop skills for the dynamic job market.

The inculcation of academic knowledge, skills, and abilities among the students is enhanced through learning and academic performance. Ademiluyi and Eebo (2024) described academic performance as a student's ability to demonstrate the performance of professional skills or behaviour. In the context of Business Studies, research has shown that the school environment and location can impact student motivation and engagement (Barnett, 2019). Moreover, studies have found that schools with strong industry connections and partnerships tend to have better academic performance in Business studies (Griggs et al., 2017).

Academic is explained as "academic work and school work. The term "academic work" refers to the results achieved by students as a result of the accumulation of learning, while "school work" refers to the learning tasks set by the school and is characterized by stages. Achievement refers to the completion and attainment of a certain level that a student can achieve after a series of education or training, while performance refers to the result of an examination in a subject or a whole course

(Wong et al., 2024). Academic achievement in a narrow sense refers to the measured performance of students through examinations at a certain study stage. In empirical studies of academic achievement, a considerable number of researchers adopt such definitions of academic achievement, especially in empirical studies of primary and secondary school students, researchers often define academic achievement as students' examination results, for example, (Hanushek et al., 2017; Marsh, 2012; Muijs, 2019) all define academic achievement learner's performance of teaching and learning assessments, such as final examination results, achieved by the person in school.

Classroom size is the number of students in a classroom environment under the control of a teacher at a time (Olubunmi, 2019). Shin et al. (2018) see class size as the average number of students per class in a school, while Malik et al. (2018) described it as the number of students per teacher in a class. A Classroom with a less crowded population is easily managed and controlled by teachers, hence making learning easy and impactful. Crowded classrooms make learning ineffective and unattractive, noisy, and cause fighting among students. Shamaki (2015) stated that a less crowded classroom environment is one whose population ranges from 20 to 30 or 35 at most. A study by Finn et al. (2005) found that students in smaller classes (with 20-25 students) performed better academically and had better social skills compared to students in larger classes. Similarly, a study by Vandenberg (2012) found that reducing class size to 20-25 students led to significant improvements in student achievement, particularly for low-achieving students. Another study by Arico III (2011) found that class sizes of 20-30 students allowed for more individualized attention and improved teacher-student relationships, leading to better academic performance. This kind of classroom does not foster noise-making and even

distraction amongst the students. The students always pay rapt attention during teaching.

Statement of the problem

Emphasizing the importance of the learning environment and location in students' academic performance is assumed to be a parameter for academic success. A learning environment is an essential aspect of educational planning, and further explained that unless learning areas are well-suited, adequately utilized, maintained, and less noisy, much teaching and learning may not take place. The high levels of students' academic performance may not be guaranteed where instructional space, such as classrooms, libraries, technical workshops, and laboratories are structurally defective. However, little is known about the influence of learning environment and location on students' academic performance in an urban city like Lagos State, where bushy and hushing and noise abound. Therefore, this study examined the perceived influence of school learning environment and location on the academic performance of students in Business Studies in Agege Local Government Area of Lagos State.

Research Questions

1. What is the influence on school learning location on business studies students' academic performance in public secondary schools in the Agege Local Government Area of Lagos State?
2. What is the influence of the school learning environment on business students' academic performance in public secondary schools in the Agege Local Government Area of Lagos State?

Hypotheses

H0₁: School learning location does not significantly influence students' academic performance in business studies.

H0₂: School learning environment does not significantly influence students' academic performance in business studies.

METHODOLOGY

The study adopted a descriptive survey research design with the use of a questionnaire. The population of this study comprises over 18 secondary schools in the state and more than 15,000 students of business studies in all secondary schools in the Agege Local Government Area of Lagos State. Five Secondary Schools were stratified randomly. 50 students were randomly sampled from each five sampled schools, making a total of 250 students sampled for the study. A researcher-designed instrument was used to elicit from the respondents and to collect data. The instrument was validated by experts, and the reliability test was conducted using a test-retest method of reliability, and a reliability index of 0.85 for students' questionnaire and 0.87 for teachers' questionnaire was realized using Cronbach Alfa. Means and standard deviations were used in answering the two research questions, while t-test statistics were used to test the two null hypotheses with the help of the SPSS package.

