

**RELATIONSHIP BETWEEN SCHOOL ENVIRONMENT AND TEACHERS
EFFECTIVENESS IN SECONDARY SCHOOLS OF BUNKURE LOCAL
GOVERNMENT AREA, KANO STATE**

BY

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DEDICATION

This dissertation is dedicated to my late father Alhaji Garba Suleiman Satatima, and my mother Hajiya Mariya Mahmud, and Hajiya Maimuna Amadu, I really indebted to them because of their moral upbringing, love and mercy which serve as an inspiration to me. May Allah grant them Al-Jannatul Firdausi, Amin, and also to my elder brother Professor Abdulrashid Garba, May Allah (S.W.A.) rewards him abundantly and grants him Al-Jannatul Firdaus, Amin.

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ABSTRACT

This study examined the relationship between school environment and teachers effectiveness in secondary schools of Bunkure Local Government Area, Kano State. In an attempt to achieve this, the study was guided with five objectives with five corresponding research hypotheses. The study adopted correlational research design. The population of the study comprised all the principals of the secondary schools in Bunkure Local Government Area of Kano State including all the teachers. The total number of the secondary schools is 50 with 251 teachers. The sample size for this study was drawn from the secondary schools, principals and teachers. Thus, a total number of 10 secondary schools and 251 teachers were sampled for this study using simple random technique. A self-designed questionnaire named Questionnaire on Relationship between School Environment and Teachers Effectiveness in Secondary School (QOREBSCHENTE) was employed in the process of data collection. The QOREBSCHENTE was validated by supervisors and expert in area of test and measurement in the Department of Education, Bayero University, Kano. The reliability of the instrument was established through test-retest and Pearson Moment Correlation Co-efficient (PPMC) was to compute the reliability and a coefficient index of 0.56, 0.60, 0.62, 0.59 and 0.67 respectively was obtained. Research hypotheses were analyzed by the use of Pearson Moment Correlation Co-efficient (PPMC). Some of the findings include among others, there is significant relationship between school environment and teachers' effectiveness in secondary schools of Bunkure Local Government Area, there is significant relationship between school environment and punctuality to teaching in secondary schools of Bunkure Local Government Area, there is significant relationship between school environment and classroom management in secondary schools of Bunkure Local Government Area. Finally, the study provide recommendations based on the findings of this study to include that conducive school environment should ensure through collaboration with PTA/SBMC/NGO'S and the school management so that effective working condition will be established in all secondary schools of Bunkure Local Government Area, since classroom management is related to the conduciveness of school environment, school management and school based clubs/associations should try to provide and protect the good facilities of secondary schools in Bunkure Local Government Area through proper maintenance of the school surrounding, repairing of broken desks, doors, windows etc., education stakeholders, students and teachers should ensure mastery and application of appropriate teaching methods through workshop, seminars, meetings and in-service training so as to boost teaching and learning in all secondary schools of Bunkure Local Government Area among others.

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OPERATIONAL DEFINITION OF TERMS

School Environment: A school's physical environment includes the school building and the surrounding and it also includes the classrooms, school location, school facilities, school climate and technology.

Appropriate Teaching Methods: This involves using sound and effective teaching methods in the process of teaching by teacher.

Utilization of Instructional Materials: This refers to using available and common instructional materials in the process of teaching.

Teachers' Effectiveness: Ability of teachers to make use and manage available resources in the process of teaching and learning.

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

Education is the sum total of all the process through which a person is encouraged to develop his abilities and other forms of behaviors which can be beneficial to him and the society in which he lives. Education has been at the top of the priority list of some previous governments in Nigeria. It is not surprising fact that previous and current government have been the top priority despite the criminal challenges in the country.

Additionally, the New National Policy on Education (FRN, 2004) revised edition stressed the significance of education to the national development. For instance, the NPE stated that education is the most important instrument of change, any fundamental change in the intellectual and social outlook of any society has to be preceded by educational revolution.

School environment which include instructional spaces planning, administrative places planning, circulation spaces planning, spaces for conveniences planning, accessories planning, the teachers as well as the students themselves are essential in teaching-learning process. The extent to which student learning could be enhanced depends on their location within the school compound, the structure of their classrooms, availability of instructional facilities and accessories. It is the believe of the researcher 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 of the students.

In different assertions by Williams, Persaud and Turner (2008), reported that safe and orderly classroom environment (aspect of instructional space), School facilities (accessories) are significantly related to teaching and learning. Thus, comfortable and caring environment among other treatments helped to contribute to students' academic performance.

The physical characteristics of the school have a variety of effects on teachers, students and the learning process. Poor lighting, noise, high levels of carbon dioxide in classrooms and inconsistent temperatures make teaching and learning difficult. Poor maintenance and ineffective ventilation systems lead to poor health among students as well as teachers, which leads to poor performance and higher absentee rates (Frazier 2002; Lyons, 2001; and Ostendorf, 2001). These factors can adversely affect student behavior and lead to higher levels of frustration among teachers and poor learning attitude among students.

Beyond the direct effects that poor facilities have on students' ability to learn, the combination of poor facilities, which create an uncomfortable and uninviting workplace for teachers, combined with frustrating behavior by students including poor concentration and hyperactivity, lethargy or apathy, creates a stressful set of working conditions for teachers.

In the last decade the researcher observed that, students' performance in external examination has been poor, giving parents, government and stakeholders concern. Among the reasons have been learning environment which directly affects teaching. The current study set to examine the relationship between school environment (i.e. teacher's punctuality, classroom management, teaching methods and utilization of instructional materials) and teacher's effectiveness in secondary schools of Bunkure L.G.A, Kano State, Nigeria.

The quality of teaching in schools is by-product of many issues but the most pronouncing are school environment and teachers effectiveness. Learning infrastructure include the buildings, furniture items, equipment, classrooms, offices, libraries or laboratories, conveniences and sporting equipment that contribute to a positive learning environment and quality education for both schools and students.

The current condition of schools in Nigeria is deplorable, as many Nigerian secondary schools have buildings and structures that are dilapidated and inadequate to provide quality educational services particularly public schools. The quality of learning facilities available

within an educational institution has positive affect on the quality of teaching and learning activities which in turn leads to the attainment of good performance. The quality of the school buildings and furniture determine how long other such inputs will last whereas comfortable classrooms and provision of correct learning inputs will not only improve teaching quality but also increase the extent of teaching and learning. Classrooms in most of the public schools were inadequate in terms of decency, spacious, ventilation and other items like furniture/chairs, desks, boards that should be available in an ideal classroom. Even the learning infrastructure such as buildings, furniture and equipment that contribute to good learning environment and better quality of education are lacking. The effects of deteriorating conditions and poor maintenance of school infrastructure are threats to students' academic performance, reflecting poor grade performance in external examination such as School Certificate Examination conducted by the West African Examination Council.

However, effective teaching interaction depends among others to the suitable environment. This environment goes beyond physical structures but it expands to the emotional environment in the schools since school environment needs to be conducive for teaching and learning to take place effectively. Similarly, from the experience of the past it was noted that the school environment remains an important pivotal for the effective teaching and learning process. But most of the schools in the rural areas were in a state of poor infrastructure which virtually no facilities for teaching and learning despite the sorrowful condition of the school environment, yet the performance of the students is not bad. Additionally, teachers posted to rural areas are ill-motivated and in most cases are inexperienced and incapable of utilizing instructional materials, lack good teaching methods, and to crown it up are not punctual. Thus, this raises a concern for research. Based on the review studies focus on relationship of poor school environment including problems with students-teacher ratio, school location, school population, classroom ventilation, poor lighting

in classrooms, and inconsistent temperatures in the classroom with students health problems, students behavior, and students achievements (Crandell and Smaldino, 2000; Davis, 2001; Johnson, 2001; Lyons, 2001; Moore, 2002; Stricherz, 2000; Tanner, 2000) cited in (Omotere 2013). To complement these studies, the present study examined relationship between school environment and teachers effectiveness in secondary schools in Bunkure Local Government Area, Kano State.

1.2 Statement of the Problem

School environment is an essential aspect of educational planning and “unless schools are well suited, buildings adequately constructed and equipment adequately utilized and maintained, much teaching and learning may not take place. Thus, it is imperative for effective teaching and learning.

It is not surprising that the most common trend and concern in Nigerian educational system is the issue of poor results in terminal examinations like West African Examinations Council (WAEC) and the National Examination Council (NECO) as well as other organized examinations have raised concerns as to the factors responsible for this scenario. Though attention has been focused on the quality of teachers and non-commitment of the students to their studies due to distractions that hamper learning but very little attention has been given to the learning environment. The environment in which the students learn such as classrooms, libraries and information centers, technical workshops, information and communication technology facilities, multipurpose halls and performing art spaces, laboratories, health, physical exercises and play grounds, conveniences, sanitation, maintenance culture, aesthetics among others are variables that affect students’ learning and teaching process. Hence, the learning environment remains an important area that should be studied and well managed to enhance students’ academic performance. The fact that learning environment can impact on students’ academic

achievement has been established by studies (Glassman 1994, Persaud and Turner 2008). The physical characteristics of schools have a variety of effects on teachers, students and the learning process. Poor lighting, noise, high levels of carbon dioxide in classrooms and inconsistent temperatures make teaching and learning difficult.

Poor maintenance and ineffective ventilation systems lead to poor health among students as well as teachers, which lead to poor performance and higher absentee rates (Fraser 1985, Lyons 2001). These factors can adversely affect student behaviour and lead to higher level of frustration among teachers, and poor learning attitude among students.

