



SCHOOL ENVIRONMENT AND TEACHERS' WORK ATTITUDE IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE: IMPLICATIONS FOR COUNSELLING

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Abstract

This study examined School environment and teachers' work attitude in Public Secondary Schools in Rivers State. Correlational research design was adopted for the study. Three research questions and three hypotheses guided the study. The population of the study consisted of all the teachers in all the senior secondary schools in Rivers State. The population is 6,250. The sample was 300 teachers selected using the stratified and simple random sampling techniques. The instrument titled "School Environment and Teachers' Work Attitude Inventory" (SETWAI) was used for data collection. It consisted of two sections, A and B. Section A provided demographic data while section B is further divided into two: "School Environment Inventory" (SEI) and "Teachers' Work Attitude" (TWAI). SEI contained 24 and TWAI contained 15 items that will elicit responses to examine the relationship between school environment and teachers' work attitude. It was structured in a four (4) point modified Likert type scale of Strongly Agree (SA) = 4, Agree (A) = 3, Disagree = 2, and Strongly Disagree (SDA) = 1. The instrument was subjected to face validity by the three experts in the field of Measurement and Evaluation. The reliability of the instruments was determined through the use of test-retest method. The following reliability indices obtained were: SEI (r=0.80) and TWAI (r=0.78). Pearson Product Moment Correlation was used to answer all the research questions and also used to test all the hypotheses. Results of the hypotheses were tested for significance at 0.05

alpha level. The finding of the study revealed that there was a significant relationship between school building (classroom, office, space etc) and teachers' work attitude, there was a significant relationship between teaching facilities and teachers' work attitude and there was a significant relationship between teacher quality and teachers' Work Attitude in public senior secondary schools in Rivers State. Based on this, it was recommended that; Government through the Ministry of Education should ensure that school buildings (classrooms, office space, amongst others) should be adequate, to positively influence the work attitude of teachers.

Key words: School environment, teachers' work attitude, school building, Teacher' Quality

Introduction

School environment which entails the whole system, physical and social interaction creates an atmosphere for effective teaching and learning processes. School environment therefore, may have negative influence on teachers' work attitude and students' academic achievement especially if such school environment lacks good school climate, instructional materials, physical facilities, discipline, poor teacher quality, poor school location, poor classroom size and overpopulation of students in classrooms. School environment is a system within which teachers and students interact with the physical elements for effective teaching and learning process. In other words, school environment is a place where the learners learn to interact with learning facilities in order to be socialized and face the challenges in the society (Okoro, 2014). Learning/school environment plays a vital role in determining how students perform in their educational pursuit and also how they respond to circumstances and situations around them. This implies that no society is void of environment influences.

The learning environment determines to a great extent how a student behaves and interact that is to say that the environment in which we find ourselves tend to build our behavior so as to meet the demands of life whether negatively or positively (Tsavga in Frank-Briggs, 2020). Experience is stimulated by the environment. School environment comprise of the immediate surroundings of the school which include classrooms, football field, social meetings, sporting events, examination halls, dining halls (Frank-Briggs, 2020). Good facilities such as audio-visual, software and hardware of education technology, size of

classroom, sitting position and arrangement, availability of chairs, chalkboards, tables, shelves, on which instruments are arranged easily, can facilitate teaching and learning process

The National Policy on Education (2014) stipulated that the school environment especially the physical environment should be made conducive to facilitate the learning process. The policy recommends that classroom should be well constructed and spacious and all types of physical facilities such as instructional materials, library, laboratory, playing ground, toilets and staff rooms, should be provided for effective teaching and learning processes. The attitude of teachers towards teaching and learning is a crucial factor is the aims and objectives of education as stipulated by the National Policy on Education must be achieved. The school teacher should adequately prepare before classroom delivery, should daily be in the school and on time, should create a conducive teacher-student relationship, etc.