RESULTS

Research Question 1

What is the influence on school learning location on business studies students' academic performance in public secondary schools in Agege Local Government Area of Lagos State?

Table 1: Mean scores and standard deviation of students on the influence of school learning location on business studies academic performance

| S/N | Item description | X | SD | D |
|-----|---------------------------------------|-----|-----|---|
| 1 | Nearness to stadium or port authority | 2.6 | 0.7 | A |
| 2 | Nearness to major markets | 2.5 | 0.7 | A |
| 3 | Nearness to major express roads | 2.7 | 0.6 | A |

| | | | | |
|---|----------------------------------------------|-----|-----|---|
| 4 | Inadequate electricity supply for the school | 2.9 | 0.5 | A |
| 5 | Poor Road access services | 3.1 | 0.3 | A |
| 6 | Low socio-economic status of parents | 3.0 | 0.4 | A |
| 7 | Students trekking long distances to school | 2.6 | 0.7 | A |
| 8 | Poor transport services | 2.7 | 0.6 | A |
| 9 | Poor internet services | 3.1 | 0.3 | A |

Source: Field work 2024

Data analysis from Table 1 shows the mean and standard deviations of students on the influence of school learning location on academic performance. Analysis shows a grand mean of 2.8 and a standard deviation of 0.5.

On the other hand, Table 2 shows the mean and standard deviation of students on the influence of school learning location on academic performance. Analysis shows a grand mean of 2.7 and a standard deviation of 0.4. This reveals

that students agree that the school learning location and its variables influence students' academic performance.

Research Question 2

What is the influence of the school learning environment on business studies students' academic performance in public secondary schools in Agege Local Government Area of Lagos State?

Table 2: Mean scores and standard deviations of students on the influence of school learning environment on business studies academic performance.

| S/N | Item description | X | SD | D |
|-----|---------------------------------------------------------------|-----|-----|---|
| 11 | Insufficient desk and chairs | 2.5 | 0.7 | A |
| 12 | Lack of standby generator for classrooms and hostels | 3.0 | 0.4 | A |
| 13 | Classrooms lack ventilation | 3.0 | 0.4 | A |
| 14 | Overcrowded classrooms | 2.6 | 0.7 | A |
| 15 | Insufficient blackboard/whiteboard for classroom/laboratories | 2.7 | 0.6 | A |
| 16 | Calculator/specimens/laboratory equipment are lacking | 2.5 | 0.7 | A |
| 17 | Sports facilities are inadequate | 2.5 | 0.7 | A |
| 18 | Sports facilities are inadequate | 2.5 | 0.7 | A |
| 19 | Shortage of school health facilities | 3.0 | 0.4 | A |
| 20 | Schools lack electricity | 3.1 | 0.3 | A |
| 21 | Lack of instructional materials for teaching | 3.1 | 0.3 | A |
| 22 | Lack of internet facilities for research | 3.0 | 0.4 | A |
| 23 | Shortage of current textbooks in the libraries | 2.5 | 0.7 | A |

Source: Field survey 2024

Data analysis from Table 3 shows the mean and standard deviations of teachers on the influence of the school learning environment on students' academic performance. Analysis shows a grand mean of 2.8 and a standard deviation of 0.5. Table 4 shows the means and standard deviations of students on the influence of the school learning environment on academic performance. Analysis shows a grand mean of

2.6 and a standard deviation of 0.4. This reveals that students agreed that school learning environment and its variables influence students' academic performance.

Hypotheses Testing

H01: There is no significant difference between the opinions of students on the extent to which school learning location influences business studies academic performance in public secondary schools in Lagos State.

