

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The influence of colonialism on Nigeria cannot be over emphasized. The influx of white explorers, traders and missionaries led to the development of settlements that differed from the traditional domestic environment. These new settlements were designed to reflect the norms, values and economic policies of the colonial masters. Africa, the land of blessed race, where the opportunists came to develop in order to colonize their resources for their good, was then left in vain hope(Allen, 2011).

Although primarily established for white settlers, the new settlements known as urban areas or township also served as a refuge for appreciable number of Africans who had in some substantial degree emancipated themselves from the constraints of traditional society. Among them were professional men, clerks and shop keepers with at least primary education, growing numbers of wage-earners and large number of farmers receiving cash income from growing crops for world market (Fage, 1978).

The projection of industrial capitalism in Africa produced well-defined urban classes' people with technical skills. They wanted to lift themselves into the twentieth century world modestly symbolized by radios and bicycles and to enjoy freedom based on knowledge and a more advanced mode of production. These ambitions were feasible only in an urban settlement. Aba is reputed as a big commercial city. It is predominantly inhabited by businessmen of various persuasions traders, big – time technicians and craftsmen, importers and exporters transporters etc. Even the few professionals like Teachers, Doctors, Lawyers, Accountants, and Engineers etc. have unwittingly imbibed the commercial tradition of the dominant group.

In Aba you are either a businessman or you are nobody. In fact the influence of commerce is so pervading that the market unions have come to connote the defacto government or power broker in all of Aba. The defunct famous Bakassi Vigilante Group was composed of traders and craftsmen. The commercial nature of Aba has also influence the attitude and life style of most residents. The rat-race syndrome is very pronounced. Everything is measured in terms of its worth in money. People do not have time for anything else but money. Parents do not even have time for their children. In some cases the children are surrounded by paid cooks, drivers and house boy/maids who attend

to their needs while their parents are busy making money. This creates room for child abuse through neglect and over indulgence by parents. We can observe that the environment regulates the social, religious, academic and cultural inclinations of the child as other less fortunate children are abused through exploitation. For example, those employed as shop assistants may sleep in the shops. The typical day starts for such children of about 5.30am. The business continues up to 9pm since there is no legislation on shopping hours in Nigeria. Children serving as house helps are in similar situation. They wake up about 5:30 am and do household chores up to 7:30 am or even later. Some of these servants who attend school go to school already very tired. In some cases they walk a distance to school thereby worsening the situation. About 2.00pm when the school closes they go home to continue the household chores or carry clothes to sell in the streets. They come back late in the evening tired and sleep off. This routine is performed almost daily at the expense of the children's studies. The child who hopes to grow up and become a professional is subjected to social constraints that are likely to obstruct his progress. Some of the constraints are child labour, street hawking, street begging, early marriage, child abandonment, child prostitution, child battering, sexual and physical abuse and therapeutic abuse by fake traditional healers (Ebigbo, 1988, Echezona, 1991). The environment is

characterized by models that cherish aggression act-rich syndrome, substance level ambition and disregard of Education.

It is also necessary to note that the surrounding or environment of a student influences their performance. Learning and reading begins in school but the first foundation of the child begins at home (Binkley 2008).

1.2 Statement of the Problem

The poor academic performance of pupils in schools in Aba educational environment has recently become a cause for serious concern. It has been observed by the researcher that some senior primary school pupils cannot write or read a letter. Others attend as many as three schools within their primary school career due to constant failures in a bid to avoid the shame of repeating a class. It has also been observed by the researcher that in Aba and some other parts of Nigeria private school proprietors tend to boost the population of their schools by admitting students without a testimonial or statement of result and award fictitious results to ensure the promotion of such pupils to the next class.

This ugly development has been attributed to many factors such as teachers' poor attitude to work; poor infrastructure, examination malpractice; lack of qualified teachers; truancy; poor motivation; Non-payment of salaries and the neglect of instructional media by teachers etc. The primary school features the highest number of impressionable learners and consumes a greater percentage of the government budgetary allocation to education, hence the need to investigate the influence of environment on the academic performance of pupils in Aba North L.G.A.

1.3 Research Questions

The following research questions were formulated to guide the research.

- 1.) Does noise pollution hinder the development of memorization skills by pupils?
- 2.) Does the presence of rich but illiterate businessmen discourage excellent academic performance or behaviour in class?
- 3.) Do Pupils who indulge in so much domestic chores have poor academic performance than pupils who do not?

1.4 Objectives of the Study

The general objective of this study is to investigate the influence of environment on the academic performance of primary school pupils. The following specific objectives are to guide the study:

1. To determine the extent to which a noisy environment hinders the development of memorization skills by primary school pupils.
2. To find out how the presence of illiterate but rich businessmen affect the behaviour of primary school pupils towards learning.
3. To ascertain the ways in which the home environment affects the performance of primary school pupils at school.

1.5 Significance of the Study

This study on the influence of environment on the academic performance of pupils in primary school will facilitate learning by enriching the knowledge of parents on the adverse effect of child labour and hawking on learning. It will create awareness on the importance of interaction and co-operation between parents and teachers for the success of pupils in learning activities. It will improve the attitude of pupils towards academic work through internal and external

motivation of teachers and parents. It will contribute to the volume of existing literature on the role of environment factors on pupils learning. It also will sharpen teachers understanding of the root causes of some academic problems in the primary school. The insight derived from that will help to prefer better solution to the problem. It will promote the development of the spirit of hard work, self-reliance and self-control among primary schools pupils.

The result gotten from this study will challenge the ministry of education to live up to her duty by making the infrastructure available for the creation of better learning environment. This study will highlight the importance of community participation through the P.T.A. in school affairs to check deviant behaviour resulting from the environment. Finally, it also will highlight the danger of monetized value system with its attendant; 'corruption' because money is only useful and valuable in the hands of an informed person.

