

**AN INVESTIGATION ON THE INFLUENCE OF SCHOOL ENVIRONMENT ON THE
ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN BUSINESS
STUDIES, OYO WEST LOCAL GOVERNMENT AREA, OYO STATE**

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Abstract

The study examined school environment and academic achievement of business studies students in Oyo west local government area secondary schools. The study adopted causal-comparative design. The study was guided by four research questions and one hypothesis. The population of the study comprises of 40 business studies teachers. All the population was used as sample using purposive sampling technique. The instrument for data collection was a structured questionnaire based on a 5-point rating scale of Very High Extent = 5, High Extent = 4, Moderate Extent = 3, Low Extent = 2, and Very Low Extent = 1. The instrument was face and content validated by three experts from the department of Business and Entrepreneurship Education, Kwara State University, Malete. Reliability of the instrument was established by administering copies of the instrument to 30 respondents that were not part of the study population at Iganmode Grammar School, Ota. The instrument was administered on the pilot study twice and Cronbach Alpha correlation was used to analysed the two set of scores obtained which yielded 0.075 co-efficient, thus, the instrument was adjudged reliable. Mean and standard deviation were used to answer the research questions. The study found out that to high extent school buildings, typing pool or computer laboratory and location of schools influences academic achievement of business studies students in secondary schools. Among others, it was recommended that adequate and conducive classroom building and typing pool to be provided in secondary schools to enhance academic achievement of business studies students.

Keyword: *Business studies, School environment, Academic achievement and School location*

Introduction

Academic achievement refers to how students perform in school examinations. Eze, (2019) described academic achievement as performance in schools as depicted by scores or marks obtained in an achievement test. Abdulahi (2020), opined that low academic achievement is a situation where a students' falls below or failed to merit a criterion of acceptable standards. He described the situation as unacceptable to stakeholders. Student academic achievement can therefore be poor, low, medium or high in secondary schools. Poor or low academic achievement is often associated with failures or low score, grade and lack of promotion to the next grade or class. Also, Ukah (2015) however described the situation as undesirable by governments, parents or guardians. Many literatures asserted that students poor academic achievement is caused by several factors which could be external (environment) or internal (hereditary). The internal factors are trait inherited by the child from the parents while the external factors are all situation that surrounds the learning of the child in the environment. These include school environment, home environment, economic environment and political environment. Oloyede and Jimoh (2018) listed school building, school library, and laboratories, as school environmental factors affecting business studies student academic achievement in secondary schools. However scholars are unable to agree on which is superior in enhancing students academic achievement between heredity and environment. Scholars such as Akindolu (2019), Umah (2019), Olayemi, (2020) and Alli, (2021) agreed that impact of hereditary and environmental factors on students academic is 50:50. They however concluded that while heredity sets the limit a child could go environment determines the attainability of so potentials. These are the conditions that usually determine how business studies students perform in secondary schools.

Business studies is a compulsory subject in three years of junior secondary education programme with the following stated objective: inculcate in the student an interest and positive attitude towards business world, develop business skill and communication, use new techniques in business and recording, develop the skill of accurate keyboarding etc. Growth and development of any nation is hinged on the quantity and quality of education attained in vocational subjects by its citizens. It is the key of positive change in the society Okafor, Nwaso and Ifeoma (2015) asserted that vocational subjects are agent of change in his/her environment. The need for quantitative and qualitative business education has become a major concern has been described as the bane of self- sufficiency and development. The school environment in which students learn is paramount in enhancing business studies students' academic achievement.

According to Okoro (2017) environment could be described as a system within which living things interact with the other elements, while educational environment is a place where the learners interact with learning facilities in order to be self-reliant and contributed positively to the society. Rabi (2017) asserted that school environment of business studies students to include material and human resources, such as classroom, workshop, library, staff room, school building and offices. Olorode and Jimoh (2019) corroborated that school environment is the combination of both human and materials resources learners interact with. According to Benjammi (2020) environment includes students, teachers, instructors, computer laboratory, attendants, administrators and all facilities available in the school setting capable of influencing learning and academic achievement. Also, Umah (2019) argued that school environment of business studies students is the location where schools are sited, buildings constructed and equipment adequacy in relation to the number of learners. Okwelle (2016) submitted that environment is facilities available for instruction and it possesses a strong influence in teaching-learning process. He added further that there is need for adequate classroom buildings with good sitting arrangements for classroom instruction. Today, instructional materials (non-projected and audio-visual equipment) are part of school environment. The school environments, which include the classroom, libraries, teachers' quality, school management, teaching methods, peer groups as factors that affect students' academic achievement.