Conceptual Review

School Environment

School environment as factors within the school that influence the teaching-learning process. The school environment includes classroom, library, technical workshop, teachers' quality, peers, teaching method, etc. The school is the most important experience in the process of child/student development next to home. When the child enters the school area, he is presented with new opportunities in terms of socialization and cognitive development. These opportunities are provided in different measures in school and may have a direct impact on cognitive and affective development of students (Tapia-Fonllem, Fraijo-Sing, Corral-Verdugo, Garza-Terin & Moreno-Barahona, 2020). The school is the most dynamic institution which should keep pace with the changing needs of the society. It should also develop in each individual the knowledge, interest, ideals, attitudes, habits, skills and powers, whereby the student will find his right place in the social order and use that knowledge and skills to shape the society both towards the higher and nobler ends. The attainment of such objectives require proper school environment.

The school is a social-psychological system i.e. principal and teachers working in a school constitute socially and psychologically interacting units and through their interactions, school acquires a land of distinct personality or a distinct atmosphere. The school administration should work towards the improvement of school climate, so that a better output from school could be expected (Tapia-

Fonllem et al., 2020). Ozgenel (2020) defined school environment as the perceptions that individuals have of various aspects of the environment in the organization. In summary school environmental factors is used to denote a combination of physical and psychological climate, it is the totality of all organizational variables in relation to school. Hence, school environment may be defined as a measure of the quality and quantity of cognitive, emotional and social support that has been available to the students during their school life in terms of teacher-pupil interactions, school buildings, conducive classroom, school facilities and social amenities.

Work Attitude

Work attitude is a set of evaluation of one's job that constitutes one's feelings towards, beliefs about, and attachment to one's work or job. Overall work or job attitude can be conceptualized in two ways. Either as effective job satisfaction that constitutes a general or global subjective feeling about a work (job), or as a composite of objective cognitive assessments of specific job facets, such as pay, conditions, opportunities and other aspects of a particular job. Employees evaluate their advancement opportunities by observing their job, their occupation, and their employer. A worker's attitude towards his job can be positive or negative. Attitudes have been defined in diverse ways, thereby depicting peoples' various perceptions of the concept. The term "attitude" is widely used by the public to denote a psychological state that predisposes a person to act favourably or unfavourably to an event or situation (Francesko, Nedeljkovic & Njegomir, 2020).

Adetunji, Abariand Mohammed (2020) defined an attitude as a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour. This synchronizes with the definition propounded by Kim in Frank-Briggs (2020) who proposed that an attitude is the predisposition of the individual to assess a particular object in a favourable or unfavourable manner. This definition implies that an attitude is a general disposition of workers which may be positive or negative towards the achievement of vision and mission of their organization. Attitude is one's behaviour or disposition towards a person or an issue.

Creswell in Frank-Briggs (2020) opined that an attitude is "a mental and neural state of readiness, organized through adequate experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which they are interlinked. Fehintola (2014) defined attitude as "a

favourable or unfavourable evaluative reaction towards something or someone often rooted in one's beliefs, and exhibited in one's feelings and intended behaviours. This implies that attitude could either be negative or positive. Sometimes, one could also exhibit ambivalent or lackadaisical attitudes towards an issue or phenomenon. Adetunji et al. (2020) asserted that teachers' attitude to work means the behaviour demonstrated by the teacher which includes his/her feelings and thoughts about his work. Teachers' positive attitude to work therefor enables the teacher disseminate information, teach effectively and help identify differences among students. Positive attitude to work helps to determine productivity as students are engaged in teaching and learning processes Adetunji et al. (2020) identified the following factors militating against the positive attitude of teachers:

1. Inadequate and insufficient salary and incentives
2. Lack of in-service programmes
3. Irregular promotion
4. Inadequate study materials from students
5. Lack of infrastructural facilities and educational equipment especially for science subjects
6. Lack of laboratories and unequipped libraries
7. Lack of recognition of additional qualifications
8. Poor students' desire to learn