1.6 Definition of Concepts

The following concepts were defined:

Influence:

According to the Sun Mobile Dictionary, the term influence is the “power to affect another”. The Oxford Advanced learner’s dictionary defines influence as “the effect that somebody or something has on the way a person thinks or behaves or on the way that something works or develops”. The concept influence, as related directly to this study, refers to the power the environment has on the academic performance of pupils, more especially, in Aba North Local government area of Abia State.

Environment:

The Sun Mobile Dictionary defines Environment as “surrounding, things, conditions, etc.” The Oxford Advanced learner’s dictionary defines it as “the conditions that affects the behaviour and development of somebody or something; the physical conditions that somebody or something exists in”. In essence, the concept environment refers to the surrounding of primary schools in

Aba North LGA. It can also be defined as the conditions that affect the behavior and development of pupils especially in primary schools.

Academy:

The Sun mobile dictionary refers to the concept academy as a “school”. A school on the other hand is a place of learning. A school is a place where children are taught (Oxford mini School Dictionary: 2007). A primary school can therefore be called an Academy.

Performance:

The Oxford advanced learner’s dictionary defines the term performance as “How well or badly you do something”. Performance as directly related to this study can also be defined as how well or badly pupils of Primary schools do in their academic work.

Academic Performance:

This can be defined as the score a child or individual obtains in a test or examination based on his or her learning experiences.

Socio status:

This is the total state of an individual based on inequality in terms of occupation, level of education and other societal issues defined by the environment.

Socio- culturalbackground:

This is the social and cultural makeup of an individual in relationship with his or her environment.

Education:

This is a formal instruction or training given to a child in school. According to the 6th edition of the Oxford dictionary, it is a process of teaching, training and learning, especially in schools or colleges to improve knowledge and develop skills.

CHAPTER TWO

LITERATURE REVIEW

Available literature on the subject of the research will be reviewed under the following subheadings:

2:1 Literature Review:

2.1a The Learning Process

Learning has been defined in many ways with each definition reflecting the theories of learning upon which it is based. Learning has been called a process of growth. It has been defined as an adjustment to environment; It has been defined as a modification of experience, behaviour – excepting that which results from maturation (maturing or growing up) (Hurst, 1955).

Another definition of learning is the acquisition of knowledge or skill. The acquisition of knowledge of a skill is essentially or primarily intellectual and emotional while the acquisition of a skill is essentially physical, although based on knowledge. Learning also includes the acquisition or development of ideas, attitude and appreciations. However, these are secondary to the acquisition of

knowledge – they result from knowledge. This acquisition of knowledge then is the basic part of learning and results in growth, adjustment, modification and change in the individual.

If teaching is to be successful, learning must take place and the success of the teaching is measured in the learning done by each of the pupils. If the teacher would succeed, he must know how to stimulate, guide and direct the learning processes; he must know how the pupil learns. Bell-Gam and Osunde (2001) stated that learning materials otherwise known as instructional aids play significant role in the learning process and provide a child with unique experience.

Certain basic or foundational principles can be noted regarding learning. However, none of them work independently, nor do they in themselves present the whole picture. Learning adds up to a complex process about which much is known but which much is yet to be discovered. The writer's purpose here is to discuss certain basic principles and attempt to discover their effect on the teaching situation. However, one should not think of these principles as being rigid, or hard and fast. Rather one should think of them as general principles that need to be applied with care, understanding and discernment of the individual teaching situation. Knowledge is not "poured" into the pupils mind according to

chemical or mathematical formulas, nor are all pupils made to fit the mode of a single set of leaning principles, every individual learns a skill and develops an attitude or habit in his own individual manner. Each individual pupil must learn; therefore, learning must be as individual as possible. It is necessary to note that pupils constantly learn. If there mental and physical faculties are normal, they will learn. With this learning process comes change. Each set of circumstances, each bit of stimuli, each resulting sensation or impression and each inner expression of “drive” and latent power work together to bring about learning and change.

2.1b Learning Environment

By environment is meant all external factors that influence or tend to influence development after life has begun. Whatever one comes in contact with and reacts to is a part of the environment, whatever it is in the classroom, in the home or at the play ground.

Omozuwa and Iyamu (2003) argued that an environment stimulating and conducive for learning, aids the adolescent intellectual ability. Such environment with educational gadgets, such as video, television, radio, toys and relevant textbooks e.t.c aids cognitive development. Goldenberg (2009) claimed that by

getting in touch with a variety of printed materials, a child will understand the function of written language.

In summary, it can be derived from this factor of literature review that a good home and school environment must be adequately equipped with learning materials, and a child must initially learn that these relevant materials in his/her immediate environment are very meaningful.

The environment consists of physical, psychological, as well as cultural and social environment all can be sub divided into the school and home environment. Each affects the individual and each contributes its part to his/her learning and development.

Environment versus heredity or 'nature versus nurture' is a subject that has caused much discussion. "Which affects learning the most?" and "How much does each affect learning?" are questions often asked. Many tests have been made and volumes written in the efforts to answer these questions and determine the relative effect of the two.

Although their relative effect cannot be stated with any degree of finality, yet it is very apparent that heredity provides the tendency and environment

provides the opportunity for the tendency to develop and become an actuality. It is abundantly evident that environment tends to modify the tendency.

Environment is important to the teacher because he or she is actually a part of it as far as the pupil is concerned. Also he/she has the opportunity to control the pupils' environment and thereby stimulate, guide and direct his/her tendencies. Every teacher will do well to study the environment he/she creates for his pupils and strive to make it the best.

The three dimensions of environment relevant to human existence are organic, inorganic and cultural. The organic aspect of environment significant to mankind includes all of the surrounding forms of life, from biologically simple, disease-carrying micro organisms to the wild and domesticated varieties of plants and animals on which humans depend for food and for raw materials. The range of potentially germane non-organic aspects of the environment is equally extensive. This ranges from the mineral content of the sub-soils to the complex atmospheric forces that determine climate. The relevant cultural dimension of a people's setting is composed of their own culture and the ways of life of others both neighboring whom contact may be intermittent or direct (Hammund, 1978).