Beyond the direct effects that poor facilities have on students' ability to learn, the combination of poor facilities, which create an uncomfortable and uninviting workplace for teachers, combined with frustrating behaviour by students including poor concentration and hyperactivity, lethargy, or apathy, creates a stressful set of working conditions for teachers because stress and job dissatisfaction are common pre-cursors to lowered teacher enthusiasm. It is possible that the aforementioned characteristics of school facilities have an effect upon the academic performance of students. Previous studies have investigated the relationship of poor school environment including problems with students-teacher ratio, school location, school population, classroom ventilation, poor lighting in classrooms, and inconsistent temperatures in the classroom with student health problems, student's behaviors, and student's achievement (Crandell and Smaldino 2000; Stricherz, 2000). It is a well known issue that good school environment plays role as teaching and learning is concerned. It is through good school environment that learning takes place effectively. But now it is worrying thing which is happening in some secondary schools in Kano State, that lack of good school environment makes teaching and learning to be at a poor state, which occur during school lesson, because some of these schools are very close to markets and shops while some schools are close to the farms as farmers use the school premises to pass

through and go to their farm land and call the attention of the students and this make them not to concentrate on their learning. This problem creates issue of concern to students, teachers, parents and all other relevant stakeholders in Bunkure Local Government Area of Kano State as experienced by the researcher.

Consequently, the high levels of students' academic performance, effective teaching and learning may not be guaranteed where instructional space such as classrooms, libraries, technical workshops and laboratories are structurally defective. However, little is known on the impact of school environment on effective teaching and learning in secondary schools in Bunkure Local Government Area of Kano State. This problem motivated the researcher to conduct an investigation on the observed problems and find out the solution on the impact of school environment on teaching in secondary schools of Bunkure Local Government Area, Kano State. Therefore, this study is set to examine relationship between school environment and teacher's effectiveness in secondary school in Bunkure Local Government Area, Kano State.

1.3 Objectives of the Study

The objectives of this study were to:

1. Determine the relationship between school environment and teachers effectiveness in secondary schools of Bunkure Local Government Area, Kano State.
2. Determine the relationship between school environment and punctuality of teachers in secondary schools of Bunkure Local Government Area, Kano State.
3. Determine the relationship between school environment and classroom management in secondary schools of Bunkure Local Government Area, Kano State.
4. Determine the relationship between school environment and use of effective teaching methods on teaching in secondary schools of Bunkure Local Government Area.

5. Determine the relationship between school environment and utilization of instructional materials in secondary schools of Bunkure Local Government Area, Kano State.

1.4 Research Hypotheses

In this study the following hypotheses were tested:

1. There is no significant relationship between school environment and teachers' effectiveness in secondary schools of Bunkure Local Government Area.
2. There is no significant relationship between school environment and punctuality of teachers in secondary schools of Bunkure Local Government Area.
3. There is no significant relationship between school environment and classroom management in secondary schools of Bunkure Local Government Area.
4. There is no significant relationship between school environment and use of effective teaching methods in secondary schools of Bunkure Local Government Area.
5. There is no significant relationship between school environment and utilization of instructional materials in secondary schools of Bunkure Local Government Area.

1.5 Significance of the Study

This study is very important because of the general concern by the relevant stakeholders over poor conditions of learning in our schools, so the study will benefit the Ministry of Education, principals, teachers and students on better approach towards creating a conducive learning environment. The study has the potentials of contributing to an existing knowledge in the field of educational planning; specifically the result would provide room for the improvement of educational planning in Rano Zonal Education and Kano State Ministry of Education in general.

This is because the findings would assist in better understanding and improvement of school environment more important with regards to this research that Ministry of Education, principals, teachers and students would benefit especially on areas where the

researcher suggest areas of effective improvement of school environment in secondary' schools. The research will help the reader with the database to make changes in the areas of school environment, and can produce significant improvement in teachers and students morale.

Understanding the adequacy and impact that our current educational facilities have on learning environment can guide towards building renovation and construction of new walls or fencing the schools premises for effective teaching and learning in our secondary schools. The study can lead to improvements by the policy makers, principal's preparation programme in order to raise the moral of teachers and students.

1.5 Scope and Delimitation of the Study

The study mainly focuses on the relationship between school environment and teachers effectiveness in secondary schools of Bunkure Local Government Area, Kano State. Therefore, this study did not cover private secondary schools in Bunkure Local Government Area, and also any secondary schools outside Bunkure Local Government Area are not part of this study. The participants of the study include the principals and teachers in the schools under consideration.

Findings from this study may not be generalized beyond the public secondary schools in Bunkure Local Government Area. It involves only public secondary schools male and female, schools but only day schools not boarding.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter deals with review of related literature to this research work. The chapter specifically reviewed conceptual framework in which concepts such as school environment, concept of teacher effectiveness. The chapter equally provides theoretical framework which includes Scientific Management and Frederick Taylor's Scientific Management theories were reviewed. Some empirical reviews were also provided on relationship between school environment and teacher effectiveness, relationship between school environment and punctuality of teachers, relationship between school environment and classroom management, relationship between school environment and use of teaching methods and relationship between school environment and utilization of instructional materials. Lastly, the chapter provides summary of the chapter and uniqueness of the study.

2.2 Conceptual Framework

2.2.1 School Environment

School environment are variables that can affect students' academic achievement, including performance in examinations (Ajayi, 2001). The importance of learning environment to educational development was so upheld by the authorities and regulatory institutions that school inspectors were parts and parcel of the school system before the advent of military regime in the country.

Moos (1979) in Pekins (2006) cited in Ogwen (2015) defines school climate as the social atmosphere of a setting or "learning environment" in which students have different experiences, depending upon the protocols set up by the teachers and administrators. Moos divided learning environments into three categories: relationship or personal growth or goal orientation and system maintenance. The relationship or personal growth or goal orientation includes involvement, affiliation with others in the classroom, and teacher support; personal

growth or goal orientation, which includes the personal development and self-enhancement of all members of the environment; and system maintenance and system change, which include the orderliness of the environment, the clarity of the rules and the strictness of the teacher in enforcing the rules.

School environment climate is determined by some parameters based on shared perceptions of climate rather than an individual personal belief. A comprehensive assessment of school environment must reflect observations about student, teacher/staff, and parents satisfaction in addition to school climate.

Equally, the learning environment includes classroom spaces planning, administrative places planning, circulation spaces planning, spaces for conveniences planning, general infrastructure planning, the teachers as well as the students themselves are essential in 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 and availability of instructional facilities and accessories. It is believed that a school with adequate learning environment contributes to stir up expected outcomes of learning that will facilitate good academic performance, by encouraging effective teaching and learning.

Similarly, Adepoju and Akinwunmi (2011) considered school environment as the entire scope of schools buildings, school premises, laboratories, play field, school farm and garden provided in the school for the purpose of educating people. Thus, school environment is the basic social process involving the reciprocal communication of facts, ideas and meanings resulting in mutual relationship between individuals or groups through which learning can effectively take place. Thus, School environment promotes not only the exchange of facts, ideas, meaning and mutual relations but also the academic achievement of the students, this is because the teaching and learning process take place through interaction.

Moos (1994) viewed that school environment is a system on the individual perception of the school environment as mediated by personal variables, roles, status, relationship and his behavior.

The school environment refers to factors within the school that influence the teaching-learning process. The school environment includes classrooms, library, technical workshops, teachers' quality, teaching methods, peers, among other variables that can affect the teaching-learning process (Ajayi 2001). The extent to which pupils learn could be enhanced depending on what the school environment provides to the learners and the teacher.

Durji, Azuh and Ovtasegie (2014) stated that school environment includes teaching staff and non-teaching staff, administrative policies and practices, physical plant and facilities which include the following:

- a) **Staff offices and furniture:** Staff offices should be spacious with good furniture, so that staff will be comfortable in doing their work, each staff must have his personal chair and desk which will enable him to write and mark students books.
- b) Classrooms must have adequate furniture for students to be able to read and write well.
- c) Science laboratories and furniture: Science laboratories must be equipped with adequate furniture and science equipments.
- d) **Technical and vocational workshops:** Should have all tools for technical and vocational works.

On the other hand, other facilities found in typical school setting as observed by Moos (1994) include:

- a. Instrumental facilities which comprises of:
 - i. Library and furniture: Must be equipped with all reading books and newspapers in addition with journals, articles for students research work.
 - ii. Films and films strip and computers.

iii. Science materials.

b. Utility facility comprising:

i. Water supply: When there is regular supply of water, students will use the toilets without facing any problem.

ii. Electricity supply: computer science will be taught effectively if there is constant electricity supply.

iii. School ground.

c. School beauty: The-beauty of any school is the first attraction that students grasp which in turn to boost learning and assimilation.

i. Tree planting: Trees in school compound provide shade and in turn help students to assimilate what they are taught.

ii. Football field: Football field is the order of the day in most secondary schools.

iii. Sewage disposal is working effectively, students use toilets with ease.

2.2.2 Concept of Teachers Effectiveness

Teaching is the act of imparting knowledge. It occurs as a result of interaction between students and a teacher either in a classroom, a laboratory, a theater, a field or any other environment that might facilitate the interaction with or without the help of instructional materials.

