

# Influence of School Environment on Students' Academic Performance in Technical Colleges in Rivers State

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**Abstract**— The study investigated the influences of school environment on students' academic performance in technical colleges in Rivers State. Four research questions were raised which guided the study. The study adopted the descriptive survey design. The study population was 561, comprised of 141 teachers and 420 year III students in four technical colleges in Rivers state that were used as respondents without sampling. A questionnaire structured 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 validated by three specialists from the Faculty of Education, Rivers State University, Port Harcourt. The reliability of the instrument was established by administering copies of the instrument to 30 respondents at Federal Technical and Science College, Ahoada who are not part of the study population but has similar characteristics with the study population. The researchers visited the schools in person and administered copies of the questionnaire to the respondents with the help of two other research assistants who are staff in the various institutions under study. This method guaranteed that all copies of the instrument which were administered on face to face to the respondents on the first visit were retrieved immediately they were completed. This ensured a 100% returned rate and all the returned instrument were found useable and considered adequate for the analysis. The data collected from the respondents were analyzed using mean and standard deviation to answer the research questions and decisions were taken based on real limit. The study found that to a high extent school buildings, technical workshop library facilities, and location of school influences students' academic performance in technical colleges in Rivers State. It was recommended among others, that adequate and conducive classroom building to be provided in the public schools to help promote effective teaching for students improved academic achievement. That technical workshop and library facilities be provided in technical colleges in Rivers State.

**Index Terms**— School Environment, Technical colleges, Academic Performance.

## I. INTRODUCTION

The quest for mass and qualitative education has become a major concern to Nigerians since it has been described as the bedrock for Nation Building (Federal Republic of Nigeria, 2013). It has also been generally accepted that environment

and heredity can hardly be separated from education in influencing performance. According to Okoro (2014) environment could be described as a system within which living organisms interact with the physical elements, while educational environment is a place where the learners learn to interact with learning facilities in order to be socialized and face the challenges in the society. Zais (2011) considered the school environment can be seen to include material and human resources, a learning place which consists of the entire interactive setting like classroom, workshop, library, field and offices. Miller, Davis, Tomporowski, & Naglieri (2008) asserted that school environment is the sum of both human and materials resources that the learners interact with. These include students, teachers, instructors, workshop attendants, administrators and all facilities available in the school setting which may influence learning and academic performance. In the same vein, Tope (2012) asserted that school environment is an essential aspect of that unless schools are well suited, buildings adequately constructed and equipment adequately utilized and maintained much teaching and learning may not take place. Okwelle (2016) refers to environment as the facilities available for instruction and it possesses a strong influence in teaching-learning process. He added that there is need for adequate classroom buildings with good sitting arrangements for classroom instruction. He went further to state that availability of well-equipped school workshops and laboratories with modern machines, tools and materials for practices are necessary. Modern instructional materials (non-projected and audio-visual equipment) should be adequately provided. The school environments, which include the classroom, libraries, technical workshops, laboratories, teachers' quality, school management, teaching methods, peer groups among others are factors that affect students' academic achievement (Von-Stumm, Hell, & Chamorro-Premuzic, 2011). Hence, the school environment remains an important area that should be studied and well managed to enhance students' academic performance. Fayose (2016) stated that there is need for standard library should be equipped with relevant books, journals, periodically and many others. It is also important to provide stable electricity supply, good lightening and ventilation, maintain tidiness of learning environment (Puyate, 2016).

According to Karemera, Reuben & Sillan (2013) the environmental difference and the difference in the quality of instruction from one school to another, can as well create differences in the level of knowledge acquisition of the

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children. This implied therefore, that the learning facilities in the school will expose the children to socio-economic influence which can affect their academic performance. Therefore, there is no doubt that the school environment contributes to children academic performance which is usually measured in terms of cognitive, psychomotor and affective achievement (Akaninwor, 2016).