Obviously the intellectual environment of children of educated and professional parents is quite different from that of unskilled workers' children. Binkley (2008) found that many children have been taught to read at home parents offer guidance to teach the child to develop reading habits before he or she goes to school and a child who begins to read at home do at least well, and in many instances better in the first grade. Fredricks and Rasinski (2008) also stated that a child learns naturally when his parents read to him, and also let him handle books at home and by doing this the child gains direct information. Eduwen (2009) however, concluded that the degree to which a child is motivated determines the energy he or she will put into the learning process and this as a matter of fact with interest, facilitates learning. In summary, when a child is surrounded by educated and caring parents who will provide the security he/she needs for desirable learning, the child will develop positive association with reading and writing hence, active parental involvement in the school is essential to a child's educational accomplishment.

According to Robinson (1970), a good learning environment is characterized by the following features;

i. Lack of Distractions during study:

It is often difficult to concentrate on studying because it is more fun to concentrate on other things. A lecture may have to compete for interest with a photograph on the study table or talk session in the same room, or with such attention getters as a flickering light or a slammed door. It is pleasant to decorate a school. However, one should set off a quiet, unadorned area for studying. Studying environments should be arranged in such a way that while sitting at the study table, you cannot see any picture, souvenirs or blotters with football schedules on them. Students should face the wall, not looking into the room or out of the window. Eliminate all interesting sounds, such popular music, television programmes and conversations during lessons. It is easy to understand how a popular song or an interesting conversation might interfere with comprehension – they are so much more interesting. It is best to study in a quiet place because the effort it takes to keep one's mind on his work demands extra energy and is fatiguing.

Various physical arrangements can also be used to promote concentration. It has been found that if the same situation is always associated with studying, a student becomes conditioned to concentrating on his studies whenever he is in

that situation. Take for example, the way we go to sleep. Before going to bed, one may not feel particularly sleepy, but changing into bed clothes, lying down on a soft pillow under the blankets and turning out the light all produce a combination of stimuli to which people are conditioned to respond by going to sleep. Similarly, if a student studies the same subject in the same way at the same time every weekday, the surroundings will tend to suggest study and so promote concentration.

ii. Good Psychological Factors:

Conditions such as temperature, ventilation and physical fitness affect concentration in learning process. Although little research has been done on the effect of varying temperature on study effectiveness, many students believe that it is more difficult to study when the room is hotter or colder than usual. Likewise people in poor health feel so worried about their condition that they give a low priority to study, and another is that their energy level is usually so low that it is difficult for them to study in depth. Under certain physiological conditions even the most physically fit student will find concentration difficult. For instance, immediately after heavy eating or coming into a warm room after exercising or

being in cold weather, the body makes physiological adjustments conducive to sleep.

2.2 Review of Related Theories

The following theories were reviewed;

- i. Exchange theory (behaviourism)
- ii. Symbolic interactionism
- iii. Social learning theory

i) Exchange theory

Exchange theory was propounded by George Caspar Homans and Peter M. Blau with their individual views of the theory. Exchange theory is a sociological theory derived from behaviourism. Behaviourism has a direct effect on sociology and an indirect effect especially on exchange theory (Molm, 2005a). The behavioural sociologist is concerned with the relationship between the effect of an actor's behaviour on the environment and its impact on the actor's later behaviour. This relationship is basic to operant conditioning or the learning process by

which “behaviour is modified by its consequences” (Baldwin and Baldwin, 1986:6). One might almost think of this behaviour, at least initially in the infant, as a random behaviour.

The environment in which the behaviour exists, whether social or physical, is affected by the behaviour and in turn “acts” back in various ways. That reaction- positive, negative, or neutral- affects the actor’s latter behaviour. If the reaction has been rewarding to the actor the same behaviour is likely to be emitted in the future in similar situations. If the reaction has been painful or punishable, the behaviour is less likely to occur in the future. The behavioural sociologist is interested in the relationship between history of environmental reactions or consequences and the nature of present behaviour. Past consequences of a given behaviour govern its present state. By knowing what elicited certain behaviour in the past, we can predict whether an actor will produce the same behaviour in the present situation. Of great interest to behaviourists are rewards (or reinforcers) and cost (or punishments). Rewards are defined by there ability to strengthen (that is reinforce) behaviour, while cost reduces the likelihood of behaviour.

Conclusively, from this theory it can be derived that: the environment influences, to a large extent, the academic performance of students especially pupils in primary schools. If in an environment, like Aba-North for instance, many uneducated business men enjoy wealth and respect from a lot of people while some educated people roam the street with their certificates in search of jobs, the academic performance of pupils in such an environment is likely to be very low. This is because the environment tends to reward “business skills” much more than “good academic performance”.

ii) Symbolic interactionism

Herbert Blumer coined the term symbolic interactionism in 1937 and wrote several essays that were instrumental in its development (Morrione, 2007). According to George Ritzer (2011), some symbolic interactionists like; Blumer (1969a), Manis and Meltzer (1978), Rose (1962), Snow (2001) etc. have tried to enumerate the basic principles of the theory. The principles include the following:

1. Human beings, unlike lower animals, are endowed with the capacity for thought.

2. The capacity for thought is shaped by social interaction.
3. In social interaction people learn the meanings and the symbols that allow them to exercise their distinctively human capacity for thought.
4. Meanings and symbols allow people to carry on distinctively human actions and interaction.
5. People are able to modify or alter the meaning and symbols that they use in action and interaction on the basis of their interpretation of the situation.
6. People are able to make these modifications and alterations because, it is part, of their ability to interact with themselves, which allows them to examine possible courses of action, assess their relative advantages and disadvantages, and then choose one.
7. The intertwined patterns of action and interaction make up groups and societies.

Symbolic interactionism can be regarded as the interaction that takes place between people through symbols such as gestures, shared rules, written and spoken language. Interactionist perspective seeks to explain the ways individuals act towards, respond to and influence one another. Interactionist theorists believe that interaction is the basis of social life.

