

School Environments as Correlates of Effective Teaching and Learning in Selected Public Primary Schools in Oyo Metropolis

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Abstract

Education is the most excellent heritage a nation could give to its youth. The school environment, which includes the classroom, school location, school facility, school climate and technology, etc, is a variable that affects teaching and learning. The researchers sought to determine the school environment as correlates of effective teaching and learning in selected public primary schools in Oyo metropolis. A descriptive research method was adopted with a questionnaire that was validated by an expert who adjudged it suitable for the study. Questionnaire was used to elicit response from 20 public primary schools with 200 respondents sampled for the study in Oyo Metropolis while chi-square method was used to analyse the research hypotheses. The findings of the studies show that a well conducive school environment for students/pupils would enhance effective teaching and learning process and also richly endowed with educational facilities. It was recommended that schools should put in place adequate facilities, resources and programmes that will guarantee physical and mental health, social well-being and the safety and security of the school community which will promote the learning outcomes of the child.

Key words: School Environment, Effective Teaching, Learning, Healthful School Environment.

Introduction

The challenges facing teachers and the instructional system continue to intensify. School environment provides insights on how effective educational system will develop in a school through learning. Adeboyeji (2000) viewed school environment as the location of the school, buildings, equipment and other material resources provided in the school for the purpose of enhancing teaching and learning process. All these imply that school environment refers to the site, buildings, classrooms, furniture, libraries, laboratories, pavements, fence, ventilation, paths, location, recreational equipment, office assistance tools and other instructional aids.

Farombi (1998) observed that school environment may have negative influence on effective teaching and learning especially if such environment lacks good school climate, instructional materials, discipline, physical facilities, teaching quality, and has questionable location. Also, the population of students or pupils in a classroom and the size of the class affect teaching and learning. Farombi further opined that school facilities are a potent factor to effective teaching and learning. The importance of effective teaching and learning is also based on the provision of adequate instructional facilities for education. Teaching is inseparable from learning but learning is not separable from teaching. This means that teachers do the teaching to make the students learn, but students can learn without the teachers.

According to Akande (1995) learning can occur through one's interaction with one's environment. Environment here refers to facilities that are available to facilitate students learning outcome. It includes books, audio-visual, software and hardware of educational technology, also, size of classroom, sitting position and arrangement, availability of tables, chairs, chalkboards, shelves on which instruments for practical's are arranged (Farrant, 1991; Farombi, 1998).

In order to achieve the goals of primary education on effective teaching and learning, the school environment has to be conducive for teaching and learning. In fact, education thrives well only if there is good learning environment to assist pupils to get the necessary information on their learning. The school environment constitutes an important aspect of the teaching and learning process and it creates the needed conditions for effective teaching and learning. Hence, it is pertinent to

critically look at the school environmental factors that influence teaching and learning of pupils in primary schools, measures that can help, improve them and make some recommendations. According to the World Health Organization (1997), a healthy school environment encompasses the school building and all its contents including physical structure, infrastructure, furniture, the use and presence of chemicals and biological agents, the site on which a school is located and the surrounding environment including the air, water and materials with which children may come in contact as well as nearby land uses, roadways and other hazards. A primary school can have a healthy school environment by making available safe sufficient water, sanitation and shelter. World Health Organization prescribed further that a school environment can be healthy through:

- a. Provision of basic necessities e.g. shelter, warmth, water, food, light, ventilation, sanitary facilities and emergency medical care.
- b. Protection from biological threats e.g. molds, unsafe or insufficient water, unsafe food, vector-borne disease, venomous animals, rodents and hazardous insects and other animals e.g. dogs.
- c. Protection from physical threats e.g. traffic and transport, violence and crime, injuries, extreme heat and cold and radiation.
- d. Protection from chemical threats e.g. air pollution, water pollution, pesticides, hazardous waste, hazardous materials and finishes, asbestos, paint and cleaning agents.

