

## **IMPACT OF ENVIRONMENTAL MANAGEMENT ON STUDENTS' QUALITY OUTPUT IN NIGERIAN SECONDARY SCHOOLS**

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### **Abstract**

Currently, Nigeria as a country is going through Social Economic and Political stress. This has virtually affected the whole system of governance; Commerce, Industry, Judiciary and of course the Educational system. It is obvious that individuals (students inclusive) who are subjected to such stress are bound to exhibit low and negative emotions, which in essence may reflect in their output quality.

The various educational programmes aimed at addressing the problem quality of education which had been continuously alleged to be falling. Other aspect of education like the management of educational environment has been neglected. It is this gap that this paper intends to fill.. 200 respondents were selected randomly for the study comprising 10 secondary schools from Ibarapa East Local Government of Oyo State. The sample is made of principal, 4 teachers and 15 final years' students from each of the selected schools.

The paper isolated some unique problems associated with the environment and relates their inhibiting factors to the Nigerian secondary school students' performance. The study revealed that there is a significant relationship between the open school management, style and students learning output. The study also found out that the experienced, well prepared and dedicated teachers has a positive influence on the quality of student learning. In fact it shows that teachers' technical skill and relationship between teachers and students has the strongest influence on children learning output.

**Key Words:** Students' Quality, environmental management, Secondary school.

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### **Introduction**

In Nigeria, secondary education is the antechamber to higher education hence; secondary schools serve as the major source of recruitment into higher institutions of learning. Therefore, the Joint Matriculation Examination (which is the qualifying examination for entrance into the University, Polytechnics, Monotechnics and Colleges of education) in Nigeria and the School Certificate Examination have been the instrument and criteria by which performance of student or output quality of students are measured.

Nevertheless, the main objectives of the secondary education in Nigeria as contained in the National Policy of Education are as follows:

1. To develop the personal capacity of individuals
2. To prepare pupils for he world of work and
3. To prepare pupils for the next stage of education

. The response has been that the concept of life-long loaming and the idea that there is not just one transition from education work; instead the two systems are seen as parallel entities and individuals can expect to interact with both through the course of their work life.

Coombs (1969) remarked that secondary school supplies the person who with one or more years training institution or on the job becomes the labour force of a nation.

However, our educational systems (secondary schools inclusive) have failed in the areas of character molding, morals, behaviour and academic output. Various stories abound of students and young people's vices of vandalization, robbery, pick pocketing, tuggery etc. Furthermore, there is mass disregard and disrespect for elders for those in position of authority and for work that the products of our school system exhibit. All these negative vices points to the fact that the area of moral and socialization the school system has failed.

As reported by Obemeata (1995) numerous studies have shown that there has been a sharp decline in the academic performance of various levels of our educational system in Nigeria, and the decline has been attributed largely to the poor condition in educational institutions in the country. Worse still there has been an upsurge in the number of both community and privately owned secondary schools, accompanied with a gross lack of modern instructional technologies, poor physical classroom condition and lack of adequate training programme for teachers.

The issue of quality in education goes beyond the curriculum or subject content but includes learning environment and school factors. It is the view of Obayan (2003) and Obameata (1998) that classroom learning environment and school factors exerts some dominant influence on learner's achievement.

Since man is a product of his environment. According to Lawani (2000) cited Berger (1966), "Society has been conceived as extent, reality that exerts pressure and coercion upon the individual". Most at times we desire just what the society expects us, we want to obey the rules, and we want to play the parts that society has assigned to us. In essence, society not only determines what we do but also what we are. This implies that there is a natural tendency in human beings to seek societal approval and praise in whatever they do. The societal approval reinforces and ensures further conformity.

Adedipe (1998) sees the societal structure as helping to:

*"impact a distinguishing and perturbing flavour to the individuals, wants, cognition, inter-personal response traits, value and attitude habits which distinguished the American from the French man, the Nigerian from the Ghanaian and the Togolese from the Chinese. It is this influence which makes the sociological man into social man"*

The agencies which are mainly responsible for the socialization process are the home, the school, the peer group, the mass media and the community, which are referred to as the environment in this paper. It is worthy of note that these sub-systems of the society have either positive or negative effect on the student output quality.

Since student output is a product of his environment the basic assumption of this study are:-

1. That the environment is a key factor in development of the personality and means of socialization.
2. Those schools are capable of building disciplined society by inculcating desirable habits and morals in students.
3. That the performance functioning and dysfunction of the school system depend largely on the management environment of the school.

The implication here is that the school should be capable of shaping and influencing the behaviour, attitudes and academic quality of student that pass through

her. It then should be expected that if the schools properly shapes students' output or behaviour, delinquency and other vices in the society will be reduced considerably and academic quality will be improved.