Hence to understand an action one needs to understand the symbols that exist in the environment as well as the meaning which actors give to their actions.

From this theory (symbolic interactionism), it can be derived that symbols have a number of specific functions. According to Ritzer (2011), symbols improve people's ability to perceive the environment, symbols also improve the ability to think, they greatly increase the ability to solve various problems and so on.

It can therefore be concluded that in every environment symbols must exist and communication is made possible and easy because of these symbols. However, in a learning environment, especially in a primary school environment, the existing symbols must be such that facilitates and increases learning speed. This will definitely be a positive environmental influence on the academic performance of pupils as well as students at various levels of learning.

iii) **Social learning theory**

The social learning theory which was developed by Bandura (1967) portrays human behaviour as an act that emerges from learning under the process of observation and imitation. In the process of interacting in

their environment humans including pupils have come to imitate what they see in their environment both at home and at school. Social learning theory focuses on the learning that occurs in a social context. It considers that people learn from one another especially in such concepts as observational, imitation and modeling. In Albert Bandura, among others, is considered the leading proponent of this theory.

This theory notes that keen self awareness and observation can make people, especially pupils, more receptive to the influence of the people they admire, people who are perceived as powerful and rewarding, that is people they see as models. Young people respond mostly to material reinforces. In these young one, the approval or disapproval of parents, teachers and peers becomes a powerful chapter of self-concept and behaviour (Ormrod, 1999).

The social learning theory has cognitive factors as well as behaviourist factors or operant factors. Such factors include, learning without performance, where Bandura (1967) makes a distinction between learning through observation and the actual imitation of what has been learned. Another factor looks at 'cognitive processing during learning', where social learning theorists contend that attention is a

critical factor in learning. Also, 'reciprocal causation' is one of such factors; here, 'Bandura' proposed that behaviour can influence both the environment and the person. In fact each of these variables; the person, the behaviour, and the environment can have an influence on each other. That is the environment can influence the person, and the person can also influence the environment. According to Bandura (1967), there are different types of models. There is the life model, 'an actual person demonstrating the behaviour'. There is also a symbolic model, which can be a person or action portrayed in some other medium, such as television, computer programs, etc (Ormrod, 1999).

2.3 Theoretical Framework

Social Learning Theory

Although the exchange and symbolic interactionism theories have much to say about the role of environment on the academic performance of students, the social learning theory which hinges on observation is the bedrock of this investigation. This theory emphasizes learning by observation, admiration, imitation, emulation and vicarious re-enforcement learning in the society and

primary school which borders more on natural rather than artificial environment.

The chief proponents of the social learning theory are Albert Bandura and Richard H. Walters (Mazur, 1986). According to them, a large proportion of human learning occurs, not through classical conditioning or as a result of reinforcement or punishment but through observation, imitation and modeling. We observe the behaviour of others, observe the consequences, and later we may imitate their behaviour.

There are several important points to note about the concept of observational learning.

1. The person whose behaviour is observed is called the model; hence modeling is normally used synonymously with observational learning.
2. The learning takes place spontaneously with no deliberate effort on the learner's part on any intention to teach on the model's part.
3. Both fairly specific behaviours (e.g. nail-biting) and more general emotional states (e.g. fear of the dentist) can be modeled (the later through facial expressions, body posture, etc.).

4. Observational learning as such takes place without any reinforcement, more exposure to the model is sufficient for learning to occur. However, whether the learning actually reveals itself in the behaviour depends among other things on the consequences of the behaviour both for the model and the learner. So whereas for Skinner the role of reinforcement is central to the learning process itself, for the social learning theorists, it is important only in so far as it determines the likelihood of learned responses actually being demonstrated.
5. Much of the social learning theorist's research has centered on the characteristics of models that make them more or less likely to be imitated and the conditions under which the learning will be performed.

Mischel (1971) in Mazur (1986) noted that young children generally have more contact with their parents than with anyone else, but they are also exposed to a wide range of other potential models including siblings, classmates, teachers, grandparents, television personalities, theatre artists and sport stars. It is obvious that children do not imitate everyone to an equal degree. What characteristics of these potential models make a difference?

Primarily, children are more prone to imitate a model whose behaviours are reinforced and they are more likely to imitate a model when the children themselves have been reinforced for imitation. A model's "rewardingness" plays an important role in imitation. Children tend to imitate their parents because they receive many reinforcers from them.

Secondly, children are prone to imitate dominant or powerful figures in their lives. Within a family the parents are usually the most dominant individuals in the sense that they control resources and make decisions that affect the group as a whole. Besides "rewardingness" and dominance another important variable is the model's similarity to the learner. For instance, it has been shown that a child is more likely to imitate a model who is the same sex, the same age or who seems to have interests similar to those of the child. Finally is the variable of model's sincerity. Children imitate a model that appeared sincere more than one who appeared insincere.

Thus, if the influence of an environment, like Aba-North, on the learning or academic performance of pupils is poor or negative then, it is largely due to the presence and reinforcement of wrong models in the environment.

Formal learning is a strenuous exercise which children by virtue of their disposition would like to avoid. This fact calls for creating an enabling environment which will make the experience easier and more pleasurable for them. Thus the concept of schooling imparts literacy and information in a conditioned environment (Basic, Geves and Leniel, 1984)

2.4 Study hypotheses

The following are hypotheses raised for this research:

1. Pupils who study without text books are more likely to be indifferent than those studying with textbooks.
2. Pupils with monetized value system are indifferent in classroom work than pupils who are not.
3. Pupils who indulge in so much domestic chores have poor academic performance than pupils who do not.

CHAPTER THREE

RESEARCH METHODOLOGY

The methodology is treated under the following sub-headings:

3.1 Research Design

This is a descriptive survey research designed to investigate the influence of environment on the pupils learning in primary schools. Unlike in experimental studies, the researcher exercised very little control over extraneous variables.