Teaching according to Nweke (1990) is still an occupation based upon specialized intellectual study and training, the purpose of which is to supply skilled service and guidance to others. This is done by qualified and experienced professionals with a deliberate intention to assist or guide the learners to learn through a process with the capability or disposition over a period of which can be retained and not simply ascribe to the process of growth. In the same vein learning system accounted to differences in the behaviors which are not due to

such factors as maturation, sensory adaptation and other phenomena, which may produce observable changes in the activities of an individual.

Consequently, teacher effectiveness is centered on an interactive process, primarily involving classroom talk, which takes place between teacher and pupils and occurs during certain definable activities, organization of teaching activities motivation, planning, informing, learning, discussion, discipline, counselling and evaluating.

According to Ochonogor and Ajaja (2005) viewed teacher effectiveness as a series of activities designed and performed to produce a desirable change in student's behavior. While Akande (1985) believed that teacher's effectiveness involves teacher ability to develop the cognitive, affective and psychomotor powers of the learning through giving the learner knowledge of the fact about subject matter reinforcing or developing positive attitude in the learner certain physical or manipulative skills.

2.3 Theoretical Framework

2.3.1 Scientific Management Theory

This study adopted Scientific Management, also called Taylorism. It is a theory of management that analyzes and synthesizes work flows. Its main objective is improving economic efficiency, especially labour productivity. It was one of the earliest attempts to apply. Its development began with Fredrick Winslow Taylor in the 1880s and 1890s within the manufacturing industries (Mullins, 2004). Frederick Winslow Taylor (1964), scientific Management is a controversial figure in management history. His innovations in industrial engineering particularly in time and motion studies, paid off in dramatic improvements in productivity. At the same time, he has been credited with destroying the soul of work, of dehumanizing factories, making men into automations (Mullins, 2004).

The main elements of the scientific management are: "Time studies functional or specialized supervision standardization of tools and implements and standardization of work

methods that separate planning function management by exception principle and the use of "slide-rules and similar time devices" instruction cards for workmen task allocation and large bonus for performance. Scientific management requires a high level of managerial control over employee work practices and entails a higher ratio of managerial workers to laborers than previous management methods (Mullins, 2004).

2.3.2 Systems theory

This study was guided by Systems theory of organizations as advanced by Ludwig Von Bertalanffy in 1951. This theory contends that all parts of an organization are interrelated such that changing one part of the system in a school affects other parts as well. The theory views school organization as a complex social system whose properties cannot be known from analysis of the constituent elements in isolation hence for effective management of the teaching-learning process, emphasis should shift from part to whole.

As applied to this study, the systems theory holds that the different factors in the system that influence the teaching-learning process must be managed together paying attention to all of them without overlooking some factors over the others in order to produce a common whole which in this case is effective teaching and learning. The performance of a system depends on how the elements work together and not how each element works independently.

For effective teaching-learning process, all factors that influence teaching-learning process at school must be looked at. In this study, the independent variables are school environment which comprises of instructional materials, physical facilities, class size and the school location. These are the inputs which must be looked at to facilitate the process which is teaching-learning and the output which is reduced rates of dropouts, absenteeism and repetition.

2.4 Review of Empirical Studies

2.4.1 Relationship between School Environment and Teachers Effectiveness

Kamaruddin, Zainal and Aminuddin (2009) and Teachernet (2008) cited in Ajayi, Ekundayo and Osalusi (2010) argue that the availability and quality of educational facilities such as school buildings, classrooms, chairs, tables, laboratories etc. have positive impacts on the academic performance of students and significant positive relationship with teachers. This means that the school environment determines how much learning and teaching will be possible. However, Sabitu, Babatunde and Oluwole (2012:45) adds that the availability of the facilities with skillful usage have positive relationship with teaching and learning. Thus, a learning environment with ideal learning components such as furniture, ventilation, and thermal comfort promote effective learning (Bosque and Dore, 1998).

In addition, Fraser and Fisher (1982) cited in Shamaki (2015) in a study on the influence of school environment on academic performance among Secondary school students in Yobe State, Nigeria found that there is good relationship between school climate and teachers ability to effectively teach. In a study by Ajayi (2001), Oluchukwu (2000) quoted in Kilel (2012) reported that physical facilities, instructional materials, class size and school location are some factors within the school environment that were found to have an influence on the process of teaching-learning hence the school environment remains an important area that should be studied and well managed to enhance pupils academic performance.

Eric (2005) cited in Mudassir and Norsuhaily (2015) in an article on the role of the supportive school environment in promoting academic success postulates that the school environment has broad influence on students' learning and growth, including a significant aspect of their social, emotional and ethical development. Furthermore, when students find their school environment supportive and caring, they are less likely to become involved in substance abuse, violence and other problem behaviour. The research indicated that

supportive schools foster these positive outcomes by promoting students sense of connectedness, belongingness or community. These terms are used interchangeably here to refer to students' sense of being in a close, respectful relationship with peers and adult at school. Therefore, building in a school community is a means of fostering academic success. Students who experience their school as a caring community become more motivated, ambitious and engage in their learning. In particular, students' active connection with teachers and their perceptions that teachers care about them are what stimulate their effort and engagement.

Aluede, Okhiku, Esamah and Ojiemhenkele (2010) cited in Oselumese, Omoike and Andrew (2016) observed that classrooms have now become human poultry, where more than 50 students are crammed in one classroom which is at variance with the expected. Subsequently, Afolabi (2010) cited in Oselumese, Omoike and Andrew (2016), observed that in a majority of Nigerian secondary schools, the classroom accommodation is grossly inadequate. As a result of the large enrolment in these schools, the classrooms designed for only thirty or forty students in most cases as well as the chairs and desks are not enough as students were found sharing chairs, standing up, or sitting on windows or broken desks. When students are overcrowded like this, there is a stalling of the teaching and learning process and a disruption of the children's mental activity, a situation that generally militate against effective teaching and intellectual development of the children. In many of these schools, classrooms, libraries and laboratories are nothing to write home about, all leading to decline in academic standards and achievement (Aluede, Okhiku and Udele, 2009) cited in Oselumese, Omoike and Andrew (2016). Classroom lighting plays a particular critical role in students performance (Philips, 1997) cited in Oselumese, Omoike and Andrew (2016). Obviously, students cannot study unless lighting is adequate, and there have been many studies reporting optimal lighting levels.

Agosiobo (2007) noted that there is significant relationship between the use of teaching resources and motivation of learners to learn and assist in sustaining learners' attention throughout the lesson. Collin and Rosmiller (1987) assert that even highly competent teachers find it difficult to teach effectively with inadequate facilities or if they are lacking the necessary instructional materials.

Ashton (2001) observes that there is relationship between instructional materials and planning and implementing a successful life skill program. He further asserted that the availability of learning resources is the most influential factor which may explain differing performance levels. It is generally assumed that the use of instructional materials leads to better performance. Kathuri (1986) in his study, found that the presence or absence of resources have an effect on teaching and learning.

Equally, Eshiwani (1993) reported significant relationship between performance of students in examinations and the availability of instructional materials and school facilities such as laboratories, libraries, textbooks, laboratory equipment among others. While, a relationship between the quality and adequacy of such equipment as instructional materials have a direct bearing on quality of education as they determine how effectively the curriculum is implemented (Republic of Kenya, 1999). There is clear evidence that there is a relationship between adequate provision of books and achievement. Textbooks are often the most cost effective means of improving academic achievement and increasing the efficiency of schools (Psachropoulous and Wood hall, 1995).

Avalos (1991) pointed out that the quality of education the learners receive bears direct relevance to the availability or lack of instructional materials. Schools with adequate facilities such as textbooks and other instructional materials stand a better chance of having better results than poorly equipped ones.

Sufficient quality and quantity resources and facilities determine how effectively the process of teaching and learning takes place. Fuller (1986) found that instructional materials such as textbooks, visual and audio materials not only enhance communication between teachers and learners but, also facilitate child centered learning through discovery. With the availability of text books pupils will be able to read on their own while at home and do their homework. Availability of good quality instructional materials is an important factor on pupils' achievement.

Asikhia (2010) pointed that adequately well prepared instructional materials determine the amount of learning that can take place in a learning institution. Good quality instructional materials can motivate interest, maintain concentration and make learning more meaningful. The studies above reveal that there is a relationship between availability of instructional materials and the teaching-learning process.

In a research carried out by Sunday (2012) cited in Mudassir and Norsuhaily (2015) revealed that there is a significant relationship between physical school environment and students' academic performance in senior secondary school physics. To him, the physical school environment has some influences on students' academic achievement in senior secondary school physics examinations. The result indicated that students with adequate laboratory facilities in physics perform better than those in school with less or without facilities, this simply because laboratory forms part of enrich physical school environment. It was also discovered that poor facilities and inadequate space, as well as the arrangement of items including seats in the classroom, library and laboratory, would affect the organization of learning environment. Favourable school climate gives room for students to work hard and enhance their academic achievement. The result of this research agrees with the opinion of most psychologists; that weak relationship between teachers and students has a diverse effect on students' attitude in respect of events in teaching –learning environment.

Orlu (2013) cited in Mudassir and Norsuhaily (2015) conducted a research among six hundred teachers and students with the aim to find out environmental influence on the academic performance of secondary school students in Port Harcourt Local Government Area of River State. The result of this research indicated that the school environment has a significant influence on academic performance and the location of the school affects students' performance. For example, when a school is sited in a noisy area like an airport or in the heart of a city where activities disrupt the teaching-learning of the students. One will not expect such students in this area to be doing well academically. Noise in anything interferes with teaching/learning process.