Empirical Review

Koroye (2016) examined The Influence of School Physical Environment on Secondary School Teachers' in Bayelsa State. The study investigated the extent to which physical school environment (building) influence teachers' work attitude in secondary schools. The study adopted the ex-post facto research design. 1,620 students were sampled for the study through multiple stages sampling technique. Data was obtained through the use of questionnaire developed by the researcher. Data was analyzed using simple percentage and independent t-test. The study revealed that aesthetic beauty of the school and infrastructural facilities significantly influenced teachers' work performance. The study recommended the adequate provision of school physical facilities by the state government. Bhavanna and Achchi (2018) carried out a study on the Influence of School Environment on Academic Performance of High School Students. The study found that school building has a positive influence on teaching and learning outcomes. Also, that school buildings influenced the mental health of and socio-emotional

well-being of teachers and students' academic achievement and behavioural outcomes of students. The study found a positive correlation between better school environment (building) and increased student learning and achievement. Learning in a classroom with lighting and ceiling fans on, creates a conducive learning environment. The study recommended that government should enhance teaching and learning by building well-furnished school buildings.

Salary, Holliday, Keese and Wachter (2018) investigated on Building Features in Schools that Influence Academic Performance. The study examined how school building features impact on student learning, teacher's performance and academic performance at the University of Oklahoma, USA. The finding revealed that there was a significant positive relationship between school building feature, teachers' and students' academic achievement. The study equally revealed that poor school building features affect teachers' performance and leads to poor psychology of the learners.

Godstime and Joseph (2019) conducted a study on Influence of School Environment on Students' Academic Performance in Technical Colleges in Rivers State. The study revealed that there was a significant high extent relationship between school buildings, library facilities, etc. and academic achievements of students. Shamaki (2015) also examined The Influence of Learning Environment on Teachers' Work Attitude in Teaching Mathematics: A Case Study of Some Selected Secondary Schools in Yobe State, Nigeria. The finding revealed that there was a significant difference between the mean performance of teachers who taught in an ideal learning environment and that of teachers who taught in a dull learning environment.

Adeyemi (2010) investigated on Teacher Related Factors as Correlates of Pupils Achievement in Social Studies in South West Nigeria. The study examined teacher factors, such as educational qualification, sex, and attitude to work, teacher-student relationship, and teaching experience. The study revealed that teachers' experience, attitude and educational qualification, are the prime predictors of students' academic achievement. Jega and Julius (2018) further examined The Effects of Teachers' Academic Qualification and Experience on Students' Achievement and Interest in Mathematics in Kebbi State. The study investigated the effects of teachers' academic qualification and experience on students' achievement and interest in mathematics. The study discovered that there was a significant positive relationship between teachers' academic qualification, teachers' experience and students' academic achievement. The study

recommended that government should organize in-service training to boost teachers' effectiveness.

Usman (2018) carried out another study on Influence of Shortage of Human Resources on the Effective Instruction of Mathematics in Secondary Schools. The findings of the study revealed shortage of qualified teachers and inadequate teaching facilities in schools is positively correlated to poor students' academic achievement in the West African Examination Council results. The study recommended that government should encourage teacher quality by employing qualified teachers. Akinsolu (2010) investigated on Teachers and Students' Academic Performance in Nigerian Secondary Schools: Implications for Planning. The study examined the number of qualified teachers and its relationship to students' academic performance in public secondary schools in a sample of local government areas of Osun State. The study showed that teachers' qualification, teachers' experience and teacher-student ratio were significantly related to students' academic performance.

Statement of Problem

School environment with adequate facilities would help in providing the desired educational interest, attracting teachers and students towards school activities. Deteriorating conditions of some schools shows that the school environment is not in good shape. The schools with poor school environment are not in good shape. Teachers and students in such school environment suffer from many serious psychological problems such as mental fatigue, truancy, frustration discomfort, anxiety, and poor health. All those issues consequently affect students' academic performance.