3.2 Study Area

This research on the influence of environment on pupils learning processes was conducted in primary schools in Aba North L.G.A of Abia State. Aba north is one of the 3 Local Government Areas located within the Aba metropolis.

Aba – North Environment:

The Aba town is a highly commercialized community with most of the ugly features of modern civilization very pre-eminent. This is due to the fact that most of the inhabitants are semi-illiterates who lack culture and grooming. They

mistake rudeness for boldness and apply excessive aggression to have their way. The following features are very prominent in the town with reference to children.

The rat-race for material wealth at all levels has worsened, abused and neglect of children. Parents move out of their homes quite early and come home quite late at night completely exhausted. The parents have no time to care for the family at such arrival because they are tired. In most cases the children care for them by boiling water for parent's bath; preparing food and serving of the same parents; washing up plates, cleaning and tidying up of the house. At times, they attend to siblings they are older than by two or three years while parents lie down like logs of wood, worn out and tired.

Children in Aba are also subjected to other forms of physical, mental, emotional, moral and sexual abuse. The violence meted out to and experienced by the children at home and in society are so great that Gil (1970) stated that such act was endemic to the child-rearing philosophy which sanctions the use of physical force to discipline an erring child forgetting that learning and change takes place better in a cordial atmosphere, not in a bitter one.

The town features very prominently one of the major hindrances of learning, which is noise pollution. Most of the primary schools in Aba are located

among busy streets. The noise emanating from moving vehicles, industrial machines; traders and music shops makes concentrating in learning difficult. Not only that, most school premises have been converted to stores and shades by traders thereby creating distraction for pupils.

3:3 Population of the Study

Aba North Local Government has a total of 28 primary schools with teaching staff strength of 718 teachers according to data obtained from Local Government Educational Authority Office Aba North, twenty-nine (4%) of the teachers are males while 689 (96%) are females. The minimum qualification of the teachers is teacher's grade II certificate.

3:4 Sample Size

The investigation used 30% of the population as the sample of study. 30% of 718 which is the population is 215. The sample size is therefore 215.

3.5 Sampling Technique

To select the sample the researcher adopted random sampling by balloting. In this method, three hundred pieces of paper composed of 215 'yes' and 85 'No' were thoroughly mixed in a basket and the teachers were asked to pick with

replacement. Those who picked 'yes' became the sample while those who picked 'No' were excluded from the research. The selection exercise was carried out in eight schools selected by a table of random numbers.

3.6 Instruments for Data Collection:

The researcher used a closed ended questionnaire composed of two sections in data collection. Section 'A' of the questionnaire contained the respondent's personal data while section 'B' contained the items which were designed to test the research questions. The questionnaire featured a total of 3 items arranged in the modified likert scale format.

3.7 Administration of the Instrument:

The researcher administered the questionnaire to the respondents in person. This enables her to explain the purpose and significance of the study to them where necessary to facilitate accurate response. The questionnaire was collected back from the teachers on the spot.

3.8 Methods of Data Analysis

The data resulting from the exercise were summarized and analyzed by using frequency distribution tables and sample percentages.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

Out of two hundred and twenty (220) questionnaires distributed, two hundred and fifteen (215) were completed and returned. Hence, analysis of data is based on the returned questionnaires.

Table 4.1: Distribution of questionnaire

Questionnaire	Level of Responses
Number distributed	220
Number collected	215
Number lost	5

Table 4.1 above indicates that 220 questionnaires were distributed but only 215 were eventually completed and returned as such five questionnaires were lost.

4.1 Presentation of Personal Characteristics of Respondents

Q1. The respondents were asked about their sex.

Table 4.2: Sex Distribution of Respondents:

S/N	School	Male	Female	Total
1.	New Umuahia Road Pri. Sch. 1	-	21	21
2.	Umuola Community School	1	14	15
3.	Osusu Road Primary School II	1	26	27
4.	Omuma Road Pri. School I	2	27	29
5.	Eziukwu Road Pri School II	2	24	26
6.	Golf Course Primary School I	1	31	32
7.	Eziobi Primary School II	2	26	28
8.	Okigwe Road Pri. School II	-	37	37
	TOTAL	9	206	215

The table above shows that out of the 215 respondents, 9 of them were male and 206 were female, which constituted 4.2% and 95.8% respectively.

4.2 Analysis of Research Questions

Q2.) The respondents were asked if noise pollution hinders the development of memorization skills by pupils.

Table 4.3:

Options	Frequency	Percentage (%)
Strongly Agree	109	50.7%
Agree	73	34%
Disagree	24	11.2%
Strongly Disagree	9	4.1%
TOTAL	215	100%

From the table 4.3 above, 109 (50.7%) strongly agree that noise pollution hinders the development of memorization skills by pupils, while 73 (34%) agree that noise pollution hinders the development of memorization skills by pupils. Conversely, 24 (11.2%) disagree and 9 (4.1%) strongly disagree respectively that noise pollution hinders the development of memorization skills by pupils. The data has proven that noise pollution hinders the development of memorization skills by pupils.

Q3.) Question three seeks to know if over crowded homes disturbs assimilation by students during private studies.

Table 4.4:

OPTIONS	FREQUENCY	PERCENTAGE
Strongly Agree	90	41.9%
Agree	73	34%
Disagree	30	14%
Strongly Disagree	22	10.1%
TOTAL	215	100%

From the table 4.4 above, 90 (41.9%) strongly agree that over crowded homes disturbs assimilation by students during private studies, while 73 (34%) agree that over crowded homes disturbs assimilation by students during private studies. Conversely, 30 (14%) disagree and 22 (10.1%) strongly disagree respectively that over crowded homes disturbs assimilation by students during private studies.

Q4.) The respondents were asked if opportunity for hawking in the school premises causes poor concentration in class.