Denial and Felix (2014) cited in Mudassir and Norsuhaily (2015) examined the impact of the school environment and peer influence on the students' academic performance. The study assessed school environment factors and peer influence in term of the level of psychological impact they have on learners. The school as an institution of learning which also act as a second home for learners has been found to have a strong relationship with students' academic performance.

2.4.2 Relationship between School Environment on Punctuality in Quality Teaching of Secondary Schools

Freiberg (1998) cited in Oselumese, Omoike and Andrew (2016) note that the interaction of various school and classroom climate factors create a fabric of support that enables all members of the school community to teach and learn at optimum levels and punctuality of teachers to their duties. A positive school climate yield positive educational and psychological outcome for students and school personnel. Similarly, a negative school climate has negative relationship with optimal learning and development of learners (Freiberg, 1998).

Oselumese, Omoike and Andrew (2016) and Farombi (1998) cited in Ogwen (2015) agreed with the saying that “seeing is believing” as the effect of using laboratories in teaching and learning of science and other science related disciplines as students tend to understand and recall what they see than what they hear or were told. Other studies reported that laboratory adequacy which is a school environment factor affect the performance of students in chemistry (Raimi, 2002 and Adeyegbe, 2005) cited in Ogwen (2015). In terms of academic achievement, Soyibo and Nyong (1984) cited in Ogwen (2015) have shown that schools with well-equipped laboratories have better results in the School Certificate Science Examinations than those that are ill-equipped. Writing on the situation of our secondary schools, Okoli (1995) cited in Ogwen (2015) reported that laboratories have become shelves of empty bottles of chemicals. In another study, Yadar (2007) cited in Ogwen (2015) noted that no course in science and mathematics can be considered as complete without including some practical work. Schools with equipped laboratories have their pupils performing better than their counterparts in schools without laboratories or those with ill equipped laboratories. Laboratory work stimulates learners’ interests as they are made to personally engage in useful scientific activities and experimentations (Owoeye and Yara, 2010).

2.4.3 Relationship between School Environment on Classroom Management on Quality Teaching of Secondary Schools

Classroom management can be defined as the process by which teachers creates and maintain an environment in the classroom that allows students the best opportunity to learn. Teachers are faced with classroom issues such as excessive talking during instruction, getting out of seat without permission, throwing objects across the room, sleeping during classroom instruction and disrespect to the teacher. It is important that teachers find creative ways to deal with the issues as well as provide quality instruction in the classroom.

Research has provided definitions of classroom management. McCreary (2010) cited in Sowell (2013) defined classroom management as the methods and strategies an educator uses to maintain a classroom environment that is conducive to student success and learning. Efficient teachers should acquire a toolbox of classroom management strategies that they can use within their classrooms. Marzano (2003) cited in Sowell (2013) noted that a well-managed classroom provides an environment in which teaching and learning can flourish. As Marzano (2003, 2007) cited in Sowell (2013) points out, the importance of students feeling safe at school is linked to student's learning. Without this feeling of safety, students will develop anxiety and become uneasy in the classroom. Marzano (2003) cited in Sowell (2013) reported that there is relationship between safe and orderly environment and maintaining order so learning can take place. This present study was guided by Martin and Sass (2010) cited in Sowell (2013), who suggest that classroom management encompasses teacher efforts to oversee the activities of the classroom including student behavior, student interactions and learning.

Marzano, Pickering, and Pollack (2001) noted a relationship between effective and the need to employ effective behavior management strategies, implement effective instructional strategies, and develop a strong curriculum. In addition to managing the instruction in the classroom, a teacher's most significant challenge is also managing the behavior of students in the classroom because of how it can affect instruction, learning, and achievement.

Froyen and Iverson (1999) stated that classroom management focuses on three major components: Content Management, Conduct Management and Covenant Management. Content management occurs when teachers manage space, materials, equipment, the movement of people and lessons that are part of a curriculum or program of studies (Froyen

and Iverson, 1999). An example of content management is when students are working in partners on an assignment and the teacher monitors the group by circulating around the room.

Conduct Management refers to the set of procedural skills that teachers employ in their attempt to address and resolve discipline problems in the classroom (Froyen and Iverson, 1999). An example of conduct management is when one student is making fun and laughing at another students' work. The teacher responds by reminding students to respect each other and the teacher makes positive comments about the students' work.

Covenant management focuses on the classroom group as a social system that has its own features that teachers have to take into account when managing interpersonal relationships in the classroom (Froyen and Iverson, 1999). An example of a covenant management is when students work in a group and problems occur amongst the group. The teacher encourages the group to work together to find a solution. The teacher reinforces and commends the group for their effort.

Effective classroom management should be the primary responsibility of the classroom teacher with the students accepting the responsibility of their inappropriate behavior. Effective classroom management does not consist of just a list of rules and procedures, but the sensitivity and caring attitude of the teacher. The classroom teacher often comes to mind when discussing classroom management. It is very important to the teacher when he or she feels that they have the support of the school administrator.

Effective classroom management consists of teacher behaviour that produces high level of the involvement of students in the activities of the classroom, minimum level of students' behaviour that affects the teacher or other students as they interfere with their works and will often interfere with the efficient use of instructional time. Effective teachers who are effective classroom managers will involve such activities in all aspects of their work as planned rules and procedures which are carefully and systematically taught to the students.

It can be rightly argued that the teacher is the biggest influence on how well students behave in a classroom. This means that it is not the quality of the students, the involvement of the parents, or the administration that make the most impact, but the teacher's attitude. It is opined by Verstrate (2011) cited in Austin and Omomia (2014) that, "it is not simply to teach curriculum content but it is to also guide, direct and empower students to govern their own behaviour so that their life within a social setting can be an enjoyable and productive one."

The overall value of effective classroom management and its positive effect in guaranteeing the achievement of outstanding educational outcomes is well captured by Emmer and Stough (2001) cited in Austin and Omomia (2014). They argued that there is positive relationship between ability of teachers to organize classrooms and management of the students and attainment of positive educational outcomes.

Pederson-Seelye (2011) cited in Austin and Omomia (2014) argued that effective classroom management procedures promote independent learning and influence the success for all students in classrooms which are productive, orderly and pleasant.

According to Doyle (2011) cited in Austin and Omomia (2014) "the underlying assumption is that classroom order encourages student engagement which supports learning. Without order, a teacher is hard pressed to promote student learning". The implication of this, according to him is that "classroom management results in the coupling of order and learning." He therefore, saw classroom management as the progression of strategies that teachers utilize to promote order and student engagement and learning. The consequence of this position is the prompt enhancement of the right learning outcomes. Some pro-active principles in maintaining order in classroom management according to Doyle (2011) cited in Austin and Omomia (2014) include the following:

- i. Develop coherent list of expected behaviours (usually only four or five rules).
- ii. Equip students with the skills needed to execute appropriate behaviour.

- iii. Continually assess the success of an implementation
- iv. Create and sustain a positive environment in which this can take place.

Embracing the essence of order in classroom management enables the teacher to apply all facets of discipline within the classroom. These centered on the three fundamentals of teaching. That is, “content, conduct and covenant management”. Content refers to the curriculum; conduct has to do with discipline while covenant has to do with relationship (Doyle, 2011) cited in Austin and Omomia (2014).

In a research carried out by Froyen and Iverson (1999) cited in Austin and Omomia (2014) showed that a high incidence of classroom disciplinary problems has a significant impact on the effectiveness of teaching and learning. It has been found that teachers facing such issues fail to plan and design appropriate instructional task. They also tend to neglect variety in lesson plans and rarely prompt students to discuss or evaluate the materials that they are learning. In addition, students’ comprehension or seat work is not monitored on a regular basis. In contrast, strong and consistent management and organizational skills have been identified as leading to fewer classroom discipline problems (Froyen and Iverson, 1999) cited in Austin and Omomia (2014). On the strength of this, according to Doyle (2011) cited in Austin and Omomia (2014), ‘order’ in the classroom prompts ‘engagement’, whereas the teacher uses ‘discipline’ to curb ‘misbehaviour’. The result is ‘cooperation’. He further argued that ‘cooperation’ rather than ‘engagement’ (in the sense of involvement with content) is the minimum requirement for student behaviour. Hence, ‘engagement’ is learning, ‘cooperation’ is ‘passivity’. He further noted that order is not ‘absolute silence’ or ‘rigid conformity’ to rules, although these conditions are sometimes considered necessary for specific purpose (e.g. a major test). ‘Order’ in a classroom simply means that within acceptable limits, the students are following the programme of action necessary for a particular classroom event to be realized in the situation (Doyle, 2011) cited in Austin and

Omomia (2014). It is argued that a tremendous body of research attests to the fact that classroom management/organization and behaviour management competencies significantly influence the persistence of new teachers in their teaching careers (Ingersoll and Smith, 2003) cited in Austin and Omomia (2014). The consequence is that new teachers are quick to express their concerns over lack of competence in handling disruptive behaviour of students (Browsers and Tomic, 2000) cited in Austin and Omomia (2014). This category of ineffective teachers often report high level of stress and symptoms of burnout concerning their job (Berliner, 1986, Browsers and Tomic, 2000, Espin and Yell, 1994) cited in Austin and Omomia (2014).