Hence, the school environment remains critical that should be studied and well managed to enhance business studies students' academic achievement. Ukah (2015) asserted that classroom environment is a more important and a strong predictor of both achievement and interest when comprehensive set of factors are held constant. This implied therefore, that the learning facilities in the school will expose the children to socio-economic influence which can affect their academic achievement. Thus, there is no doubt that the school environment contributes to children academic achievement which is usually measured in terms of cognitive, psychomotor and affective achievement in schools (Akaninwor, 2016).

School buildings are physical structures provides shelter for educational activities. These include classroom, typing pool, and teacher's staff room/offices, reading rooms, libraries, dormitories and dining hall. Despite of available empirical evidence that the quality of a school building reflect to a large extent students' academic achievement, most secondary schools in Oyo West Local Government Area are in poor physical condition. A visit to the schools confirmed the assertion of Rabi (2017) that sometimes students learn under dilapidated buildings. Okafor (2013) and Benjamin(2020) contended that school buildings, classroom accommodation for teaching and learning, promote the academic achievement of students in the school. It is in line with this that Chindah (2016) opined that the building in which students spends a good deal of learning does influence how well they performed. Fayose (2016) carried out a study and find out that learning environment have great impact it on the comfort safety and academic achievement of students apart from protecting them from sun, rain, heat and cold.

The school library is a room or building in a school where books, magazines, journals, periodicals, cassettes, computers among others are kept for the use of students. School library is viewed by Barth (2014) and Puyase (2016) as learning laboratory par excellence where learners find the world of knowledge, interact directly with resources, acquire information and develop research skill for lifelong

learning. The chief reason of the school library is to serve the school's need and to make possible for study to self study, undertake research and internalize learning. The school library enables the students to look for new ways of learning and with its resources can play a programme of work that aims at new ambitions. High academic achievement would be impossible if learning were restricted to the use of direct teaching and textbook alone.

Sitting a school is germane to academic achievement. It implies location of school in a place whether urban or rural area. Rural schools in Oyo State generally lack human and material resources needed for success at school. The location of school whether urban or rural may impact a students' ability to learn and actualise his potentials. Fayose (2016) noted that different aspects of school environment impact greatly on students' academic achievement. He explained further that a student's academic achievement is predicated on the motivating forces of his home, scholastic ability, and academic values but also by the social pressure applied by the participants in the school setting. Akubue & Ifelunni (2016) found out that because of urban exposure, students in urban schools perform better than those in rural schools in language learning. The reasons they gave include the fact that rural students have limited access to reading materials, inadequate reading culture and insufficient graduate teachers in rural schools. Benjamin (2020) also found out that sitting of school has significance effect on students' academic achievement in reading comprehension. Thus, the location of school has monumental influence on children's academic achievement.

It is against this background that the present study was carried out to find correlation between school environment and academic achievement. Therefore, this study attempted to find out the influence of school environment on business studies students academic achievements in Oyo West Local government area of Oyo State.

Statement of the Problem

Educational system particularly secondary school education in Oyo State today is under intense pressure to adequately respond to the continuous dwindling and unabated poor academic achievement. Thus, the issue of poor academic achievement in secondary schools has been of much concern to government, parents, teacher and the students themselves. Rabi (2017) observed that there is a growing concern over the decline in students' academic achievement in secondary schools in Oyo State of Nigeria. Olorode and Jimoh (2018) reported that all do not seem to be well with the state of education in Oyo state. The problem continues to militate against the objectives for which business studies is included in the curriculum of Junior Secondary School which is to facilitate acquisition of basic knowledge and help students to develop basic skills for office occupation and personal use. It is also expected to provide them with orientation and basic skills with which to start a life of work (Adeagbo, 2020). Specifically, in Oyo West Local Government Area, records available at community Junior Secondary School I, Oke Olola, Oyo shows that between 2014 to 2019 academic years, out of 1960 students who took JSS business Examination only, 688 students passed representing 35.1 percent. Nwaso and Ifeoma (2019) asserted that school environment affects performance more than any other variables. These environments include teachers, instructors, laboratory attendants, administrators and all facilities available in the school setting which may influence learning and academic performance. The expected high level of students' academic performance may not be guaranteed in a poor learning environment especially in terms of defective school buildings, library facility, computer laboratory or typing pool, school facilities and school location. Therefore the study examined the influence of school environment on the academic achievement of secondary school students in business studies, Oyo West Local Government Area, Oyo State.