Technical colleges are education institutions for the training of individuals as highly skilled technicians at the post-primary school level for entrance into employment in occupations which are defined as technical by industrial, scientific, commercial, and government agencies (Onyia, 2010). According to Puyate (2016) technical education is defined as that subject/field which provides opportunities for all students from elementary through higher education to develop an understanding about technical, consumer, occupational, recreational, organizational, managerial, social, historical and cultural aspects of industry and technology. In his view, vocational/technical education is a programme whereby students acquire industrial-technical knowledge and skills through creative and problem-solving learning experiences involving such activities as experimenting, planning, designing, constructing, evaluating, and using tools, machines, materials and processes. Hence, Abdullahi (2010) emphasized that the instructional and laboratory experiences help students to make wiser and more valid educational and career choices. This means that vocational/technical education is seen as that segment of education charged with preparing people for work. It is the backbone of the nation's employment related education and training programmes (Federal Republic of Nigeria, FRN, 2013). Thus, technical education demands that its teaching and learning should include both classroom instruction and workshop practice (Okwelle, 2016). And teaching and learning should be organized in a proper environment in order to be able to measure performance of students in technical colleges (Zais, 2011; Ogundu, 2010).

Mazi (2016) reported that it is now becoming obvious that technical college students are no longer performing well in public examinations. This is reflected in the report of the National Business and Technical Examination Board (NABTEB, 2015) which stated that candidates of technical college are no more committed to learning and this has resulted in the low performance of candidates in public examinations. The issue of poor academic performance of students in Nigeria has been of much concern to the government, parents, teachers, and even student themselves. The quality of education not only depends on the teachers as reflected in the performance of their duties, but also in the effective coordination of the school environment (Bossaert, Doumen & Buyse, 2011). The poor performance of students in technical colleges may be attributed to poor learning environment especially in the following areas: schools building, library facilities, technical workshop, school facilities and school location.

School buildings are tangible structures which serve as shelter for educational activities. They include among others classroom, laboratories, workshops, and teacher's common rooms/offices, reading rooms, libraries, dormitories and

dining hall. Despite the evidence that the quality of a school building affect students' academic achievement, most technical colleges in Rivers state are in poor physical condition. Okafor (2013) and Lew (2010) contend 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 Earthman (2014) opined that the building in which students spends a good deal of learning does influence how well they learn. Mgbodile (2014) have also pointed out that for effective teaching and learning situation, school building and educational goals, should be viewed as being interwoven. Lezotte & Passiroque (2012) carried out a study and find out that the school building accounts for significant variance in academic achievement of students. Apart from protecting the pupils from the sun, rain, heat and cold, school building represent learning environment which has great impact on the comfort, safety and performance of the children.

The school library is a room or building in a school where books, magazines, journals, periodicals, cassettes, computers among others are kept for student's use. Dike (2011) sees school library as a 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 objective of the school library is to serve the school's need and to make possible the purpose and methods of education which the school undertakes. The school library enables the students to look to new ways of learning, and with its resources can play a programme of work that aims at new ambition's education result which would be impossible if learning were restricted to the use of direct teaching and textbook alone.

Technical workshop is a room or building in which manufacturing or other forms of manual work are carried on, it could also mean a room in a private dwelling, school, etc, set aside for crafts. According to Uka (2012) and Mohammad (2013) the quality and quantity of knowledge and skills acquired by students of vocational and technical education depends on adequate supply of relevant materials, tools and equipment for practical works in the workshop. Implying that lack of workshop equipment and facilities will influence students' performance in acquisition of skills. Uka (2015) further noted that adequate provision of relevant tools, workshop equipment and facilities will help to a large extent to improve students' practical skills and their academic performance. In another dimension, Imahiagbe (2012) observed that student who passes through technical school with only theoretical superficial contact with science and technical subject may not have been able to imbibe with scientific attitude and outlook which are pre-requisite for technological development. Ezen (2015) found in his study that technical equipment provided are presently not been effectively utilized to develop the skill of the student and that the teaching of introductory technology is generally theoretical. Mazi (2016) study found that the workshop equipment, infrastructural facilities, library facilities and principals administrative styles have influence on cognitive achievement. Tope (2012) study found that poor school facilities, large class size, inappropriate school location and

poor school plant planning negatively affects students' academic performance.