Table 3: t-test analysis of mean rating scores of students on the extent to which school learning location influences academic performance.

| Item | N | X | SD | DF | t-cal | t-cri | Decision |
|----------------------|-----|-----|-----|------|-------|-------|-----------------------------|
| Learning location | 477 | 2.8 | 0.5 | 1376 | 0.1 | 1.96 | H ₀₁ Accepted |
| Academic performance | 901 | 2.7 | 0.4 | | | | |

Source: Field survey 2024

The analysis in Table 3 above shows that the t-calculated of 0.1 is less than the critical value of the t-test, which is 1.96 using the SPSS package. Therefore, the null hypothesis (H₀₁) is accepted. This implies that there is no significant difference in the mean ratings of teachers and students on the extent to which school location can influence students' academic performance.

H₀₂: There is no significant difference between the opinions of students on the extent to which the school learning environment influences business studies academic performance in public secondary schools in Agege Local Government Area of Lagos State.

Table 4: t-test analysis on mean rating scores of students on the extent to which the school learning environment can influence academic performance.

| Item | N | X | SD | DF | t-cal | t-cri | Decision |
|----------------------|-----|-----|-----|------|-------|-------|-----------------------------|
| Learning environment | 477 | 2.8 | 0.5 | 1376 | 0.2 | 1.96 | H ₀₂ Accepted |
| Academic performance | 901 | 2.6 | 0.4 | | | | |

Source: Field survey 2024

The analysis in Table 4 above shows that the t-calculated of 0.2 is less than the critical value of the t-test, which is 1.96 using the SPSS package. Therefore, the null hypothesis (H₀₂) is accepted. This implies that there is no significant difference in mean rating scores of students on the extent to which the school learning environment influences students' academic performance.

learning through the quality of teaching staff, class size, and availability of infrastructure.

The first null hypothesis of the study stated that there is no significant difference between the mean opinion scores of students on the extent to which school learning location influences business studies academic performance in secondary schools in Lagos State. Though the magnitude of the mean scores of teachers of secondary school (2.8) is greater than that of the students (2.7) by a narrow margin, the difference is statistically not significant. The result of the findings from research question two on the learning environment indicated that the learning environment influences students' academic performance. This finding is in agreement with the views of Udoh (2015), who maintained that overcrowding in classroom make it difficult for students to write, the teacher is also unable to move around in class to assist needy students, and this affects the

DISCUSSION OF FINDINGS

From the result of data analysis from research question one, the result of the study on school learning location indicated that school learning location influences students' academic performance, either positively or negatively. The finding aligns with the views of Biesta (2019), who opined that school learning locations are known to influence students'

teaching and learning process. Furthermore, the finding is also strengthened by the views of Omiko (2015), who opined that schools with well-equipped libraries perform better than schools where libraries are less developed. He maintained that libraries provide instructional materials to enrich the curriculum and give unlimited opportunities for students' learning.

The second null hypothesis of the study stated that there is no significant difference between the mean opinion scores of teachers and students on the extent to which the school learning environment influences the academic performance of students in public secondary schools in Agege Local Government Area of Lagos State. Though the magnitude of mean scores of teachers of secondary school (2.8) is greater than that of the students (2.6) by a narrow margin, the difference is statistically not significant. The teachers and students did not significantly differ in their opinions in this regard. The foregoing views of the authors cited above strengthen the reality of the findings.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the findings of this study, it was concluded that school location influences students' academic performance. Long trekking distance, poor road, and transport services are identified as some factors that influence students' academic performance. It was also gathered that teachers' lack of access to internet services, materials for teaching, and insufficient qualified teachers also influence students' performance. It was also gathered that the inability to accommodate students' individual differences makes it hard for them to control the classroom, and this makes the inattentive students more likely to disturb the class during the lesson.

Recommendations

The following recommendations were made in light of the findings of the study:

1. Government and communities should ensure that students have access to good schools located near their areas of residence, free from noise, for better academic motivation in both urban and rural schools in the state.
2. Efforts should be made by the government and stakeholders to provide schools with a functional library, laboratory, classroom, electricity, water supply, staff room, and other school learning environmental aids that support students to achieve the aim of education.

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