Evertson and Weinstein (2006) referred in their definition of classroom management to the actions teachers take to create a supportive environment for the academic and social-emotional learning of students. They described five types of actions. To attain a high quality of classroom management, teachers must (a) develop caring, supportive relationships with and among students; (b) organize and implement instruction in ways that optimize students' access to learning; (c) encourage students' engagement in academic tasks, which can be done by using group management methods (e.g., by establishing rules and classroom procedures, see Marzano *et al.* (2003); (d) promote the development of students' social skills and self-regulation, which Marzano *et al.* (2003) referred to as making students responsible for their behaviors; and (e) use appropriate interventions to assist students with behavior problems.

Boynton and Boynton (2005) cited in Sowell (2013), explained how ineffective classroom management skills can waste instructional time, reduce time-on-task, and interrupt learning environments. In addition to interrupting the classroom environment, if proper classroom management is not exercised, disruptive behavior by a few students can have a negative effect on teacher's instruction, which can lead to other students joining-in and can

cause students to question the abilities of their teacher (Braden and Smith, 2006; Rogers and Freiberg, 1994) cited in (Sowell, 2013).

2.4.4 Relationship between Conducive School Environment and Selection of Appropriate Teaching Methods on Quality Teaching of Secondary Schools

Instructors can select from a variety of teaching techniques. Studies have determined that the most common in-class styles are lectures; discussions; use of video, audio, computer, and other technologies; teacher as facilitator; and simulations (Davis, 1993; Eble, 1976; Grieve, 1995). Teaching methods are patterns of teacher behavior that occur either simultaneously or in sequence in a verified way. Choosing specific teaching methods that best achieves course objectives is one of the most important decisions a teacher faces.

Teaching and learning are interrelated terms. The very effective and useful method in order to calculate good teaching is the quantity of knowledge that the students have gained throughout the process. There are constantly positive associations between rating of the students regarding the “amount learned” during a semester and largely evaluation for the teacher and the subject itself (Cohen, 1981; Theall and Franklin, 2001). An instructor’s efficiency is all over again just about, how much student has learned during instructions.

A teaching method encompasses the principles, policies and methods that could be used for instructing students. The very frequently used methods of teaching may include class participation, demonstration, and memorization or could be the blend of these. The selection of teaching method or methods to be implemented depends mainly on the knowledge or skill that is going to be taught to the students, and it may also be influenced by the ability of students that how much they have the potential to learn. There are many teachers who always try new teaching techniques in the classroom with the intention of making learning more successful.

Many schools, colleges and universities are trying to hire effective teachers so that students learning experience is enhanced. Besides that, they are trying to explore and identify many innovative teaching methods in order to enhance their own teaching experience.

According to the requirement of a course, ability of students, and availability of resources, many teaching methods are available that instructors can implement in their classes in order to raise the performance of students.

Little has been studied on how to measure student outcomes using various styles. Hilligoss (1992) found that students performed better (in terms of class attendance and exam results) when interactive learning model was used rather than a lecture. Research suggests that teaching style influences student evaluations, (Rutland, 1990) and students prefer non-lecture styles (Smith 1996). Both teaching styles and student learning styles have an impact on the assessment. Students give better evaluations to instructors whose teaching styles are in accordance with their learning styles. Common students learning styles include individual learning, group learning, or audio visual learning (Grasha, 1996).

In terms of systems theory of management, a classroom is treated like a black box. Some variables from the external resources are stored in e.g. students, teachers, resources, rules, parental anxieties etc. Some outputs are achieved; competent and knowledgeable students, good test results, teachers with more or less satisfaction or exhaustion. But it is very critical to know what actually is going on inside the black box to ensure that new inputs produce better outputs. The only answer that comes to mind is that it is going to depend on instructors and it is their responsibility that they have to work harder so that knowledge can be transferred in the most appropriate manner but this justification is not good enough. Firstly, because some internal factors could be effected, in turn it would become difficult for teachers to enhance academic performance and retention rate of students. Secondly, it is inequitable to make the instructor responsible of raising students' standards entirely.

Therefore policy makers and management should be involved to offer facilities and support to the instructors so that healthier learning could be achieved (Black and Wiliam, 2006). Teachers also have huge pressures to help students achieve better exam results, along with creating new approaches to teach (Black and Wiliam, 2006).

The primary purpose of teaching at any level of education is to bring a fundamental change in the learner (Tebabal and Kahssay, 2011). To facilitate the process of knowledge transmission, teachers should apply appropriate teaching methods that best suit specific objectives and level exit outcomes. In the traditional epoch, many teaching practitioners widely applied teacher-centered methods to impart knowledge to learners comparative to student-centered methods. Until today, questions about the effectiveness of teaching methods on student learning have consistently raised considerable interest in the thematic field of educational research (Hightower et al., 2011). Moreover, research on teaching and learning constantly endeavor to examine the extent to which different teaching methods enhance growth in student learning.

Bharadwaj and Pal (2011) sustained that teaching methods work effectively mainly if they suit learners' needs since every learner interprets and responds to questions in a unique way (Chang, 2010). As such, alignment of teaching methods with students' needs and preferred learning influence students' academic attainments (Zeeb, 2004).

What constitutes good or poor teaching methods is not easy to define, because these are influenced by teachers' normative assessments, the kind of learning the methods are supposed to foster, students' characteristics, the tools being used, physical and social environment, and many other factors from society, school institution, and pedagogical and cultural factors as well (Imsen, 2009). Basically, teaching methods should aim at promoting learning among the students and be adapted to competency goals of the curriculum, foster higher order skills such as "examine", "analyze", "discuss" and "explore", and provide

guidelines on how the methods should be used (Repstad, 2006). According to Ogden (2004), a prerequisite for effective teaching is that “teachers master a broad range of teaching principles and know how they can be applied in different situations to promote learning” (free translation). From a practical point of view, no teaching method is better than another, even though methods differ considerably from a theoretical point of view. In authentic educational settings, methods must be adapted to the students’ and teacher’s characteristics, interests and needs, as well as to the subject matter being taught and educational context where it is taught (Ogden, 2004).

2.4.5 Relationship between School Environment and Utilization of Instructional Materials on Quality Teaching of Secondary Schools

Learning can be reinforced with instructional materials of different variety because they stimulate, motivate and as well as arrest learners’ attention for a while during the instruction process. Instructional materials are learning aids and devices through which teaching and learning are done in schools. Akanbi cited in Awolaju (2016) defined instructional materials as materials designed to enrich the teaching and learning processes and hence contribute to better learning. Leohard cited in Awolaju (2016), conceived instructional materials as “a wide range of materials and devices, designed to provide realistic imagery and substitute experiences in order to enrich curricular experiences of many kinds”.

According to Akamobi (1998) cited in Ogaga, Igori and Egbodo (2016) instructional materials are those materials used in classrooms or workshops for instruction or demonstration purpose by students and teachers. Chauha (1973) cited in Ogaga, Igori and Egbodo (2016) saw them as actual equipment use as hands on” process by learners in order to develop the degree of skills sought by the course of requirement. Examples of instructional materials include visual aids, audio aids, audio-visual aids, real objects and many others.

The visual aids in form of wall charts illustrated pictorial materials, textbooks etc. thus audio instructional materials refer to those that make use of the sense of hearing only like the radio, audio tape recorder etc. An audio visual instructional material therefore is a combination of devices which appeals to the sense of both hearing and seeing such as television, motion pictures and computers. Instructional materials facilitate teaching and learning activities and consequently, the attainment of the lesson objectives.

However, this depends on the adequacy and appropriateness of materials so selected. This in effect, means that learning resources are not selected haphazardly (Jiya, 1993) cited in Ogaga, Igori and Egbodo (2016). Brunner (1961) cited in Ogaga, Igori and Egbodo (2016) also emphasized that oral reports require visual aids and improvisation. Improvisation is the art of providing the alternative or next to real thing when the real thing is not available or difficult to come by.

Instructional materials could be explained as devices through which knowledge, skills, attitude, ideas, beliefs and values are transmitted to the learner by the teacher in order to ease teaching-learning process and are appeal to all learners' understanding of the language phenomena should be encouraged for use in our schools.

Some authors have written to classify the types of instructional materials that may be used in teaching and learning (Ezegbe, Adjai and Ukeje, cited in Awolaju, (2016). Generally, according to the classifications, we have audio-aids-those resources that appeal to the sense of hearing only; visual aids-those that appeal to the sense of sight only; and audio-visual aids-those that appeal to both senses of hearing and sight at the same time. While some of these materials are difficult to procure, on account of their cost and availability, many can be improvised by the resourceful teacher.

Instructional materials are print and non-print items that are rested to impact information to students in the educational process. Instructional materials include items such

as: kits, textbooks, magazines, newspapers, pictures, recording videos etc. Instructional materials play a very important role in the teaching and learning process. They enhance the memory level of the students. At this time that education has spread wide and entirely, oral teaching cannot be the key to successful pedagogy; therefore the teacher has to use instructional materials to make teaching and learning process interesting (NIC hulls, 2003; Raw 2006) cited in Effiong, and Igiri (2015). According to Abdullahi (2010) cited in Effiong, and Igiri (2015), instructional materials are tools locally made or imported that help to facilitate the teaching/learning process. Obanga (2005) cited in Effiong, and Igiri (2015) view them as materials things which are used to composed ported that could make tremendous enhancement of intellectual impact the instructional materials.