School location refers to the sitting of school in the urban or rural area. Rural schools are generally inferior to urban schools as schools in rural areas lacked human and material resources needed for success at school. The location of school whether urban or rural affects a child's ability to study and perform at the level expected of him. Mkpugbe (2013) noted that different aspects of school environment (rural and urban) influences students achievement. He went further to state that the individual student's academic behaviour is influenced not only by 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. Also differences in location imply differences in the existence of demographic and socio-economic parameters of the school. As stated by Imoagene (2013) in Akubue & Ifelunni (2016) that because of urban involvement, students in urban schools perform better than those in rural schools in language learning. The reason he gave include the fact that rural students have limited access to reading materials, inadequate reading culture and insufficient graduate teachers in rural schools. Akabogu (2011) study found out that location of school has significance impact on students' achievement in reading comprehension. Therefore, the location of school has tremendous influence on children's academic achievement.

The review revealed that such few works centered on academic achievement of students in relation to classroom environment. It appears none has concentrated on the general influence of the school environment on the academic achievement of students of public secondary schools in the state. It is against this background that the present study is being carried out to fill the gap. Therefore, this study attempted to find out the influence of school environment on students' academic performance in technical colleges in Rivers State.

## II. STATEMENT OF THE PROBLEM

The issue of poor academic performance of students in technical college in Rivers State has been of much concern to the government, parents, teachers and student themselves. According to the National Business and Technical Examination Board (NABTEB, 2015) reported that student's performance in technical courses in technical colleges has been dwindling in recent time. It further suggested that the situation calls for immediate attention in the technical colleges. This situation, Chindah (2016) observed that there is a growing concern over the decline in students' academic performance in technical colleges in Rivers state in Nigeria.

Even though, the Federal Republic of Nigeria (FRN, 2013) had stipulated as one of the objectives of technical education; as to give and impact the necessary skills to individuals who shall be self-reliant and enterprising economically. Of which, greater proportion of both skills (psychomotor) and knowledge (cognitive) should be acquired during the school days and this takes place within the school environment (Mazi, 2016). In essence, the school environment is of great importance to students' academic performance, just as Miller,

Davis, Tomporowski, & Naglieri (2008) asserted that school environment is the sum of both human and materials resources that the learners interact with. These include students, teachers, instructors, workshop attendants, administrators and all facilities available in the school setting which may influence learning and academic performance. In the same vein, Tope (2012) asserted that school environment is an essential aspect of that unless schools are well suited, buildings adequately constructed and equipment adequately utilized and maintained much teaching and learning may not take place. As a result, the aims and objectives of technical colleges as stipulated in (FRN, 2013) on self-reliance become a mirage.

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, technical workshop, school facilities and school location. Therefore the problem of this study is put as a question, what is the influence of school environment on students' academic performance in technical colleges in Rivers State?

## III. PURPOSE OF THE STUDY

The main purpose of the study is to investigate the influence of school environment on students' academic performance in technical colleges in Rivers State. Specifically, the study sought to find out;

1. The influence of school building on students' academic performance in technical colleges in Rivers State.
2. The influence of library facilities on students' academic performance in technical colleges in Rivers State.
3. The influence of technical workshops on students' academic performance in technical colleges in Rivers State.
4. The influence of school location on students' academic performance in technical colleges in Rivers State.

### Research Questions

The following research questions were raised which guided the study.

1. What is the influence of school building on students' academic performance in technical colleges in Rivers State?
2. What is the influence of library facilities on students' academic performance in technical colleges in Rivers State?
3. What is the influence of technical workshop on students' academic performance in technical colleges in Rivers State?
4. What is the influence of location of school on students' academic performance in technical colleges in Rivers State?

## IV. METHODS AND MATERIALS

The study adopted the survey design, carried out in Rivers State in southern part of Nigeria. The population of this study was 561, comprising the teachers 141 and 420 final year (VOC III) students in the four technical colleges owned by Rivers State. The entire population was used as respondents, since the researchers considered the population to be of manageable size and they are expected to supply information to the study.