Lack of good school environment will affect teaching work and health of both the teachers and the learners. Unfortunately, most public secondary school in Rivers State lack adequate infrastructural facilities that can aid teaching and learning processes. The situation of most school reveals insufficient classroom blocks to contain the increase school enrollment, where the classroom blocks is available, one discovers lacking roots or blown off roofs. And most worrisome is the lack of insufficient school desks and chairs for the learner to sit on. Thus, a greater number of students sit and writes in the bare floor during classes receiving lessons. Some schools have no laboratories for practical for the science students, no libraries and those with libraries, no books for research or studying purposes. Poor drainage system as during the raining seasons, students and teachers alike finds it difficult to access their classrooms. Poor school environment with

overcrowded classroom have increased teachers workload. It is on this promise that the researcher is motivated to examine the relationship between school environment and teachers' work attitude in public secondary schools in Rivers State.

Aim and Objectives of the study

The following are the aim and objectives of the study:

1. To examine the relationship between school building (classroom space, office etc) and Teachers' Work Attitude in public secondary schools in Rivers State.
2. To investigate the relationship between teaching facilities (instructional materials) and Teachers' Work Attitude in public secondary schools in Rivers State.
3. To examine the relationship between teacher quality and Teachers' Work Attitude in public secondary schools in Rivers State

Research Questions

The following research questions will guide the study

1. What is the relationship between school building (classroom size, office, staffroom etc) and Teachers' Teachers' Work Attitude in public secondary schools in Rivers State?
2. What is the relationship between teaching facilities (instructional materials) and Teachers' Teachers' Work Attitude in public secondary schools in Rivers State?
3. What is the relationship between teachers' quality and Teachers' Teachers' Work Attitude in public secondary schools in Rivers State?

Research Hypotheses

The following hypotheses will be tested in the study at 0.05 alpha level of significance.

1. There is no significant relationship between school building (classroom, office, space etc) and Teachers' work attitude in public secondary schools in Rivers State.
2. There is no significant relationship between teaching facilities (instructional materials) and teachers' work attitude in public secondary schools in Rivers State

3. There is no significant relationship between teachers' quality and teachers' Work attitude in public secondary schools in Rivers State

Methodology

The study investigated the relationship between school environment and teachers' work attitude of public secondary schools in Rivers State. The correlational research design was adopted in carrying out the study. The population of the study consisted of 6,250 teachers (source: Planning, Research and Statistics Department, RSSSSB, 2021). However, the sample of the study consisted of 300 teachers. The sample size was drawn via stratified and simple sampling techniques

The self-structured instrument titled "School Environmental and Teachers' Attitude Inventory" (SETAI). The instrument consisted of two main sections, A and B. Section A will consisted of demographic data of the teachers such as gender, work experience, marital status and level of education while section B, was divided into two namely; "School Environment Inventory" (SEI) and "Teacher Work Attitude Inventory" (TWAI). SEI contained 24 items designed to measure school environmental factors, while TWAI contained 15 items developed to measure teachers' attitude to work. SETAI was responded to on a four (4) point Likert modified type scale of Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1. Furthermore, the instrument was validated two experts. They scrutinized the items of the questionnaire to ascertain that they measure what they ought to measure. Furthermore, the instrument was tested for reliability coefficient of, SFI ($r=0.80$) and TAI ($r=0.78$) ascertained through test-retest method. The collected data were analyzed using Pearson Product Moment Correlation (PPMC) for both the research questions and hypothesis at the 0.05 level of significance.

Results

Research Question One: What is the relationship between school building (classroom size, office, staffroom etc) and Teachers' Work attitude in public secondary schools of Rivers State?

Hypothesis One: There is no significant relationship between school building (classroom, office, space etc) and Teachers' Work attitude in public secondary schools of Rivers State.