Purpose of the Study

The main purpose of the study is to investigate the influence of school environment on business studies students' academic achievement in Oyo West Local Government Area.. Specifically, the study examined:

1. influence of school building on business studies students' academic achievement in Oyo West Local Government Area.
2. influence of library facilities on business studies students' academic achievement in Oyo West Local Government Area.
3. influence of school location on business studies students' academic achievement in Oyo West Local Government Area.

Research Questions

The following research questions were raised which guided the study.

1. What is the influence of school building on business studies students' academic achievement in Oyo West Local Government Area?
2. What is the influence of library facilities on business studies students' academic achievement in Oyo West Local Government Area?
3. What is the influence of location of school on business studies students' academic achievement in Oyo West Local Government Area?

Hypothesis

H₀₁: There is no significant relationship between school environment and business studies students' academic achievement in Oyo West Local Government Area.

Methodology

The study adopted the causal-comparative design. Kogsie, Mise, Odera and Ayusi (2017) suggested that the cause-effect is made logically as the research process proceeds. Therefore, in this study school environment would be a factor influencing business studies students' academic achievement in the study area. The study population is 40 business studies teachers teaching in 20 public junior secondary school using purposive random technique. All the population was used as sample. The instrument for the study was a structured questionnaire titled "Influence of School Environment on Students Academic Achievement (ISESAA)" in junior secondary schools, Oyo State. The instrument consisted of 30 items structured based on a 5-point response rating scale of Very High Extent (VHE) =5, High Extent (HE) =4, Moderately Extent= 3 Low Extent (LE) =2 and Very Low Extent (VLE) =1. The instrument was validated by three experts from the Faculty of Education, Kwara State University, Malete. Test-retest method was used to establish the reliability of the instrument. Copies of the instrument were administered to 10 respondents at Iganmode Grammar School Otta, Ogun state twice who were not part of the study population but possesses same characteristics with the study population. The results of the first and second tests were correlated using Cronbach Alpha Correlation which gave a correlation coefficient of 0.75. This figure guaranteed the reliability of the instrument.

The instrument was personally administered by the researcher and copies of the instrument were retrieved immediately after completion. This ensured a 100% returned rate, and all the returned instrument were found useable and considered adequate for the analysis. Mean and standard deviation was used to answer the research questions while Pearson chi-square was used to test the only hypothesis that guided the study. The decision rule for the research questions was based on the range for which any item mean response value falls within the real lower limit and upper real limit as follows:

Real Limited

Very High Extent (VHE) =54.51 -5.00

High Extent (HE) =	4,	3.51 - 4.50
Moderately Extent =	3	2.51 - 3.50

Low Extent (LE) = 2 1.51 - 2.50
Very Low Extent (VLE) = 1. 1.00 - 1.50

Results

Research Question1: What is the influence of school building on business studies students' academic achievement in Oyo West Local Government Area?

Table 1: Mean Responses on Influence of School Building on Business Studies Student's Academic Achievement.

S/N	Item statements	Mean	SD	Remark
1	Staff room for teachers	4.03	.13	HE
2	Reading room for students	3.03	1.73	ME
3	Canteen and regular food supply	4.23	.89	HE
4	Classroom spaces and ventilated	3.05	.93	ME
5	Common room for teachers	3.05	.95	ME
6	Examination halls and furnitures	4.08	.14	HE
	Grand Mean	3.58	.80	HE

Source: Research Data, 2021

Table 1 shows mean responses of teachers value of 3.58 falls within the range of high extent 3.50 to 4.49. This means that school building facilities highly impact business studies students' academic achievement in Oyo West Local Government Area secondary schools. The above mean responses showed, teachers agreed that to a moderate extent reading rooms for students with mean of 3.03, classroom spaces for teaching students with mean of 3.05 and common rooms for teachers with the mean of 3.05 influence business studies students' academic achievement. Teachers also agreed that the to a high extent offices for staff (4.03), canteen and regular food supply for students with mean of (4.23) and hall for exams with a mean of (4.08) effects business studies students' academic achievement.

Research Question 2: What is the influence of library facilities on business studies students' academic achievement in Oyo West Local Government Area secondary schools?

Table 2: Mean Responses on Provision of Library Facilities Influence on business studies Student's Academic achievement.