## V. INSTRUMENTATION

The instrument for the study was a structured questionnaire

titled "Influence of School Environment on Students Academic Performance (ISESAP)" in technical colleges in Rivers 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, Moderate Extent (ME) =3, Low Extent (LE) =2 and Very Low Extent (VLE) =1. The instrument was validated by three specialists from the Faculty of Education, Rivers State University, Port Harcourt. And the reliability of the instrument was established using test re-test method. Copies of the instrument were administered to 30 respondents at Government Technical and Science Colleges Ahoada, who were not part of the study sample but has similar characteristics with the study population. The results of the tests were correlated using Pearson Product Moment Correlation (PPMC) which gave a correlation coefficient of 0.92. This figure guaranteed the reliability of the instrument.

**VI. ADMINISTRATION OF THE INSTRUMENT**

The researchers visited the schools in person and administered copies of the questionnaire to the respondents with the help of one research assistants from each of the institutions under study. All copies of the instrument which were administered on face to face to the respondents on the first visit were retrieved immediately they were completed. This ensured that there was a 100% returned rate, and all the

returned instrument were found useable and considered adequate for the analysis.

**VII. METHOD OF DATA ANALYSIS**

The data collected from the respondents were analyzed by the aid of using Statistical Package for Social Sciences (SPSS). The research questions were answered with Mean and standard deviation while the hypotheses were tested with t-test statistical technique at the 0.05 level of significance. The responses were rated as stated below:

Categories	Value Points	Real Limited
Very High Extent (VHE)	5	4.50 - 5.00
High Extent (HE)	4	3.50 - 4.49
Moderate Extent (ME)	3	2.50 - 3.49
Low Extent (LE)	2	1.50 - 2.49
Very Low Extent (VLE)	1	0.50 - 1.49

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.

**VIII. RESULTS**

**Research Question 1**

What is the influence of school building on students' academic performance in technical colleges in Rivers State?

**Table 1: Mean Responses on Influence of School Building on Student's Academic Performance.**

S/N	Item statements	Teachers (N =141)		Remark	Students (N =420)		Remark
		Mean	SD		Mean	SD	
1	Offices for staff	4.03	.13	HE	3.18	.94	ME
2	Reading rooms for students	3.03	1.73	ME	2.93	1.03	ME
3	Dining hall for students	4.23	.89	HE	2.92	1.01	ME
4	Classroom spaces for teaching students	3.05	.93	ME	3.14	.93	ME
5	Common rooms for teachers	3.05	.95	ME	3.25	.94	ME
6	Hall for Exams	4.08	.14	HE	3.23	.92	ME
	<b>Grand Mean</b>	<b>3.76</b>	<b>.50</b>	<b>HE</b>	<b>3.25</b>	<b>.93</b>	<b>ME</b>

Table 1 shows teachers and students' response mean value of (3.76 & 3.25) respectively, the average mean response value is (3.51) which fall within the range of high extent 3.50 to 4.49. This means that school building highly influence students' academic performance in technical colleges in Rivers State.

However, based on the mean responses obtained, teachers and students respectively agreed that to a moderate extent reading rooms for students (3.03 & 2.93), classroom spaces for teaching students (3.05 & 3.14) and common rooms for

teachers (3.05 & 3.25) influence students' academic performance. The teachers also agreed that the to a high extent offices for staff (4.03), dining hall for students (4.23) and hall for exams (4.08) influences students' academic performance. The students on the other hand said these items have moderate influence as indicated by their mean values 3.18, 2.92, & 3.23 for items 25, 27 & 30 respectively.

**Research Question 2**

What is the influence of library facilities on students' academic performance in technical colleges in Rivers State?