### **The Statement of Problem**

The menace of vices, poor academic output and poor performance at work in the society has been a source of concern to all the stakeholders in education i.e. government teachers, parents, religious bodies, law environment agents and society at large. The society cannot exist without making mention of the school which is the major agent of change. It is based on the above premise that the study sought to examine the notable impact (if any) of environment on academic performance of secondary school students in Nigeria.

### **Research Design and Methodology**

This study adopts a descriptive research method carried out "ex post facto". This method was adopted because information gathered described the relationship between management environment and students output quality.

However, the study did not attempt to establish cause and effect relations but to determine the significance of relationship..

### **Population**

Teachers', principals and students in both public and private secondary schools in Ibarapa Local Government of Oyo State are the population.

### **Population Sample**

200 respondents were selected for this study. This comprise 1 principal, 4 teachers and 15 final years student (i.e. senior secondary certificate student) each from 10 secondary schools that have been presenting candidates for Secondary School Certificate Examination for a minimum of 10years. The sample was randomly drawn from the population.

**Instrumentation.**

Management Environment and Students Quality Questionnaire (MESOQ) was used for data collection.

This is to test the extent the management environment influence students output quality based on the teachers performance of assigned task. In all, 100 questionnaires were distributed, completed and returned. Hence two thousand (2000) questions were analysed as each questionnaire containing 20 question items.

The questionnaire adopted the 4-point Likert type summation scale weight. The responses obtained were assigned numerical values and by summing up an individuals responses to all the statement a total score was obtained which help in determining that respondent stand on the variable or attribute being measured.

**Validity of Instrument**

A pretest or test retest was carried out on the questionnaire and necessary adjustment made on it before it was finally administered on the sample population.

**Procedure for Administration of Instrument**

Management Environment and Students Output Quality Questionnaire (MESOQ) was administered personally on the respondents. This method was adopted to ensure 100% return rate and to offer explanation where necessary. The investigator and the trained assistants monitor the completion and collection of the questionnaires directly from the respondents (principal, teacher and students) who participates in the study.

The questionnaire was divided into three sections: The first parts labeled (A) dealt with the respondents Bio-data while the section labeled (B) seeks to test the teacher response to various management output quality.

Some of the aspects of the questionnaire looked at physical, material resources and history of academic achievement in final examination. Some other parts of the questionnaire measure the social milieu of the school. This involves the pattern of social interaction, the network of relationship, and the level of satisfaction and future expectations among others.

Tables were used to present the data while each table with other information is analysed to reveal the influence and effect of management environment on students' output quality.

### **Research Hypotheses**

1. There is a significant relationship between school management environment and teachers task performance
2. There is significant relationship between teachers' commitment and dedication to work and student output quality.
3. The relationship between principal and teacher has no significant relationship with students' output quality.
4. School leadership and administrative style has no significant relationship with student attitude to work
5. There is significant relationship between technical skills learning and study atmosphere in school.
6. There is no significant relationship between teachers experience and students output quality.

### **RESULTS**

#### *Hypothesis 1*

There is a significant relationship between open school management and teachers task performance.

**Table 1**

Question	Responses in percentage				Means (x)		Coefficient of Correlation (r)	Remark
	SA	A	D	SD	SA+A	D+SD		
1	56	27	10	7	(x)	(y)	0.65	Significant
6	40	39	9	12				
7	10	21	40	29	35.38	14.63		
14	60	30	7	3				

\* r = Pearson Correlation Coefficient

Questions 1, 6, 7 and 14 analysed above seek to provide answer to hypothesis 1 and from the findings shown above table 83% of the respondents agreed that open school environment affect teacher's performance while 17% disagreed. The correlation coefficient is 0.65, which is that the relationship is positive, strong and significant.

### ***Hypothesis 2***

There is significant relationship between teacher commitment and dedication to work and students learning output.

**Table 2**

Question	Responses in percentage				Means (x)		Coefficient of Correlation (r)	Remark
	SA	A	D	SD	SA+A	D+SD		
15	30	40	25	5	(x)	(y)	0.64	Significant
16	27	33	28	12	32	18		
17	40	22	18	20	32	18		

\*  $r = 0.64$

The above results are the responses from items 15, 16, and 17 in the questionnaire, which was aimed at producing answers to hypothesis 2.

The result shows that 70%, 60% and 62% of the respondent, respectively agreed while 30%, 40%, 38% disagreed with the assumption that teachers level of commitment and dedication to work determines the students learning output quality. The implication of this result is that if the teachers are motivated to be committed and more dedicated to their job the student learning output quality will improve.

The correlation of coefficient is 0.64, which shows that the relationship is positive, strong and significant. The hypothesis 2 is hereby accepted.