Table 4.5:

OPTIONS	FREQUENCY	PERCENTAGE
Strongly Agree	22	10.2%
Agree	90	41.9%
Disagree	83	38.6%
Strongly Disagree	20	9.3%
TOTAL	215	100%

From the table 4.5 above, 22 (10.2%) strongly agree that opportunity for hawking in the school premises causes poor concentration in class, while 90 (41.9%) agree that opportunity for hawking in the school premises causes poor concentration in class. Conversely, 83 (38.6%) disagree and 20 (9.3%) strongly disagree respectively that opportunity for hawking in the school premises causes poor concentration in class.

Q5.) The respondents were asked if the presence of illiterate but rich businessmen discourages excellent academic performance or behaviour in class.

Table 4.6:

OPTIONS	FREQUENCY	PERCENTAGE
Strongly Agree	108	50.2%
Agree	75	34.9%
Disagree	25	11.6%
Strongly Disagree	7	3.3%
TOTAL	215	100%

From the table 4.6 above, 108 (50.2%) strongly agree that the presence of illiterate but rich businessmen discourages excellent academic performance or behaviour in class, while 75 (34.9%) agree that the presence of illiterate but rich businessmen discourages excellent academic performance or behaviour in class. Conversely, 25 (11.6%) disagree and 7 (3.3%) strongly disagree respectively that the presence of illiterate but rich businessmen discourages excellent academic performance or behaviour in class.

Q6.) Question six seeks to know if Pupils who study without text books are more likely to be indifferent to learning than those studying with textbooks.

Table 4.7:

OPTIONS	FREQUENCY	PERCENTAGE
Strongly Agree	101	47%
Agree	81	37.7%
Disagree	20	9.3%
Strongly Disagree	13	6.0%
TOTAL	215	100%

From the table 4.7 above, 101 (47%) strongly agree that pupils who study without textbooks are more likely to be indifferent to learning than those studying with textbooks, while 81 (37.7%) agree that pupils who study without textbooks are more likely to be indifferent to learning than those studying with textbooks. Conversely, 20 (9.3%) disagree and 13 (6%) strongly disagree respectively that pupils who study without textbooks are more likely to be indifferent to learning than those studying with textbooks. The data proves that pupils who study without text books are more likely to be indifferent to learning than those studying with textbooks.

Q7.) Respondents were asked if most pupils in Aba prefer inter-school transfer to repeating a subject or course they failed.

Table 4.8:

OPTIONS	FREQUENCY	PERCENTAGE
Strongly Agree	101	47%
Agree	81	37.7%
Disagree	20	9.3%
Strongly Disagree	13	6.0%
TOTAL	215	100%

From the table 4.8 above, 101 (47%) strongly agree that most pupils in Aba prefer inter-school transfer to repeating a subject or course they failed, while 81 (37.7%) agree that most pupils in Aba prefer inter-school transfer to repeating a subject or course they failed. Conversely, 20 (9.3%) disagree and 13 (6.0%)

strongly disagree respectively that most pupils in Aba prefer inter-school transfer to repeating a subject or course they failed.

Q8) Respondents were asked if most pupils in Aba prefer self-indulgence to serious academic work.

Table 4.9:

OPTIONS	FREQUENCY	PERCENTAGE
Strongly Agree	22	10.2%
Agree	90	41.9%
Disagree	83	38.6%
Strongly Disagree	20	9.3%
TOTAL	215	100%

From the table 4.9 above, 22 (10.2%) strongly agree that most pupils in Aba prefer self-indulgence to serious academic work, while 90 (41.9%) agree that most pupils in Aba prefer self-indulgence to serious academic work. Conversely, 83 (38.6%) disagree and 20 (9.3%) strongly disagree respectively that most pupils in Aba prefer self-indulgence to serious academic work.

Q9) Respondents were asked if commercial activities in the town often results to lateness to school.

Table 4.10:

OPTIONS	FREQUENCY	PERCENTAGE
Strongly Agree	37	17.2%
Agree	40	18.6%
Disagree	68	31.6%
Strongly Disagree	70	32.6%
TOTAL	215	100%

From the table 4.10 above, 37 (17.2%) strongly agree that commercial activities in the town often results to lateness to school, while 40 (18.6%) agree that commercial activities in the town often results to lateness to school. Conversely, 68 (31.6%) disagree and 70 (32.6%) strongly disagree respectively that commercial activities in the town often results to lateness to school.

Q10.) Respondents were asked if Pupils who indulge in so much domestic chores have poor academic performance than pupils who do not.

Table 4.11:

OPTIONS	FREQUENCY	PERCENTAGE
Strongly Agree	75	34.9%
Agree	71	33.0%
Disagree	40	18.6%
Strongly Disagree	29	13.5%
TOTAL	215	100%

Table 4.11 shows that 75 (34.9%) and 71 (33%) strongly agree and agree respectively that Pupils who indulge in so much domestic chores have poor

academic performance than pupils who do not. Conversely, 40 (18.6%) and 29 (13.5%) of the respondents disagree and strongly disagree respectively that Pupils who indulge in so much domestic chores have poor academic performance than pupils who do not. Evidently there is over whelming support that Pupils who indulge in so much domestic chores have poor academic performance than pupils who do not.

Q11.) Question eleven seeks to know whether monetize value system leads to indifference in classroom work.

Table 4.12:

OPTIONS	FREQUENCY	PERCENTAGE
Strongly Agree	91	31.2%
Agree	63	28.4%
Disagree	50	31.6%
Strongly Disagree	11	8.8%
TOTAL	215	100%

Table 4.12 recorded 91 (31.2%) and 63 (28.4%) strongly agree and agree respectively that monetized value system leads to indifference in classroom work. In contrast, 50 (31.6%) and 11 (8.8%) disagree and strongly disagree respectively that monetized value system leads to indifference in classroom work. Evidently the data proves beyond every doubt that the monetized value system in Aba leads to indifference in classroom work.

Q12.) Respondents were asked if some pupils in Aba lack writing skills due to poor school attendance.