**Table 2: Mean Responses on Provision of Library Facilities Influence on Student's Academic Performance.**

S/N	Item statements	Teachers (N =141)		Remark	Students (N =420)		Remark
		Mean	SD		Mean	SD	
7	Provision of school library influence students' academic performance.	3.03	11.3	ME	4.18	.24	HE
8	Provision of furniture in the school library influence students' academic performance.	4.03	.73	HE	3.13	.93	ME
9	Textbooks in the school library loaned out to students influence their levels of academic performance.	4.23	.18	HE	3.92	1.01	HE
10	Provision of electricity in the	3.05	.93	ME	4.14	1.03	HE

	library will influence the students' academic performance.						
11	School library stocked with textbooks influence students' academic performance.	4.05	.25	HE	3.95	.74	HE
12	Provision of electronic library in the school influence students' academic performance.	3.08	.94	ME	4.23	.12	HE
13	Provision of pamphlets, magazine newspapers and journals, past and current in the school library influence academic performance.	4.66	.19	VHE	3.87	.104	HE
14	Access to school library influence students' academic performance.	3.95	.29	HE	3.99	.22	HE
	<b>Grand Mean</b>	<b>3.76</b>	<b>.48</b>	<b>HE</b>	<b>3.93</b>	<b>.67</b>	<b>HE</b>
		Teachers (N =141)		Students (N =420)			

Table 2 shows teachers and students' response mean value of (3.76 & 3.93) respectively, the average mean response value is (3.85) which fall within the range of high extent 3.50 to 4.49. This means that library facilities highly influence students' academic performance in technical colleges in Rivers State.

However, based on the mean responses obtained, teachers and students respectively agreed that to high extent textbooks in the school library loaned out to students (4.23 & 3.92), school library stocked with textbooks (4.05 & 3.95) and students having access to school library (3.95 & 3.99) influence students' academic performance. The teachers also agreed that there is a moderate influence of provision of school library (3.03), provision of electricity in the library (3.05) and provision of electronic library in the school (3.08)

on students' academic performance. The students on the other hand said these items have high influence as indicated by their mean values 4.18, 4.14 & 4.23 for items 17, 20 & 22 respectively. While in item 23 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 students' academic performance (4.66) the students said it is high influence (3.87). Similarly, in items 18 teachers agreed that to high extent the provision of furniture in the school library (4.03) influence students' academic performance, while the students said it is moderate.

#### Research Question 3

What is the influence of technical workshop on students' academic performance in technical colleges in Rivers State?

Table 3: Mean Responses on the Influences of Technical Workshops on Student's Academic Performance.

		Teachers (N =141)		Students (N =420)			
S/N	Item statements	Mean	SD	Remark	Mean	SD	Remark
15	Regular use of hand tools in the workshop influence students' academic performance.	4.90	.10	VHE	3.21	.99	ME
16	Regular use of lathe machine in the workshop influences students' academic performance.	4.01	.29	HE	3.08	.92	ME
17	Regular use of welding machine in the workshop influences students' academic performance.	3.91	.81	HE	3.80	.97	HE
18	Regular use of drilling machine in the workshop influence students' academic performance.	3.83	.99	HE	2.76	1.11	ME
19	Regular use of shaping machine in the workshop influence students' academic performance.	3.06	1.04	ME	2.90	1.15	ME
20	Regular use of milling machine in the workshop influence students' academic performance.	4.10	.96	HE	3.93	.91	HE
21	Regular use of filling machine	3.98	.79	HE	3.03	1.05	ME

in the workshop influence students' academic performance.

22	Regular use of chisel in fitting work in the workshop influence students' academic performance.	4.14	.71	HE	3.97	.92	HE
<b>Grand Mean</b>		<b>3.51</b>	<b>.71</b>	<b>HE</b>	<b>3.82</b>	<b>.10</b>	<b>HE</b>

Table 3 shows teachers and students' response mean value of (3.51 & 3.82) respectively, the average mean response value is (3.67) which fall within the range of high extent 3.50 to 4.49. This means that well-equipped technical workshops highly influence students' academic performance in technical colleges in Rivers State.

However, based on the mean responses obtained, teachers and students respectively agreed that to high extent regular use of welding machine in the workshop (3.91 & 3.80), regular use of shaping machine in the workshop (4.10 & 3.93), regular use of chisel in fitting work in the workshop (4.14 & 3.97), influence students' academic performance. They also agreed that the there is a moderate influence of regular use of shaping machine in the workshop (3.06 & 2.90)

on students' academic performance. While the teachers agreed that there is a very high extent of regular use of hand tools in the workshop influence on students' academic performance (4.90) the students say it is just moderate (3.21). Similarly, in items 10, 12 & 15 teachers agreed that to high extent the regular use of lathe machine in the workshop (4.01), regular use of drilling machine in the workshop (3.83) and regular use of filling machine in the workshop (3.98) influence students' academic performance. The students said the items only have a moderate influence as indicated by their mean values 3.03, 2.76 & 3.03 for items 10, 12 & 15 respectively.