The importance of instructional materials in teaching and learning is too obvious to be overemphasized. A lot has been written to show the indispensable role of materials in curricular implementation (Onyejemezi, Ogunranti, Afolaju) cited in (Awolaju, (2016). These authors' pointed out those instructional materials increase the rate of learning; save the teacher's time and effort, increase learners interest and facilitate retention of what is learned. In addition to the latter statement, Akinfe, Olofinniyi, Fashiku cited in Awolaju (2016) stated that the use of instructional materials in teaching process is less stressful for both teacher and students. To further show the importance of instructional materials, Jegede, Okota, Eniayelu cited in Awolaju (2016), reported factors responsible for poor performance in science, technology and mathematics which include poor laboratory facilities, inappropriate teaching methods and inadequate number of learning facilities in schools as against consistent increase in number of students. In condition of insufficient supply of instructional materials by the government, improvised materials can also swerve similar role of simplifying explanations given by teachers.

Instructional management is used when the teacher determines how the student uses his/her time, in terms of “daily routines, seatwork and allocating materials (Martin, Yin and Baldwin, 1998). Instructional management begins with effective planning of the teacher to ensure all lessons in the classroom are age and content appropriate, along with, grasping the attention of their students.

Osuala (2010) cited in Effiong and Igiri (2015), in his own contribution said it does not only help to motivate and develop interest on the part of the student, but also help to bring about an enhance respect for teachers knowledge of the subject. Instructional materials are also described as concrete or both to the sense organs during teaching (Aginna-Obu, 2000) cited in Effiong and Igiri (2015). However, a common goal a teacher carries wherever he is, is to make lesson presentation fresh, stimulating and testing for their students. This will help the teacher to individualize the learning method as well as the content and also working according to the student’s need. This goal can be reached most effectively through the use of instructional materials. Orji (2000) cited in Effiong and Igiri (2015) asserts that teaching aid is “the guidance of learning activities” that “a teacher uses to motivate and arouse student’s desire to learn”

Barlo (1981) cited in Umaru (2011) carried out a research study titled relationship between school environment and the availability and utilization of instructional materials in the teaching of agricultural science in selected secondary schools in Lagos State. The target population was two hundred and fifty (250) secondary schools out of which, twenty-five (25) secondary schools were selected as the samples using systematic sampling. The instrument used in collecting the data was questionnaire. Five (5) null hypotheses were stated which were tested using the Average Weighted Response (AWR) test statistics at 1.00 level of significance. All the five (5) null hypotheses were accepted. The results showed that there is

significant relationship between school environment and utilization of instructional materials in teaching of agricultural science in selected secondary schools.

Ozorehe (1998) cited in Umaru (2011) also carried out a research study titled: “Utilization of teaching aids in the teaching of vocational agricultural science in secondary schools in Osun State”. The target population was two hundred and thirty one (231) secondary schools out of which fifteen (15) secondary schools were selected as the samples by simple randomization. Five (5) null hypotheses were stated which were tested using correlation coefficient test statistics at 0.68 level of significance, and all the five (5) null hypotheses were rejected. The result showed that about 60% of the respondents made use of teaching aids effectively which had positive relationship in the teaching of vocational agricultural science in secondary schools in Osun State in school environment.

Oyedun (2000) cited in Umaru (2011) carried out a research study titled: “Effects of Instructional Materials on Students’ Performance in Geography in selected Secondary Schools in Ilorin South LGA of Kwara State”. The target population was fourteen (14) secondary schools out of which eight (8) secondary schools were selected as the samples by simple random sampling. Three (3) null hypotheses were stated which were tested using correlation coefficient test statistics at 0.8 level of significance, and all the three (3) null hypotheses were accepted. The results showed that about 80% of the respondents did not make use of the instructional materials appropriately which had negative effects on the performance of students in Geography in Secondary Schools in Ilorin South LGA in Kwara State.

Oshadumi (2003) cited in Umaru (2011) also carried out a research study titled: “Impact of Instructional Materials on Students’ Academic Achievement in Agricultural Science at secondary Schools in Okene LGA, Kogi State”. The target population was seventeen (17) secondary schools out of which ten (10) secondary schools were selected as

the samples by simple randomization. The instrument used in collecting the data was questionnaire. Four (4) null hypotheses were stated which were tested using correlation coefficient test statistics at 1.00 level of significance. All the four (4) null hypotheses were rejected. The results showed that about 70% of the respondents made use of the instructional materials effectively which had positive impact on the students' academic achievement in agricultural science in Okene LGA.

Uyagu (2009) cited in Umaru (2011) carried out a research study titled: "Effects of Instructional Materials' Usage and Teachers' Quality on Students' Academic Performance in Science in Senior Secondary Schools in Zaria LGA in Kaduna State". The target population was fifteen thousand four hundred and thirty (15,430) senior secondary school students from twenty-four (24) secondary schools in Zaria LGA and one thousand and thirty-three (1,033) teachers. Sample of eighty (80) students were randomly selected with nine (9) teachers. Three (3) null hypotheses and three (3) research questions were formulated to guide the study; t-test statistical tool was used in testing the null hypotheses at 0.05 level of significance. The findings revealed that students performed better when appropriate and improvised materials were made available and utilized in teaching science and teachers possessing good qualifications enhanced students' performance in science.

2.5 Summary and Uniqueness of the Study

The chapter two of the dissertation reviewed related literature. The chapter specifically reviewed conceptual framework such as concept of school environment, concept of teacher effectiveness, concept of school environment. The chapter equally provides theoretical framework which includes Scientific Management and Frederick Taylor's Scientific Management theories were reviewed. Some empirical review was also provided on relationship between school environment and teacher effectiveness, relationship between school environment and punctuality of teachers, relationship between school environment

and classroom management, relationship between school environment and use of teaching methods and relationship between school environment and utilization of instructional materials. Lastly, the chapter provides summary of the chapter and uniqueness of the study. The reviewed is unique because most of the reviewed studies were carried with larger samples size and conducted in southern, western and eastern part of Nigeria. In addition to that, few of the reviewed studies try to establish differences on variables such as location and gender but this study establishes relationships on some variables.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

This chapter presents the methodology used in the process of conducting this study. The chapter specifically contains research design, population and sample which include population of the study, sample size and sampling techniques, data collection instrument, validation and reliability of the data collection instrument and method of data analysis.

3.2 Research Design

This research work adopted correlational design. Correlational design seeks to establish a relation, association or correlation between two or more variables that do not readily lend themselves to experimental manipulation. The relationships among two or more variables are studied without any attempt to influence them and allows for investigating the possible relationships between two variables. Additionally, the correlational study is carry out to explain important human behaviour or to predict likely outcomes (identify relationships among variables). Thus, it aimed at establishing relationships whether it exist or not between two or more variables. The choice of correlational design in this study is because the study aimed at establishing relationship between school environment with teachers' effectiveness, punctuality of teachers, classroom management and use of effective teaching methods in utilization of instructional materials that the study aimed to see whether school environment has casually related to those variables.

However, the choice of the design is because data is collected from many subjects at one time and the study attempted to establish a wide range of variables and their interrelations and they studied variables that are not easily produced in the laboratory.

3.3 Population and Sample

3.3.1 Population of the Study

The population of the study comprised of all the Junior and Senior Secondary Schools in Bunkure Local Government Area of Kano State and all the teachers in this schools. According to Kano State Secondary School Management Board (KSSSMB) report (2017) the total number of the secondary schools is 50 with 251 teachers. The population of the secondary schools consists of both junior and senior secondary schools. Males and females teachers.

3.3.2 Sample Size

A sample is a group of elements (people) selected through a definite procedure from the specified population. Sample size refers to a small number of people. The sample size for this study consists up of 10 schools and 251 teachers based on the suggestion provided by Kriee and Morgan (1970) table of determining sample.

3.3.3 Sampling Technique

The researcher employed simple random technique to sample the sample of the study. Simple random technique is define as the process of selecting a sample in such a way that all individuals or objects in the define population have an equal and independent chance of being selected for the sample. Gay (1992) and Kerlinger (1986) define random sampling as a method of drawing a portion so that each member of the population or universe has an equal chance of being selected. In random sampling two methods are used to draw a sample randomly. With regards to this research, a hat and draw method through using pieces of papers to give to principals, teachers and students to pick one by one was used to draw the sample for this study. To select schools the researcher used simple random sampling because it allowed all members of the population an equal chance of being selected. The researcher wrote names of schools on small pieces of papers, put them in a small box and then randomly

picked the pieces of papers until they were ten. Teachers were purposely picked. These were class teachers of class one to class six because they are the ones who give attendance registers and are the ones who can give correct information concerning attendance.

3.4 Data Collection Instrument

The researcher used self-designed questionnaire named Questionnaire on Relationship between School Environment and Teachers Effectiveness in Secondary School (QOREBSCHENTE). The QOREBSCHENTE consist of up to three (3) major sections. The section (A) elicit data on demographic data of the respondents, Section (C) seek information about school environment while Section (B) solicit data related variables on the research hypotheses. Therefore, the section (B) consists of up five (5) different sub-sections. The sub-section (1) focused on teachers' effectiveness in secondary schools, sub-section (2) contains items on punctuality of teachers in secondary schools, sub-section (3) seeks data on classroom management in secondary schools, sub-section (4) solicits data on use of teaching methods in secondary schools and lastly sub-section (5) seeks data on utilization of instructional materials in secondary schools.