W.H.O later explained that the major conditions required for healthy school environment include:

1. Location of schools away from potential environmental hazards.
2. Protection of the school community from excessive noise, heat, cold and dampness.
3. Provision of adequate building, constructed in line with approved standards, with particular emphasis on facilities for physically challenged learners.
4. Provision of an appropriate and adequate amount of furniture for pupils and staff.
5. Provision of an adequate number of gender-sensitive toilet facilities.
6. Provision of proper drainage and waste disposal facilities.

7. Provision of safe recreational and sport facilities
8. Perimeter fencing of the school.
9. Promotion of healthy human relationships in the school community.

Factors that Influence Effective Teaching and Learning in Primary Schools

School Environment as Correlate with Classrooms: The classrooms form a very crucial part of the school environment and meaningful learning can not take place where there are no classrooms. It is the hub of every learning interaction between the teacher and his students. According to Oriere (2007), the teaching-learning process takes place mostly in the classrooms. 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.

School Environment as Correlate with School Locations: Iwuagwu, Don and Ojemhenkele (1996) agreed that school location refers to a place where schools are located. This includes urban and rural areas. Most urban schools are sited inside towns close to residential houses and they are usually more in number than schools in the rural areas. Schools in the urban areas are more populated in terms of staff and students as well as learning facilities available. They further explain that school location is one of the essential factors that influence effective teaching and learning. This is so because in a situation whereby schools are sited close to noisy areas such as airports, markets or garage, where activities disrupt the teaching/learning of the students, one should not expect students in such areas to do very well academically.

School Environment as Correlate with Community: The school is a place where everyone come together to promote learning. In school, the circle of community extends outward to embrace parents, who are viewed as the child's first and most important teachers.

School Environment as Correlate with Climate of Learning: Schools are committed to serving world children and acknowledging that students' physical, social and emotional well being are also related to

learning. Beyond concrete learning, the school provides basic health and counseling services for student or learners, referrals for families and summer enrichment programmes for learning and creative play.

Statement of the Problem

This study sought to determine the school environment as correlates of effective teaching and learning in some selected public primary schools in Oyo metropolis. It becomes imperative that the pupils must be attracted to learning situation through school environment were negatively impacting pupils learning. Also, the poor condition of some schools raised serious concerns about teacher and pupils' safety. It is essential to renowned how much the school environment affects effective teaching and learning.

Hypotheses

1. School location will have no signification relationship with the effective teaching and learning in public primary schools in Oyo Metropolis.
2. School infrastructural facilities will have no significant relationship with the effective teaching and learning in public primary schools in Oyo Metropolis.
3. School healthy environment will have no significant relationship with the effective teaching and learning in public primary schools in Oyo Metropolis.

Methodology

The research design adopted for this study was descriptive research design, using survey approach.

According to the information gathered at Universal Basic Education (UBE) in Oyo State, there are 206 (two hundred and six) public primary schools in four (4) local government areas in Oyo Metropolis. From the 4 local governments, 20 public primary schools were sampled from each local government with 5 schools from the local government. A total number of 200 respondents (pupils) were used from the sampled schools and were selected by adopting random sampling technique for the data gathered. Questionnaire on survey of school environment as correlates

of effective teaching and learning in selected public primary schools in Oyo metropolis was used to elicit information from the respondents of the sampled schools. Validity is the accuracy of a test results or prediction of a particular characteristic intended while reliability is the extent to which the results obtained from the test can be relied upon as the true score. To this effect, the instrument was validated by an expert who adjudged it suitable for the study.

Responses to the questionnaire were scored, coded and recorded for computation. The data were analyzed using frequency count and Chi-square statistics methods were used to test the hypotheses generated at 0.05 level of significance.

Results

H₀₁: School location will have no signification relationship with the effective teaching and learning in public primary schools in Oyo Metropolis.

Table I: Chi-Square results for effect of school location on effective teaching and learning in public primary schools in Oyo Metropolis.