Table 1: Pearson Product Moment Correlation Analysis on the Relationship between School Building (Classroom, Office, Space etc) and Teachers' Work Attitude in Public Senior Secondary Schools of Rivers State

Correlations

| | | School Building | Teachers' Work Attitude |
|---|---------------------|-----------------|-------------------------|
| School Building | Pearson Correlation | 1 | 0.31** |
| | Sig. (2-tailed) | | 0.00 |
| | N | 300 | 300 |
| Teachers' Work Attitude | Pearson Correlation | 0.31** | 1 |
| | Sig. (2-tailed) | 0.00 | |
| | N | 300 | 300 |
| **. Correlation is significant at the 0.01 level (2-tailed). | | | |

Table 1 showed the extent of the relationship between school building (classroom size, office, staffroom etc) and Teachers' Work Attitude in public secondary schools of Rivers State. However, the result indicated that the relationship that exists between school building (classroom size, office, staffroom etc) and Teachers' Work Attitude in public secondary schools of Rivers State is weak ($r = 0.31$). The implication of this result is that the extent of relationship between school building (classroom size, office, staffroom etc) and Teachers' Work Attitude in public senior secondary schools of Rivers State is weak.

Table 1 that there is a positive correlation ($r = 0.31$), and weak ($r = 0.31$; $r \leq \pm 2.0$ to ± 0.39), relationship between school building (classroom, office, space etc) and Teachers' Work Attitude in public senior secondary schools of Rivers State. Thus, since $p\text{-value} = 0.00 < 0.05$, there is significant relationship between school building (classroom, office, space etc) and Teachers' Work Attitude in public senior secondary schools of Rivers State, hence null hypothesis one is rejected at the 0.05 significance level.

Research Question Two: What is the relationship between teaching facilities (instructional materials) and Teachers' Work attitude in public senior secondary schools of Rivers State?

Hypothesis Two: There is no significant relationship between teaching facilities (instructional materials) and Teachers' Work attitude in public senior secondary schools of Rivers State.

Table 2: Pearson Product Moment Correlation Analysis on the Relationship between Teaching Facilities (Instructional Materials) and Teachers' Work Attitude in Public Senior Secondary Schools of Rivers State
Correlations

| | | Teaching Facilities | Teachers' Work Attitude |
|--|---------------------|---------------------|-------------------------|
| Teaching Facilities | Pearson Correlation | 1 | 0.88** |
| | Sig. (2-tailed) | | 0.00 |
| | N | 300 | 300 |
| Teachers' Work Attitude | Pearson Correlation | 0.88** | 1 |
| | Sig. (2-tailed) | 0.00 | |
| | N | 300 | 300 |
| ** Correlation is significant at the 0.01 level (2-tailed). | | | |

Table 2 showed the extent of the relationship between teaching facilities (instructional materials) and Teachers' Work Attitude in public secondary schools of Rivers State. However, the result indicated that the relationship that exists between teaching facilities (instructional materials) and Teachers' Work Attitude in public senior secondary schools of Rivers State is very strong ($r = 0.88$). The implication of this result is that the extent of relationship between teaching facilities (instructional materials) and Teachers' Work Attitude in public secondary schools of Rivers State is very strong.

Table 2 indicates that there is a positive correlation ($r = 0.88$), and very strong ($r = 0.88$; $r \leq \pm 0.80$ to ± 1.00), relationship between teaching facilities (instructional materials) and Teachers' Work Attitude in public senior secondary schools of Rivers State. Thus, since $p\text{-value} = 0.00 < 0.05$, there is significant relationship between teaching facilities (instructional materials) and Teachers' Work Attitude in public senior secondary schools of Rivers State, hence null hypothesis two is rejected at the 0.05 significance level.

Research Question Three: What is the relationship between teachers' quality and teachers' work attitude in public senior secondary schools of Rivers State?

Hypothesis Three: There is no significant relationship between teachers’ quality and teachers’ work attitude in public senior secondary schools of Rivers State.