**Research Question 4**

What is the influence location of school on students' academic performance in technical colleges in Rivers State?

Table 4: Mean Responses on Influence of Location of School on Student's Academic Performance.

S/N	Item statements	Teachers (N =141)		Remark	Students (N = 420)		Remark
		Mean	SD		Mean	SD	
23	Nearness to your home/village	3.93	.83	HE	3.78	.54	HE
24	The community leaders where the school is located	4.53	.73	VHE	3.33	.93	ME
25	Communal crisis in the community	4.23	.18	HE	3.72	.71	HE
26	Basic amenities in the community where the school is located	4.15	.22	HE	3.64	.93	HE
27	Negligence of PTA meetings of the community where the school is located	4.52	.16	VHE	4.05	.41	HE
28	The road that passes through the school compound affects the students	4.83	.14	VHE	4.83	.14	VHE
29	Restive nature of the community where the school is located	3.96	.72	HE	3.87	.81	HE
30	The culture of the community where the school is located	4.95	.12	VHE	3.99	.72	HE
<b>Grand Mean</b>		<b>4.40</b>	<b>.26</b>	<b>HE</b>	<b>3.93</b>	<b>.58</b>	<b>HE</b>

Table 4 shows teachers and students' response mean value of (4.40 & 3.93) respectively, the average mean response value is (4.17) which fall within the range of high extent 3.50 to 4.49. This means that location of school highly influences students' academic performance in technical colleges in Rivers State.

However, based on the mean responses obtained, teachers and students respectively agreed that to a high extent the community where the school is located (3.93 & 3.78), communal crisis in the community (4.23 & 3.72), basic amenities in the community where the school is located (4.15 & 3.64) and restive nature of the community where the school is located (3.96 & 3.87) influences students' academic performance. The teachers also agreed that the to a very high extent the community leaders where the school is located (4.53) the road that passes through the school compound (4.83) and the culture of the community where the school is

located influences students' academic performance. The students on the other hand said these items 34, 38 & 40 have moderate, very high and high influence respectively as indicated by their mean values 3.33, 4.83 & 3.99 respectively.

**IX. DISCUSSION OF FINDINGS**

Results in table 1 revealed that building structures influence students' academic performance in technical colleges in Rivers State. The respondents identified offices for the teachers, enough reading rooms for students, more classroom accommodations as well as staff common room as the major areas that affect students' academic performance in the technical colleges with regard to buildings. The results also identified areas above ranked high in the opinion of the respondents. The above views are in agreement with the views of Okafor (2013) and Lew (2010) that school buildings, classroom accommodation for teaching and learning,

promote the academic achievement of students in the school. The result also indicated that adequate examination hall in the school affects the students' academic performance. In line with Lezotte and Passiroque (2016) who in their study found 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.

Results in table 2 revealed that provision of library facilities influences students' academic performance in technical colleges in Rivers State. It indicated that both the teachers and students are of the opinion that unavailable textbooks in the school library to 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 influence on students' academic performance. This result consolidates the fact Toby (2012) revealed that library is another indispensable factor in school environments as it contributes to student's academic performance. It agrees with Alharbi & Middleton (2012) who noted 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 Cohen & Hill (2010) a well-equipped library is a storehouse of knowledge and a centre of learning activities, if properly organized and utilized. They further to note that a good library houses, acquire, assemble and preserve all intellectual materials in a school system. In another dimension, the result supports the finding by Wordu (2012) in his study on the factors that affects the use of library by students pointed out that library facilities such as building, book stock, and finance for library development were inadequate in the sampled schools. Librarians also lack a satisfactory orientation on the use of the library. He opined that a well run library contribute to students' academic performance because it provide learning resources and shift emphasis from the teacher. He finally noted that library also provide opportunity for self-education.