Group	Size	$\alpha - level$	Df	χ^2_{tab}	χ^2_{cal}	Decision
D	195	0.05	4	9.488	372.100	Significant. Reject the null hypothesis
A	805					

$P < 0.05$

From Table I above, the asymptotic significance falls into the rejection region under $P < 0.05$, therefore, the null hypothesis is rejected that, there is no significant effect of school location on effective teaching and learning in public primary schools in Oyo Metropolis. This implies that there is significant effect of school location on effective teaching and learning.

H₀₂: School infrastructural facilities will have no significant relationship with the effective teaching and learning in public primary schools in Oyo Metropolis.

Table II: Chi-Square results for effect of infrastructural facilities on effective teaching and learning in public primary schools in Oyo Metropolis.

Group	Size	$\alpha - level$	df	χ^2_{tab}	χ^2_{cal}	Decision
D	215	0.05	3	7.815	171.125	Significant. Reject The null hypothesis
A	585					

$P < 0.05$

From table II above, the asymptotic significance falls into the rejection region under $P < 0.05$, therefore, the null hypothesis is rejected that, there is no significant effect of infrastructural facilities on effective teaching and learning in public primary schools in Oyo Metropolis. This implies that there is a strong and significant effect of infrastructural facilities on effective teaching and learning.

H₀₃: School healthy environment will have no significant relationship with the effective teaching and learning in public primary schools in Oyo Metropolis.

Table III: Chi-Square results for effect of healthy school environment on effective teaching and learning in public primary schools in Oyo Metropolis.

Group	Size	$\alpha - level$	df	χ^2_{tab}	χ^2_{cal}	Decision
D	495	0.05	5	11.070	36.750	Significant. Reject the null hypothesis
A	705					

$P < 0.05$

From table III above, the asymptotic significance falls into the rejection region under $P < 0.05$, therefore, the null hypothesis is rejected that, there is no significant effect of healthy school environment on effective teaching and learning in public primary schools in Oyo Metropolis. This implies that there is significant effect of healthy school environment on effective teaching and learning.

Discussion of Findings

Findings from this study discover that there are no significant effect of school location on effective teaching and learning in public primary schools in Oyo Metropolis. This finding is in consonance with the work of Onukwo (2005) who agreed that a conducive location for school environment enhances a child's growth and development. Children feel happy in a peaceful and friendly learning environment.

The second hypothesis showed that there is a strong and significant effect of infrastructural facilities on effective teaching and learning. This study is in line with the study of Oyesola (2007) who opined that the infrastructural facilities in the school should be a reflection of the population of the students and staff, among other factors.

It was noted from the results of hypothesis III that there is significant effect of healthy school environment on effective teaching and learning. This was in agreement with Iwuagwu et al (1996) who asserted that a healthy school environment must have a positive interpersonal relationships and optional learning opportunities for students in all demographic environments which can increase achievements levels and reduces maladaptive behavior of the pupils/learners.

Summary of the findings

The focus of this study was school environment as correlates of effective teaching and learning in selected public primary schools in Oyo metropolis. The effect of the school location, infrastructural facilities and healthy school environment were examined. The summary of three hypotheses tested showed that the asymptotic significance falls into the rejection region under $\alpha - level 0.05$. This implies that there is positive significant relationship among the school location, infrastructural facilities, healthful school environment and learning.

Conclusion

Based on the findings of the study, it was found that the school environment as correlates of effective teaching and learning has a high degree of relationship. The findings show that a conducive school environment for students/pupils would enhance effective teaching and

learning process. The study also established the fact that it is not just important that a school should be richly endowed with educational facilities. It is equally very important that such facilities are well and properly organized to facilitate effective teaching and learning.

Recommendations

- i. For a newly school to be establish, the ministry of education are to ensure that the school are to meet the approved standard and specifications planned.
- ii. Schools should be design in such away that internal roads with adequate drainage system are provided.
- iii. Schools should put in place adequate facilities, resources and programmes that will guarantee physical and mental health, social well-being and the safety and security of the school community which will promote the learning outcomes of the child.
- iv. There should always be a treated water supply for the pupils to drink.

With these in place, effective teaching and learning will enhance the achievement of school goals and objectives.

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