### ***Hypothesis 3***

The relationship between principal, teachers and student has no significance on the students' output quality.

**Table 3**

Question	Responses in percentage				Means (x)		Coefficient of Correlation (r)	Remark
Items	SA	A	D	SD	SA+A	D+SD		
5	40	30	15	15	(x)	(y)	0.88	Significant
10	31	30	20	19				
11	35	21	24	20	33.38	16.63		
12	24	56	3	17				

\*  $r = 0.88$ .

The above results are from items 5, 10, 11, and 12, which were designed to provide answer to hypothesis 3. The result above revealed that 70% of respondents that responded to question 5 agreed that a healthy relationship between the principal, teachers and students would improve students' output quality while 30% disagreed. While the question 10, 1% agreed while 39% disagreed. For question 11, 56 agreed while 44% disagreed. Question 12 show that 80% agreed while 20% disagreed.

However the respondent that disagreed still believes that there should be cordial relationship between them without one losing his or her integrity to the other.

The correlation coefficient is 0.88, which shows that the relationship between principal, teacher and students affective student output quality. is positive, strong and significantly, so hypothesis 3 is hereby rejected.

#### ***Hypothesis 4***

There is a significant relationship between teacher's technical skill and students learning output quality.

**Table 4**

Question	Responses in percentage				Means (x)		Coefficient of Correlation (r)	Remark
Items	SA	A	D	SD	SA+A	D+SD		
8	28	37	30	5	(x)	(y)	0.54	Significant
13	15	20	40	25				
18	30	30	25	15	28.9	21.1		
19	20	35	15	30				
20	40	34	16	10				



\*  $r = .054$

Table 4 reveals the responses from question 8, 13, 18, 19 and 20 in the questionnaire that were used to investigate the effect of technical skill on student output quality, 65% agreed that with necessary teaching aids and equipments teaching is more effective and definitely output quality depends on the availability and proper use of such equipment and teaching skill. The Pearson coefficient of correlation is 0.54, which shows that the relationship or effect is positive and significant.

### ***Hypothesis 5***

There is no significant relationship between teachers' level of experience and students output quality.

The t-test was used to analysis hypothesis 5 below.

Table 5 t-test comparison of students output quality of students taught by experienced and inexperience teachers.

Level of teachers experience	Number of students	Mean (x)	Statistical deviation	t value	Degree of feeding (df)	Level of significant	Remark
Experienced	150	10.45	.3135	255	199	.011	Significant
Inexperienced	50	12.04	.5330				

\* Significant  $P < 0.05$

Table 5 above shows that students taught by inexperience teachers score less than students taught by experienced teacher. It can be deduced from the mean value for the two set of students ( $x = 10.449$ ) for inexperienced and mean value of experienced teachers ( $x = 12.0400$ ).

The difference is also significant at 0.05 level of significant. On this basis (df) = 199,  $P < 0.05$ ,  $t = 2.553$ . Therefore the null hypothesis 5 was rejected.

### **Discussion**

The study revealed that there is a significant relationship between teacher's level of commitment and dedication to work and student learning output. Specifically the study found that teachers that were well trained and prepared were found to be more productive than teachers that are untrained. This finding agrees with Onwuakpa

(2001) whose study also revealed that students with poor output quality are as result of poorly prepared teachers.

The study also found that experienced teachers have significant relationship to student's output quality. Teachers experience will enhance competency in discharging their academic duties. The result of which will be a positive reflection to students output quality. The result is in support of Akinwumi and Ayeni (2003) whose studies showed that curriculum conflict and teachers' competency had most significant influence on students learning output.

The study also revealed that interpersonal relationship between the principal and teachers influence the quality of students' output which is in line with the findings of Adeboyeje (2001) whose study revealed that free flow of communication and interaction between school administrators has positive reflection on the students and the output is definitely positive on student learning outcome.

As regard physical facilities, the findings from the study is contrary to Akinwumi (2007) but in support of Adeboyeje (1998) which revealed that there is a significant relationship between school physical facilities and student learning output. The study revealed that the student is a product of the environment. The findings also support Obayan (2003) and Obemeata (1995) that the classroom learning environment and school facilities exert some dominant influence on learner's achievement.

### **Recommendations**

Having gone through the effect of management environment on students output quality using students academic achievement as yardstick, the following suggestions are made to improve the quality of students output and school management.

1. Modern techniques of school management should be introduced in to the school curriculum.
2. The school Administrators and Managers should ensure conducive school climate and management environment for good working relationship between principal, teachers and student.
3. Teaching aids like computers textbook, library, Internet etc should be provided for teachers to improve the quality of teaching and student learning output.
4. Teachers should update their knowledge from time to time to cope with modern demand of students.

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