The results in table 3 revealed that technical workshop influences students' academic performance in technical colleges in Rivers State. The respondents belief that regular use of welding machine in the workshop, regular use of shaping machine in the workshop, regular use of chisel in fitting work in the workshop, regular use of shaping machine in the workshop, regular use of hand tools in the workshop among others influences students' academic performance. This finding is supported by the observation made by Wordu, Igweagbara & Nwakanma (2011) that for students to perform in the real work situation and for technical education to be effective, the training tools and equipment must be at least similar to that being used in industries. It also corroborates with Chindah (2016) who noted that for effective teaching and learning in technical schools require some machines and hand tools as well as training materials. Also added to support the point of Barth (2014) when he recognized the role of

equipment and training materials when he stated that one begins to wonder whether lack of equipment is not one of the factors responsible for continuous poor performance of technical students when compared to art students. This finding is also in line with Puyate (2016) who acknowledged that the workshop and laboratory environmental factors such as; lightening, seating arrangement and workshop setting; need to be carefully planned and supervised for effective teaching, learning and development of students' skill performance. He also observed that lack of workshop equipment contributes to catalogue of problems in acquisition of practical skills in technical colleges.

The results in table 4 revealed that location of school influences students' academic performance in technical colleges in Rivers State. 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 performance. This result agrees with a similar finding by Salako (2014) who in his study, observed that in Nigeria of today, institutions of learning are rocked and plagued by crises caused by secret cults and an intra-commercial crisis which normally arises as a result of urge for chieftaincy titles by some elites and chiefs and also leadership and power tussle by cultic youths. According to him this makes the community where the schools are located and uncomfortable for the inhabitant and in turn influence students' academic performance. It also agrees with Eraikhuemen (2013) 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. Some parents in the rural areas take 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 performance.

## X. CONCLUSION

The results of the study demonstrated that school environment factors to a high extent influences effectiveness of school activities which in turn influences students' academic performance in technical colleges in Rivers state.

The environment, which students stay and learn is very important and should be given priority in terms of provision of facility in technical colleges.

This finding is especially important as it signals that given the necessary attention, students in technical college may easily perform better academically.

### A. *Implication of the Study*

The study has the following as the educational implication:

The quality of school building plays vital role in students' academic performance. There is therefore the need for the provision of staff offices, adequate classroom accommodation as well as reading spaces in the school, so as to enhance students' academic achievement. This will also promote effective teaching and leaning as teachers'

performance will also be enhanced.

Provision of Library facilities in technical colleges in Rivers State should be given attention. Most of the Library we have in these colleges are not stocked with textbooks or even have textbooks to loan out to students. Often time students are not having access to school library, due to maybe they are not there at all. Also provision of good electricity in the library and provision of electronic library in the school do have impart on students' academic performance.

Well-equipped technical workshop is one of the major factors that must be taken into cognizance in technical colleges in Rivers State. Students' academic performance is to extent tied to how much time they spent in workshop. The workshop experiences students acquire in technical college do not only help their academic achievement but also counts for students' academic performance. The students in technical colleges to regularly use of welding machine, shaping machine, chisel in fitting work, drilling machine and other hand tools in the workshop among others to improve on their academic performance.

Access to school is one of the areas that influence the performance of students in technical colleges in Rivers state. Thus the site and choice of technical colleges' 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. Hence, policy makers should ensure proper access to school location to students in their areas.

#### XI. RECOMMENDATIONS

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

1. Adequate and conducive classroom buildings to be provided in the public schools to help promote effective teaching for students improved academic achievement.
2. Technical workshops in technical colleges in Rivers State should be well equipped with welding machine, shaping machine, chisel in fitting work, drilling machine and other hand tools in the workshop among others.
3. Library facilities should be provided in technical colleges in Rivers State.
4. Office accommodations to be provided for teachers to enable them have appropriate space and time for their lesson note preparations and other related academic activities.
5. More technical colleges should be built in Rivers state to cater for the teeming youth who desire to attend acquire technology education.
6. Government and communities to ensure that students have access to the schools nearest to their areas of residence.

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