Table 4.13:

OPTIONS	FREQUENCY	PERCENTAGE
Strongly Agree	91	42.3%
Agree	63	29.3%
Disagree	50	23.3%
Strongly Disagree	11	5.1%
TOTAL	215	100%

From the table 4.13 above, 91 (42.3%) strongly agree that some pupils in Aba lack writing skills due to poor school attendance, while 63 (29.3%) agree that some pupils in Aba lack writing skills due to poor school attendance. Conversely, 50 (23.3%) disagree and 11 (5.1%) strongly disagree respectively that some pupils in Aba lack writing skills due to poor school attendance.

Q13.) Respondents were asked if mass illiteracy in the environment hinders the development of oral skills in English language among pupils.

Table 4.14:

OPTIONS	FREQUENCY	PERCENTAGE
Strongly Agree	108	50.2%
Agree	75	34.9%
Disagree	25	11.6%
Strongly Disagree	7	3.3%
TOTAL	215	100%

From the table 4.14 above, 108 (50.2%) strongly agree that mass illiteracy in the environment hinders the development of oral skills in English language among pupils, while 75 (34.9%) agree that mass illiteracy in the environment hinders the development of oral skills in English language among pupils. Conversely, 25 (11.6%) disagree and 7 (3.3%) strongly disagree respectively that mass illiteracy in the environment hinders the development of oral skills in English language among pupils.

Q14.) The respondents were asked if commercial activities around the school encourages loitering.

Table 4.15:

OPTIONS	FREQUENCY	PERCENTAGE
Strongly Agree	81	37.7%
Agree	101	47%
Disagree	13	6.0%
Strongly Disagree	20	9.3%
TOTAL	215	100%

From the table 4.15 above, 81 (37.7%) strongly agree that commercial activities around the school encourages loitering, while 101 (47%) agree that commercial activities around the school encourages loitering. Conversely, 13 (6.0%) disagree and 20 (9.3%) strongly disagree respectively that commercial activities around the school encourages loitering.

4.3) Test of hypotheses

The hypotheses in the study were tested through the use of tables and percentages (%).

4.3.1) Hypothesis one: Pupils who study without text books are more likely to be indifferent than those studying with textbooks.

Table 4.7:

OPTIONS	FREQUENCY	PERCENTAGE
---------	-----------	------------

Strongly Agree	101	47%
Agree	81	37.7%
Disagree	20	9.3%
Strongly Disagree	13	6.0%
TOTAL	215	100%

Question six in the questionnaire was used to test the hypothesis whether or not Pupils who study without text books are more likely to be indifferent than those studying with textbooks and the results of the respondents were shown in table 4.7. The table indicated that 101 (47%) of the respondents strongly agreed that pupils who study without textbooks are more likely to be indifferent to learning than those studying with textbooks, while 81 (37.7%) of the respondents agreed that pupils who study without textbooks are more likely to be indifferent to learning than those studying with textbooks. On the other hand 20 (9.3%) of the respondents disagreed that pupils who study without textbooks are more likely to be indifferent to learning than those studying with textbooks and 13 (6%) strongly disagreed that pupils who study without textbooks are more likely to be indifferent to learning than those studying with textbooks.

Based on the results in table 4.7 hypothesis one is therefore accepted. This is because if pupils and students generally, study without textbooks and are limited to the few notes they are given in class, then they are likely to be indifferent to learning than those who get additional knowledge on the subject by studying with textbooks.

4.3.2) Hypothesis two: Pupils with monetized value system are indifferent in classroom work than pupils who are not.

Table 4.12:

OPTIONS	FREQUENCY	PERCENTAGE
Strongly Agree	91	31.2%
Agree	63	28.4%
Disagree	50	31.6%
Strongly Disagree	11	8.8%
TOTAL	215	100%

Question eleven in the questionnaire was used to test the hypothesis whether or not Pupils with monetized value system are indifferent in classroom work than

pupils who are not. The results of the respondents were shown in table 4.12. The table indicated that 91 (31.2%) of the respondents strongly agreed that Pupils with monetized value system are indifferent in classroom work than pupils who are not, while 63 (28.4%) of the respondents agreed that Pupils with monetized value system are indifferent in classroom work than pupils who are not. On the other hand 50 (31.6%) of the respondents disagreed that Pupils with monetized value system are indifferent in classroom work than pupils who are not. 11 (8.8%) strongly disagreed that Pupils with monetized value system are indifferent in classroom work than pupils who are not.

Based on the results in table 4.12, hypothesis two is therefore accepted. This is because if pupils value money making more than academic knowledge, then they will, of no doubt, be indifferent in classroom work and be more serious with any other activity that will fetch them money.

4.3.3) Hypothesis three: Pupils who indulge in so much domestic chores have poor academic performance than pupils who do not.

Table 4.11:

OPTIONS	FREQUENCY	PERCENTAGE
Strongly Agree	75	34.9%
Agree	71	33.0%
Disagree	40	18.6%
Strongly Disagree	29	13.5%
TOTAL	215	100%

Question ten in the questionnaire was used to test the hypothesis whether or not Pupils who indulge in so much domestic chores have poor academic performance than pupils who do not. The results of the respondents were shown in table 4.11. The table indicated that 75 (34.9%) of the respondents strongly agreed that Pupils who indulge in so much domestic chores have poor academic performance than pupils who do not. While 71 (33%) of the respondents agreed that Pupils who indulge in so much domestic chores have poor academic performance than pupils who do not. On the other hand 40 (18.6%) of the respondents disagreed that Pupils who indulge in so much domestic chores have poor academic performance than pupils who do

not. And 29 (13.5%) strongly disagreed that Pupils who indulge in so much domestic chores have poor academic performance than pupils who do not.