3.4.1 Validation of Data Collection Instrument

Validity is the degree to which results obtained from the analysis of the actual data represent the phenomenon under study (Mugenda and Mugenda, 1999). For instruments to be valid the content selected and included in the questionnaire and focus group discussion must be relevant to the variables being investigated so as to ascertain the effectiveness of the instruments in soliciting information regarding the topic. The researcher gave the instruments to the supervisors and to the members of the Department of Education, Bayero University, Kano for scrutiny, judgment and correction upon which the tools were refined into the final instruments for use. Both of them edited, corrected and modified some items and all what they observed were noted and their corrections were incorporated.

3.4.2 Reliability of the Instrument

Reliability is the degree of consistency that the instrument or procedure demonstrates whatever it does so consistently. The researcher ascertains the reliability of the instrument through test-retest. That is the instrument was given to ten (10) sampled respondents and after an interval of two weeks the researcher re-administered the questionnaire to the same sampled respondents and the two were correlated using Pearson moment Correlation coefficient (PPMC).

Looking at the nature of the data collection instrument the reliability was established for each of the section and sub sections. The section (B) which seeks data on the variables related to school environment have reliability index of 0.56. While, Sub-section (1) of Section (C) have reliability index of 0.60, Sub-section (2) have 0.62 reliability index ,a reliability index of 0.59 was obtained in sub-section (3),sub-section (4) have reliability index of 0.67 and lastly Sub-section (5) have a reliability index of 0.66.

3.5 Procedure for Data Collection

Before the commencement of the data the researcher collected an introductory letter from the Department of Education, Bayero University, Kano introducing the researcher to the constituted authority and soliciting their co-operation to allow the researcher to carry out the study. In order to ensure that the questionnaire reach the participants and to avoid non-returns of the questionnaire from the participants the researcher personally went round to all sampled schools and give each respondent a questionnaire, after which he went back and collected the filled copies of the questionnaire.

3.6 Procedure for Data Analysis

Data analysis refers to examining what has been collected in a survey or experiment and making deductions and inferences (Kombo and Tromp, 2006). The copies of the questionnaires collected from the respondents were checked to ascertain they were completed

and accurate. They were then edited and coded. The data were analysed using the Statistical Package for Social Sciences (SPSS). The statistical tools used for data analysis are frequency counts for demographics data and PPMC for hypotheses testing.

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter dealt with data analysis and presentation. It specifically contained summary of data, data presentation and analysis hypothesis, testing, summary of findings and discussions.

4.2 Summary of Data

Table 4.1: Demographic data of the respondents

Demographic variables of Respondents	Responses	
	Frequency	Percentage
Teachers based on Gender		
Male	200	79.6%
Female	51	20.3%
Age		
30-40	120	47.8%
41-50	80	31.8%
Above 50	51	19.9%
Highest Education Qualification		
N.C.E	180	71.7%
Degree	60	23.9%
Masters	11	4.3%

Source: (Researcher Field Trip, 2016)

From Table 4.1 one can deduce that there are male teachers than female's teachers as shown that there are 200 males (79.6%) and 51 (20.3%) females. While on the age range the table shows that 30-40 age is 120 (47.8%), 41-50 is 80 (31.8%) and those above the age of 50 is 50 (19.9%) and on educational qualification those with N.C.E are 180(71.7%), degree 60 (23.9%), Masters are 11 (4.3%).

4.3 Data Presentation and Analysis

4.3.1 Hypothesis Testing

Hypothesis One: There is no significant relationship between school environment and teachers' effectiveness in secondary schools of Bunkure Local Government Area?

Table 4.2: Relationship between school environment and teachers' effectiveness in secondary schools of Bunkure Local Government Area

Variables	N	Mean	Std.	r-value	p-value	Decision
School Environment	251	34.05	3.811	0.60	.950	Rejected
Teachers Effectiveness	251	29.89	2.573			

Table 4.1 shows a mean of 34.05 and 29.89 for school environment and teachers effectiveness respectively with a standard deviation of 3.811 and 2.573. Thus, the correlation is significant at .950. The null hypothesis is rejected confirming there is significant relationship between school environment and teachers' effectiveness in secondary schools of Bunkure Local Government Area.

Hypothesis Two: There is no significant relationship between school environment and punctuality of teachers in secondary schools of Bunkure Local Government Area?

Table 4.3: Relationship between school environment and punctuality of teachers in secondary schools of Bunkure Local Government Area

Variables	N	Mean	Std.	r-value	p-value	Decision
School Environment	251	33.89	6.890	0.56	.950	Rejected
Punctuality to Teaching	251	34.86	8.120			

Table 4.3 shows a mean of 33.89 and 34.86 for school environment and punctuality to teaching respectively with a standard deviation 6.890 and 8.120. Thus, the correlation is significant at .950. The null hypothesis is rejected that is there is significant relationship between school environment and punctuality to teaching in secondary schools of Bunkure Local Government Area.

Hypothesis three: There is no significant relationship between school environment and classroom management in secondary schools of Bunkure Local Government Area?

Table 4.4: Relationship between school environment and classroom management in secondary schools of Bunkure Local Government Area

Variables	N	Mean	Std.	r-value	p-value	Decision
School environment	251	30.14	5.768	0.62	.950	Rejected
Classroom management	251	28.63	6.890			

Table 4.4 shows a mean of 30.14 and 28.63 for school environment and Classroom management respectively with a standard deviation 5.768 and 5.768. Thus, the correlation is significant at .950. The null hypothesis is rejected that is there is significant relationship between school environment and classroom management in secondary schools of Bunkure Local Government Area.

Hypothesis Four: There is no significant relationship between school environment and use of teaching methods in secondary schools of Bunkure Local Government Area?

Table 4.5 Relationship between school environment and use of teaching methods in secondary schools of Bunkure Local Government Area

Variables	N	Mean	Std.	r-value	p-value	Decision
School environment	251	45.14	25.76	0.59	.950	Rejected
Use of teaching methods	251	28.63	12.90			

Table 4.5 shows a mean of 45.14 and 28.63 for school environment and Use of teaching methods respectively with a standard deviation 25.76 and 12.90. Thus, the correlation is significant at .950. Therefore, the null hypothesis is rejected, and that there is significant relationship between school environment and use of teaching methods in secondary schools of Bunkure Local Government Area.

Hypothesis Five: There is no significant relationship between school environment and utilization of instructional materials in secondary schools of Bunkure Local Government Area?

Table 4.6 Relationship between school environment and utilization of instructional materials in secondary schools of Bunkure Local Government Area

Variables	N	Mean	Std.	r-value	p-value	Decision
School environment	251	55.01	65.768	0.60	.950	Rejected
Utilization of instructional materials	251	38.63	22.80			

Table 4.6 shows a mean of 55.01 and 38.63 for school environment and utilization of instructional materials respectively with a standard deviation of 65.768 and 22.80. Thus, the correlation is significant at .950. Therefore, the null hypothesis is rejected, and that there is significant relationship between school environment and utilization of instructional materials in secondary schools of Bunkure Local Government Area.

4.4 Summary of Findings

The following are summary of findings drawn from the analyzed data and they include the following:

- i. There is significant relationship between school environment and teachers' effectiveness in secondary schools of Bunkure Local Government Area.
- ii. There is significant relationship between school environment and punctuality to teaching in secondary schools of Bunkure Local Government Area.
- iii. There is significant relationship between school environment and classroom management in secondary schools of Bunkure Local Government Area.
- iv. There is significant relationship between school environment and use of teaching methods in secondary schools of Bunkure Local Government Area.
- v. There is significant relationship between school environment and utilization of instructional materials in secondary schools of Bunkure Local Government Area.

4.5 Discussion

The finding of hypothesis one revealed that there is significant relationship between school environment and teachers' effectiveness in secondary schools of Bunkure Local Government Area. This findings agreed with findings of Kamaruddin, Zainal and Aminuddin (2009) and Teachernet (2008) cited in Ajayi, Ekundayo and Osalusi (2010) that argued that the availability and quality of educational facilities such as school buildings, classrooms, chairs, tables, laboratories etc. have positive impacts on the academic performance of students have significant positive relationship with teachers. Additionally, the findings support the findings of Sabitu, Babatunde and Oluwole (2012:45) which adds that the availability of the facilities with skillful usage have positive relationship to teaching and learning.

While, Shamaki (2015) study finding supported this where he reported there is good relationship between school climate and teachers ability to effectively teach. In a study by Ajayi (2001), Oluchukwu (2000) quoted in Kilel (2012) reported that physical facilities, instructional materials, class size and school location are some factors within the school environment that were found to have an influence on the process of teaching-learning hence the school environment remains an important area that should be studied and well managed to enhance pupils academic performance.

But the findings of Aluede, Okhiku, Esamah and Ojiemhenkele, (2010) cited in Oselumese, Omoike and Andrew (2016) disagreed with these findings, since they observed that classrooms have now become human poultry with more than 50 students that are canned in one classroom which is at variance with the expected. Subsequently, Afolabi (2010) cited in Oselumese, Omoike and Andrew (2016), observed that in a majority of Nigerian secondary schools, the classrooms accommodation are grossly inadequate. As a result of the large enrolments in these schools, the classrooms designed for only thirty or forty students in most

cases as well as the chairs and desks are not enough, as students were found sharing chairs, standing up, or sitting on windows or broken desks. When students are overcrowded like this, there is a stalling of the teaching learning process and a disruption of the children's mental activity, a situation that generally militate against effective teaching and intellectual development of the children. In many of these schools, classrooms, libraries and laboratories are nothing to write home about, all leading to decline in academic standards and achievement (Aluede, Okhiku, and Udele, 2009) cited in (Oselumese, Omoike and Andrew, 2016).