Table 3: Pearson Product Moment Correlation Analysis on the Relationship between Teachers’ Quality and Teachers’ Work Attitude in Public Senior Secondary Schools of Rivers State
Correlations

| | | Teachers' Quality | Teachers' Work Attitude |
|---|---------------------|-------------------|-------------------------|
| Teachers' Quality | Pearson Correlation | 1 | 0.62** |
| | Sig. (2-tailed) | | 0.00 |
| | N | 300 | 300 |
| Teachers' Work Attitude | Pearson Correlation | 0.62** | 1 |
| | Sig. (2-tailed) | 0.00 | |
| | N | 300 | 300 |
| **. Correlation is significant at the 0.01 level (2-tailed). | | | |

Table 3 showed the extent of the relationship between teachers’ quality and Teachers’ Work Attitude in public senior secondary schools of Rivers State. However, the result indicated that the relationship that exists between teachers’ quality and Teachers’ Work Attitude in public senior secondary schools of Rivers State is strong ($r = 0.62$). The implication of this result is that the extent of relationship between teachers’ quality and Teachers’ Work Attitude in public senior secondary schools of Rivers State is strong.

Table 3 indicated that there is a positive correlation ($r = 0.62$), and strong ($r = 0.62$; $r \leq \pm 0.6$ to ± 0.79), relationship between teachers’ quality and Teachers’ Work Attitude in public senior secondary schools of Rivers State. Thus, since $p\text{-value} = 0.00 < 0.05$, there is significant relationship between teachers’ quality and Teachers’ Work Attitude in public senior secondary schools of Rivers State, hence null hypothesis four is rejected at the 0.05 significance level.

Discussion of Findings

The study investigated the relationship between school environment and teachers’ work attitude of teachers in public senior secondary schools of Rivers State. However, the result in table 4.1 shows that the extent of relationship

between school building (classroom size, office, staffroom etc) and teachers' work attitude public senior secondary schools of Rivers State is weak. Furthermore, the result of table 4.1 indicated that there is significant relationship between school building (classroom, office, space etc.) and Teachers' Work Attitude in public senior secondary schools of Rivers State. This finding is in agreement with the study conducted by Koroye (2016) which revealed that aesthetic beauty of the school and infrastructural facilities significantly influenced teachers' work performance.

The result in table 2 showed that the extent of relationship between teaching facilities (instructional materials) and Teachers' Work Attitude in public senior secondary schools of Rivers State is very strong. While, the result of table 4.2 indicated that there is significant relationship between teaching facilities (instructional materials) and Teachers' Work Attitude in public senior secondary schools of Rivers State. This finding is consistent with the study carried out by Akpabio (2019) which revealed that instructional material is positively significant in achieving high academic performance of students and teachers in social studies.

Table 3 showed that the extent of relationship between teachers' quality and Teachers' Work Attitude in public senior secondary schools of Rivers State is strong. Furthermore, the result of table 4.3 indicated that there is significant relationship between teachers' quality and Teachers' Work Attitude public senior secondary schools of Rivers State. This finding is consistent with the study of Adeyemi (2010), which revealed that teachers' experience, attitude and educational qualification, are the prime predictors of students' academic achievement.

Conclusion

The study investigated the relationship between school environment and teachers' work attitude of teachers in public senior secondary schools of Rivers State. However, the findings of the study indicated that among the school building (classroom, office, space etc), teaching facilities (instructional materials) and teachers' quality have significant strong relationship with teachers work attitude in public senior secondary schools of Rivers State.

Recommendations

Considering the findings, discussion and conclusions of this study, the following recommendations are made:

1. Government through the Ministry of Education should ensure that school buildings (classrooms, office space, amongst others) should be adequate, to positively influence the work attitude of teachers.
2. Government should carry out an overhauling of public senior secondary school facilities in Rivers State by replacing outdated facilities with modern facilities to positively influence the work attitude of teachers.
3. Government should occasionally engage teachers in public senior secondary schools in Rivers State in trainings and workshops in order to improve their quality, so as to positively influence the work attitude of teachers.
4. Government should not only build libraries, but should also do well to equip them with modern facilities, so as to positively influence the work attitude of teachers.

Counselling Implication

1. Counselling units should be established and professional counsellors employed in every senior secondary school to counsel teachers to remain psychologically fit and adjusted to any school environment while hoping for government to do their part in ensuring better stimulating school environment.
2. Counsellors on their part can create awareness campaigns on the needs counselling of teachers and seek ways to engage individuals, Non-Governmental

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