S/N	Item statements	Mean	SD	Remark
7	Library facilities enhanced business studies students' academic achievement.	3.01	1.13	ME
8	Furniture in the school library enhanced business studies students' academic achievement.	4.01	.73	HE
9	Current journals and textbooks in the school library loaned out to students enhanced their levels of academic achievement.	4.21	.18	HE
10	Regular supply of electricity in the library will influence the business studies students' academic performance.	3.03	0.14	ME
11	School library stocked with textbooks enhance students' academic achievement.	4.03	.25	HE
12	Availability of electronic library in the school enhances students' academic achievement.	3.06	.94	ME
13	availability of pamphlets, magazine	4.64	.19	VHE

	newspapers and journals, past and current in the school library enhance academic achievement.			
14	Access to school library enhances students' academic achievement.	3.93	.29	HE
	Grand Mean	3.74	.48	HE

Source: Research Data, 2021

The average means response value is 3.74 which fall within the range of high extent 3.48 to 4.47. This means that library facilities highly influence students' academic performance the study area.

However, based on the mean responses obtained, teachers agreed that to high extent textbooks in the school library loaned out to students 4.21 school libraries stocked with textbooks 4.03 and students having access to school library 3.93 influence students' academic performance. The teachers also agreed that there is a moderate influence of provision of school library 3.01, provision of electricity in the library 3.03 and provision of electronic library in the school 3.06 on business studies students' academic achievement. In item 13 the teachers agreed that there is a very high extent of provision of pamphlets, magazine newspapers and journals, past and current in the school library influence on business studies students' academic achievement 4.64. Similarly, in items 18 teachers agreed that to high extent the provision of furniture in the school library (4.03) influence business studies students' academic achievement.

Research Question 3: What is the influence location of school on business studies students' academic achievement in Oyo West Local Government Area secondary schools?

Table 3: Mean Responses on Influence of Location of School on Business Studies Student's Academic Performance.

S/N	Item statements	Mean	SD	Remark
15	Nearness to your home/village	3.91	.83	HE
16	The community leaders where the school is located	4.51	.73	VHE
17	Communal crisis in the community	4.21	.18	HE
18	Basic amenities in the community where the school is located	4.13	.22	HE
19	Negligence of PTA meetings of the community where the school is located	4.50	.16	VHE
20	The road that passes through the school compound affects the students	4.81	.14	VHE
21	Restive nature of the community where the school is located	3.94	.72	HE
22	The culture of the community where the school is located	4.93	.12	VHE
	Grand Mean	4.37	.26	HE

Source: Research Data, 2021

Table 3 shows teachers' response mean value of 4.37, the average mean response value is 4.15 which fall within the range of high extent 3.48 to 4.47. This means that location of school highly influences business studies students' academic achievement in Oyo West Local Government Area secondary schools.

Hypothesis

There is no significant relationship between school environment and business studies students' academic achievement in Oyo west local government area secondary schools.

Table 4: Relationship between school environment and students academic achievement

		Students Academic Achievement			
		High	Average	Below	Total
School Infrastructure	School Building	8	6	10	24
	School Library	2	2	2	6
	School Location	2	4	4	10
		12	12	16	40

Source: Researcher Data (2021)

The results on the contingency revealed that as the level of school physical environment increases, the business studies students' academic achievement increased. The result implies that school physical environment influence business studies students' academic achievement in the study area.

To test the significance of these results a chi-square analysis was carried out and the probability error was set at 0.05 levels.

Table 5: School Physical Environment and Students Academic Achievement

	Value	Df	Assump. Sig (2-sided)
Pearson chi-square	15.963 ^a	19	.043
Likelihood ratio	17.364	19	.027
No of valid case	600		

The result report; at $(X^2(8, N = 40) = 15.963, P = 0.043)$, null hypothesis is rejected and it is contended that there is statistically significant relationship between the school physical structures and business studies students academic achievement in the study area.

Discussion of Findings

Table revealed that building structures effected business studies students' academic achievement in Oyo west local government secondary schools greatly. Respondents identified items such as offices for the teachers, students reading rooms, more classroom accommodations as well as staff common room as the major areas that affect students' academic achievement in the secondary schools building facilities. These points agreed with the assertion of Okafor (2013) and Benjamin (2020) that school buildings, classroom accommodation for teaching and learning, promote the academic achievement of students in the school. The result also indicated that examination hall in the school influence the students' academic achievement. In line with Puyate (2016) who in their study reported that the school building accounts for significant variance in academic achievement and recommended that classrooms should be spacious to promote flexibility of usage in groups and individual activities.