However, the finding of hypothesis two revealed that there is significant relationship between school environment and punctuality to teaching in secondary schools of Bunkure Local Government Area. This finding agreed with finding of Freiberg (1998) cited in Oselumese, Omoike and Andrew (2016) notes that the interaction of various schools and classroom climate factors create a fabric of support that enables all members of the school community to teach and learn at optimum levels and punctuality of teachers to their duties. Freiberg (1998) reported that positive school climate yields positive educational and psychological outcome for students and school personnel. Similarly, a negative school climate has negative relationship with optimal learning and development of learners.

Similarly, the finding of hypothesis three revealed that there is significant relationship between school environment and classroom management in secondary schools of Bunkure Local Government Area. Additionally, the finding of hypothesis four revealed that there is significant relationship between school environment and use of teaching methods in secondary schools of Bunkure Local Government Area. Moreover, the finding of hypothesis five revealed that there is significant relationship between school environment and Utilization of instructional materials in secondary schools of Bunkure Local Government Area.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter specifically consists up summary, conclusion and recommendations.

5.2 Summary

This dissertation consists of five chapters. Chapter one consists of background to the study, statement of the problem, objectives of the study, research questions, hypothesis, significance of the study and scope and delimitation of the study.

Chapter two deals with review of related literature to this research work. The chapter specifically reviewed conceptual framework in which concepts such as school environment, concept of teacher effectiveness, concept of school environment were discussed. The chapter equally provides theoretical framework in which include Scientific Management and Frederick Taylor's Scientific Management theories were reviewed. Some empirical reviews were also provided on relationship between school environment and teacher effectiveness, relationship between school environment and punctuality of teachers, relationship between school environment and classroom management, relationship between school environment and use of teaching methods and relationship between school environment and utilization of instructional materials. Lastly, the chapter provides summary of the chapter and uniqueness of the study.

Chapter three of the study deals with methodology. The chapter three specifically addressed research design, population and sample which contained population of the study, sample size and sampling technique. Data collection instrument used in the process of data collection and validation and reliability of the instrument was established, procedure for data collection and data analysis were thoroughly discussed.

Chapter four is concerned with data presentation and analysis which contained demographic data of respondents; data analysis which consists of answers to research

questions and hypotheses testing. Lastly chapter five consists of summary, conclusion and recommendations.

5.3 Conclusion

Based on the findings of the study it can be concluded that school environment has positive relationship with teachers' effectiveness, punctuality to teaching, classroom management, and use of teaching methods Utilization of instructional materials in secondary schools of Bunkure Local Government Area of Kano State.

Equally, the study concludes that school environment has impact in the process of teaching and learning in secondary schools as there is significant difference between suitability of school environment and effective teaching in secondary schools, there is significant difference between suitability of school environment and effective teaching and there is significant difference between provisions of adequate facilities and effective learning in Secondary Schools in Bunkure Local Government Area, Kano State.

5.4 Recommendations

5.4.1 Recommendations from the Study

Based on the findings of the study the following recommendations were made:

1. Conducive school environment should ensure through collaboration with PTA/SBMC, NGO'S and the school management so that effective working condition be established in all secondary schools of Bunkure Local Government Area of Kano State.
2. Since classroom management is related to the conduciveness of school environment, school management and school based clubs/associations should try to provide and protect the good facilities provided in secondary schools in Bunkure Local Government Area through proper maintenance of the school surrounding, repairing of broken desks, doors, windows etc.

3. Education stakeholders, students and teachers should ensure mastery and application of appropriate teaching methods through workshops, seminars, meetings and in-service training so as to boost teaching and learning in all secondary schools of Bunkure Local Government Area of Kano State.
4. Instructional materials provided or improvised should be kept in stores under proper care of store keepers to avoid loss and damage
5. PTA/SBMC, old students association and government agencies should provide material support to all secondary schools of Bunkure Local Government Area of Kano State so as to equip the schools with adequate materials for effective teaching and learning.

5.4.2 Recommendations for Further Studies

This study provides the following as recommendations for further studies and they include:

1. Similar studies should be conducted in all Local government areas of Kano State so that these findings together with others will give a picture of the issue on the influence of school environment and teachers effectiveness in Rano Educational zone.
2. A study on the impact of effective school environment on teachers' effectiveness should also be conducted.
3. A similar study should be done in Primary schools of Bunkure Local government area.
4. A similar study should also be done to cover Private schools of Bunkure Local Government Area of Kano State.

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APPENDIX A

SCHOOL OF POSTGRADUATE STUDIES

BAYERO UNIVERSITY, KANO

Questionnaire on Relationship between School Environment and Teachers Effectiveness in Secondary School

Instructions

Dear Sir/Madam

I am M.Ed. student currently undertaking a dissertation in the above institution titled Relationship between School Environment and Teachers Effectiveness in Secondary School in Bunkure Local Government, Kano State .Therefore, I kindly solicit your cooperation to please respond to items in the various sections. Thanks in anticipation of your kindest response.

SECTION A: Demographic data of the respondents

Kindly tick the most appropriate option

- a) **Gender:** Male () Female ()
- b) **Age:** 30-40 () 41-50 () Above 50 ()
- c) **Highest educ. Qualification:** N.C.E () Degree () Masters ()

SECTION B School Environment and Teachers effectiveness in secondary schools

School Environment and Teachers effectiveness	Responses		
	Yes	No	Undecided
Adequate classroom space to accommodate more learners promote teaching and learning in schools			
Provision of good playing field for students promotes effective teaching and learning in schools			
Adequate ventilation in classroom, laboratory and workshop promotes teaching and learning in schools			
Enough furniture for learners and teacher facilitates effective s teaching and learning in schools			
Adequate and suitable laboratory facilities assist in effective teaching and learning in schools			
Good source of clean water promotes teaching and learning in schools			
Use and supply of instructional materials promotes teaching and learning in schools			
Good school environment with landscaping, relaxation sits, garden assist in teaching and learning in schools			
Proper disposal of refuse and good sewerage and standard toilets facilities promotes effective teaching and learning in schools			
Provision of emergency outlets and facilities promotes teaching and learning in schools			

SECTION C: School environment and punctuality of teachers in secondary schools

School environment and punctuality of teachers in secondary schools	Responses		
	Yes	No	Undecided
Provision of time book improve attendance of teachers to attend schools			
Regular monitoring by school head and other principal officer increases quality of teaching			
Provision of register for any teacher to sign after his/her lesson improve teaching			
Frequent visit by members of PTA and SBMC increases attending classes			
Inter-monitoring supervision in a schools improve quality of teaching			
Additional remuneration at the end of each month and term by school head for the most punctual teacher improve teaching performance			

SECTION D School environment and classroom management in secondary schools

School environment and classroom management in secondary schools	Responses		
	Yes	No	Undecided
Safe and orderly environment is protecting students from physical or psychological harm and maintaining order so learning can take place”			
Capacity of the class assist teachers to manage space, materials, equipment, the movement of people and lessons that are part of a curriculum or program of studies			
Effective classroom management does not consist of just a list of rules and procedures, but the sensitivity and caring attitude of the teacher.			
Effective classroom management develop caring, supportive relationships with and among students;			
Effective classroom management help in organizing and implementing instruction in ways that optimize students’ access to learning			
Eye contact used by teacher encourage students’ engagement in academic tasks, which can be done by using group management methods (e.g., by establishing rules and classroom procedures,			
Effective classroom management promotes the development of students’ social skills and self-regulation.			
General daily maintenance of the classroom lead to maintenance of classroom rules for student improves quality teaching.			
Input during instructional time and the types of reward systems utilized assist monitoring seatwork, structuring of the daily routines			
Effective classroom management facilitates teachers’ use of lecture and student practice versus interactive, participatory approaches to instruction.			

SECTION E School environment and use of effective teaching methods on teaching

School environment and use of effective teaching methods on teaching	Responses		
	Yes	No	Undecided
Nature of school environment that allow used of actual equipment likes “hands on” process by learners develop the degree of skills taught by teachers			
School plant that provide adequate instructional materials include visual aids, audio aids, audio-visual aids, real object increases effectiveness of teaching			
School plant that support improvisation of instructional materials facilitate effective learning and understanding of the content materials			
School plant that support used of instructional materials increase the rate of learning; save the teacher time and effort, increase learner’s interest and facilitate retention of what is learned.			
School environment which allow utilization of instructional material provides the base for learning theory situation which consists of all the objects, persons and symbols in the learning environment.			
Use of instructional materials can appeal to the individual attention by creating interest goal that will help the learner achieve direct effort			

SECTION F School environment and utilization of instructional materials

School environment and utilization of instructional materials	Responses		
	Yes	No	Undecided
School plant that provide adequate instructional materials include visual aids, audio aids, audio-visual aids, real object increases effectiveness of teaching			
Nature of school environment that allow used of actual equipment likes “hands on” process by learners develop the degree of skills taught by teachers			
School plant that support improvisation of instructional materials facilitate effective learning and understanding of the content materials			
Use of instructional materials can appeal to the individual attention by creating interest goal that will help the learner achieve direct effort			
School plant that support used of instructional materials increase the rate of learning; save the teacher time and effort, increase learner’s interest and facilitate retention of what is learned.			
School environment which allow utilization of instructional material provides the base for learning theory situation which consists of all the objects, persons and symbols in the learning environment.			
Effective classroom management facilitates teachers’ use of lecture and student practice versus interactive, participatory approaches to instruction.			