Based on the results gotten, hypothesis three is therefore accepted. This is because if pupils are given too many domestic chores to do, they will have less time for their personal studies; hence Pupils who indulge in so much domestic chores have poor academic performance than pupils who do not.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

This research work surveyed the influence of environment on three variables namely: cognition, affective behaviour and manipulative skills. The result shows that environment has a tremendous influence on the above variables. This is understandable in view of the fact that the primary school children are still in their impressionable years with initiation, and observation as their basic means of learning. The research shows that the school is not an Island that uses immune to influence extraneous variables; the school is rather a part and parcel of the community. In fact the research shows that parents can influence tremendously the academic career of their wards by altering the environment either positively or negatively.

5.2 Conclusion

In conclusion, from this research it has been discovered that the environment influences largely the academic performance of students generally more especially students in primary schools. Hence in order to achieve a better

academic performance of students especially children in primary school, a conducive environment must be created for learning both at home and at school. It can be concluded from this angle therefore that the environment has great influence on the academic performance of a child.

5.3 Recommendations

Base on the findings and implication of this study, the following recommendations were made:

The study reminds us that no man is an island. Pupils are highly influenced by the environment in which they live. Therefore the current war against environment pollution by the government should be intensified. The government should emphasize pollution features like noise, filth and illegal market structures especially those around schools.

The ministry of education should re-visit policies regulating the location and maintenance of schools to ensure effective compliance. Those who violate the rules should be adequately punished.

School administrators like headmasters and principals should check the influx of distracting variables into the school premises. This can be done by

employing the services of a security man who will check the movement of pupils; prevent hawkers from entering the school compound and give report on illegal or suspicious movement for prompt action.

Guidance counselors especially in primary schools should hold seminars and workshops for teachers on effective classroom management. The workshops should emphasize principles of socio-psychological conditioning in learning.

Parent teachers associations (PTA) of different schools should help to promote a good environment for learning by fencing the school compounds so as to make them inaccessible to intruders like hawkers, football clubs, churches etc. during the school hours.

Finally, excellent academic performance is the result of external and internal motivation. Therefore there is a need for parents to motivate their wards by setting attainable goals, reducing domestic chores assigned to the children and helping them to develop effective home study habits and time management.

5.4 Suggestions for Further Studies

This research on the influence of environment on the academic performance of pupils is by no means exhaustive. Further studies could be carried out on the subject in the following areas:

1. The study can be executed on a larger geographical scope such as Abia State as a whole or the entire nation.
2. Research work can be initiated to explore the influence of environment on the variables such as morality, achievement, motivation, intelligence-quotient, personality etc.
3. The research can be replicated with a different population such as secondary school students or university students.
4. The research can also be replicated with a different research design such as experimental or quasi-experimental.
5. The work can be narrowed down to a survey of the influence of specific environments such as physical, social or psychological on the academic performance of pupils.

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APPENDIX I

Department of Sociology

Caritas University

Amorji-Nike, Emene

Enugu

Dear Sir/Madam,

INTRODUCTORY LETTER TO THE RESPONDENTS

I am a final year student of Sociology Department, Caritas University, Enugu. I am carrying out a research on the influence of environment on the academic performance of students; A study of primary school pupils in Aba North Local Government Area of Abia state.

The research is a part of the requirements for the award of B.sc degree in Sociology.

Please endeavor to respond genuinely as pretense will alter the result of this research. The success of the study depends on your cooperation. Your response will be handled very confidentially.

Thank you for your co-operation.

Yours sincerely

IgbokweUgochi Mary

APPENDIX II

QUESTIONNAIRE

Please select by checking {√} in the box

4.) What sex are you?

(a.) Male { } (b.) Female { }

5.) Noise pollution hinders the development of memorization skills by pupils.

(a.) I Agree { } (b.) I Strongly Agree { } (c.) I Disagree { } (d.) I Strongly Disagree { }

6.) Over crowded homes disturb assimilation by students during private studies.

(a.) I Agree { } (b.) I Strongly Agree { } (c.) I Disagree { } (d.) I Strongly Disagree { }

7.) Does opportunity for hawking in the school premises cause poor concentration in class?

(a.) Agree { } (b.) Strongly Agree { } (c.) Disagree { } (d.) Strongly Disagree { }

8.) Are Pupils who study without text books more likely to be indifferent to learning than those studying with textbooks?

(a.) Agree { } (b.) Strongly Agree { } (c.) Disagree { } (d.) Strongly Disagree { }

9.) The presence of rich but illiterate businessmen discourages excellent academic performance or behaviour in class.

(a.) I Agree { } (b.) I Strongly Agree { } (c.) I Disagree { } (d.) I Strongly Disagree { }

10.) Do most pupils in Aba prefer inter-school transfer to repeating a subject or course they failed?

(a.) Agree { } (b.) Strongly Agree { } (c.) Disagree { } (d.) Strongly Disagree { }

11.) Does monetize value system lead to indifference in classroom work?

(a.) Agree { } (b.) Strongly Agree { } (c.) Disagree { } (d.) Strongly Disagree { }

12.) Do most pupils in Aba prefer self-indulgence to serious academic work?

(a.) Agree { } (b.) Strongly Agree { } (c.) Disagree { } (d.) Strongly Disagree { }

13.) Do commercial activities in the town often result to lateness to school?

(a.) Agree { } (b.) Strongly Agree { } (c.) Disagree { } (d.) Strongly Disagree { }

14.) Do Pupils who indulge in so much domestic chores have poor academic performance than pupils who do not?

(a.) Agree { } (b.) Strongly Agree { } (c.) Disagree { } (d.) Strongly Disagree { }

15.) Do some pupils in Aba lack writing skills due to poor school attendance?

(a.) Agree { } (b.) Strongly Agree { } (c.) Disagree { } (d.) Strongly Disagree { }

16.) Mass illiteracy in the environment hinders the development of oral skills in English language among pupils.

(a.) I Agree { } (b.) I Strongly Agree { } (c.) I Disagree { } (d.) I Strongly Disagree { }

17.) Does commercial activities around the school encourage loitering?

(a.) Agree { } (b.) Strongly Agree { } (c.) Disagree { } (d.) Strongly Disagree { }