Table 2 revealed that provision of library facilities effected greatly business studies students' academic achievement in Oyo west local government secondary schools. Both teachers and students in the study agreed that unavailable textbooks in the school library were loaned out to students, school library not stocked with textbooks, students not having access to school library, provision of seats in school library, provision of electricity in the library and provision of electronic library in the school are having a significant impacts on students' academic achievement. This result is in agreement with findings of Okorie (2016) asserting that library is another critical factor in school environments as it contributes to students' academic achievement. George (2020) shared same view that the library is supposed to develop in pupils, the skills and habits in observing, listening, communicating ideas and thinking which they will build on as they further their educational career; to achieve this, the children need to be exposed to a wide range of books. The result is also in line with Alli (2021) a well-equipped library is a storehouse of

knowledge and a centre of learning activities, if properly organized and utilized. Akindolu (2019) in his study on the factors that affects the use of library by students also supports the study that library facilities such as building, book stock, and finance for library development were inadequate in the sampled schools. Even where available librarians lack a satisfactory orientation on the use of the library. He opined that a well run library contribute to students' academic achievement because it provides learning resources and shift emphasis from the teacher. He finally noted that library also provides opportunity for self-education.

The results in table 3 revealed that location of school influences business studies students' academic achievement in Oyo West Local Government Area secondary schools. From the results, community where the school is located, communal crisis in the community, basic amenities provided in the community where the school is located and restive nature of the community where the school is located among other influences students' academic achievement. This result agrees with a similar finding by Abdulahi (2020) who in his study, observed that in Nigeria of today, institutions of learning are rocked and plagued by crises caused by secret cults and intra-commercial crisis which normally arises as a result of urge for - chieftaincy tittles by some elites and chiefs and also leadership and power tussle by cultic youths. According to him this makes the community where the schools located uncomfortable for the inhabitant and in turn influence students' academic performance. It also agrees with Fayose (2016) who observed in his study on the influence of gender and school location on students' academic achievement in secondary school mathematics that the impression as held by some people that urban students perform better than rural students is not an erroneous assumption but a fact. Parents in the rural areas preferred taking their children to urban areas to enroll them in schools hence, the community where the school is located is considered to be an important factor that plays an important role as regards to students' academic achievement. Teachers also are willing to be posted to urban centres.

Table 4 revealed that as the level of school physical environment increases, business studies students' academic achievement increased. This is in agreement with the findings of Kossei, Mise, Odera and Ayugi (2017) that school environment most times is superior to heredity because it actualized students' potentials to the fullest. Result in table 5 does not differ from this position. The table revealed that the null hypothesis was rejected and conclusion made that there is statistically significant relationship between the school physical structures and business studies students' academic achievement in the study area. The study agreed with the observation of Adeagbo (2020), Fayose (2016) and Ekperi (2018) that school environment has strong relationship with students' academic achievement. They stressed further that in their findings that students' academic achievement depends largely upon the quality of school infrastructures or external factors.

Conclusion

The results of the study showed that school environment factors to a high extent influence effectiveness of school teachers and learning which in turn influences students' academic achievement in Oyo West Local Government Area secondary schools. The environment, which students stay and learn is very important and should be given priority in terms of provision of facility in junior secondary schools. Library facilities in junior secondary schools are to be given prompt attention. Libraries in junior secondary schools are not stocked with textbooks or not available at all level. It is a serious concern. Well-equipped computer laboratory is a major factor that must be taken into consideration in this jet age. Students' academic performance is to extent tied to how much time they spent in laboratory. Experiences students acquire in laboratory do not only help their academic achievement but also counts for students' academic achievement. This will account for the authorization of the objectives of business studies as spelt out in the curriculum. Proximity to school is one of the areas that influence the performance of students in junior secondary schools in the local government area. Thus the site and choice of junior schools locations should as well guide parents and guardians in seeking admission for their wards. This will not only ensure

the influence of the child's environment but will reduce cost especially transportation burden on parents, especially this auster period.

Recommendations

The following recommendations were made based on the findings of the study:

1. Enough and conducive classroom buildings should be provided in the junior secondary schools to help promote effective teaching to enhance students improved academic achievement.
2. Library facilities should be provided in junior secondary schools in Oyo west local government area.
3. Office accommodations should be provided for teachers to assist them to prepare adequately for lesson and research work

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