

SCHOOL ENVIRONMENT FRIENDLINESS AS DETERMINANT OF SENIOR SECONDARY SCHOOL STUDENTS ATTITUDE TO SCHOOLING AND ACHIEVEMENT IN YORUBA LANGUAGE IN OSUN STATE, NIGERIA

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Abstract

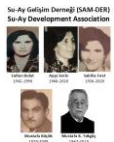
The study examined the influence of school Compound, Nature of classroom, Instructional learning materials, Participation in co-curricular activities on Students attitude to schooling and Yoruba achievement in Osun State. Environmental friendliness conditions; School compound, nature of classroom, instructional learning material and Participation in co-curricular activities and level of students Yoruba achievement and Students attitude to schooling were also examined. The study was hinged on Aristotle's Dualistic Theory of Motivation, while the survey design was adopted. Simple random sampling was used to select five local government areas from the three educational districts in Osun State. Ten public secondary schools were randomly selected from each of the selected Local Government Areas to make up of 50 schools. An intact class was used in each of the selected schools. In all, 500 students participated in the study. The instruments used were Attitude to Schooling Questionnaire ($r = .85$), Yoruba Achievement Test ($r = .82$) and Environmental Friendliness of Schools Assessment, Checklist consisting of School Compound ($r = .75$), Participation in Co-curricular Activities ($r = .80$), Nature of Classroom ($r = .70$) and Teaching/Material ($r = .80$). The data were analyzed using percentages, mean, standard deviation and multiple regressions at $p \leq .05$. The students' performance in the Yoruba achievement (42.15%) was poor. The environmental friendliness conditions of SC (88.0%), NC (86.0%) and PCA (86.0%) were satisfactory, while TLM was not. The composite effects of environmental friendliness variables on YA ($F_{(4; 1608)} = 3.83$ Adj.R² = .01) and SAS ($F_{(4; 1608)} = 4.67$; Adj.R² = .01) were significant, accounting for 1.0% each of their variances. The relative contributions of SC ($\beta = .15$; $t = 5.78$) and NC ($\beta = -.09$; $t = 3.39$) to SAS were significant, while SC did not contribute significantly. The school compound and nature of the classroom enhanced students' academic achievement in Yoruba Language while participation in co-curricular activities, the nature of the classroom and teaching/learning materials also enhanced students' attitude to schooling. Stakeholders in secondary education should provide stimulating classrooms and modern resources to schools to make teaching and learning more appealing.

Keywords: School environment, attitude, achievement, Yoruba Language.

Introduction

The future and development of a nation depends much on the young ones; therefore education of children should be of utmost importance to both the parents and the government. The school is an institution created by the society to execute important cultural functions associated with the education of the young ones. The school is very important in any society because it is through the school that children learn about the surrounding world and are prepared with the tools they will need for future success in the job market. The school exposes children to activities, ideas and fields of knowledge they might never have encountered otherwise. Also, through school, children learn about nature, people and places,

School provide opportunities for children to acquire knowledge and develop their potentials, research (Adegoke & Nweneka, 2016). Olabisi (2019), has shown that schooling is not always a pleasurable experience for learners. It can mean shivering in cold or sweltering in hot airless classrooms. It can



mean being forced to stand in unfurnished classrooms, being hungry, thirsty or unwell; it can also mean being frightened by the threat of punishment from sadistic high handed teachers or the fear of being victimized, brutalized and traumatized by vindictive fellow students. School experiences are made worse when learners are without competent teachers to guide them; lack good textbooks to learn from or exercise books to write in. Learning is further stymied or hampered when schools have no toilets, running water or regular supply of electricity.

The home and community environment can also pose daunting challenges that makes it difficult for children to enroll in schools and attend classes regularly to attain the specified level of learning. These challenges include unhygienic environment culminating into parasitic infections, malnutrition spawn by chronic poverty, degrading household chores, harmful traditional beliefs and practices, gender discrimination and domestic violence. The frequency and severity of natural disasters like landslides where almost a whole school is wiped out, flood and pandemic like Ebola and Corona virus diseases can very much deprive a child the right to education.

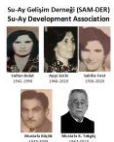
Fulfilling education-related Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs) requires not just getting all children into school, but making sure that the schools work in the best interest of the children entrusted to them. This means providing safe and protective schools that are adequately staffed with trained teachers, equipped with adequate resources and graced with appropriate conditions for learning. Recognizing that different children face different circumstances and have different needs, schools are expected to compensate for shortcomings in the home and community environment. More importantly, schools should provide enabling environment for all children to acquire the knowledge and skills prescribed in the curriculum. Schools should also help children develop the ability to think and reason, build self-respect and respect for others, and reach their full potential not just as individuals but as dependable members of their communities and citizens of the world. It is only a child friendly school that can provide this opportunity. The UNESCO20 report on child friendly school states that a child friendly school ensures quality education and positive learning for the child. A situation where this opportunity is absent, then the school is not child friendly. In this study however, child friendly school environment is quantified by measures from nature of school compound, nature of classroom, availability of teaching/learning materials and opportunity for co-curricular activities.

A child friendly school is that whose environment reflects and realizes the right of every child, defends and protect children from abuse and harm both inside and outside the institution. Various school models illustrate ways to improve quality education. However it is the child friendly school (CFS) models that have emerged as the most comprehensive approach and most widespread, both in the number of countries in which they have been put into practice and the geographical distribution of these countries.

It has been observed by Olaleye (2009), Odeh, Oguche and Evangher (2015) that many schools in Nigeria are still functioning below standard. Most of them are characterized among other things by:

- (a) Inadequate classroom space, furniture, equipment for teaching and learning.
- (b) Lack of easy access to safe drinking water hygienic sanitation and health facilities.
- (c) Poorly motivated teachers
- (d) Use of substandard teaching methodologies.

As defined by Hogg and Vaughan (2005) attitude is a relatively enduring organization of beliefs, feelings and behavioural tendencies towards socially significant objects, groups, events or symbol. In the words of Oguntade (2000) attitude is the effective disposition of a person or group of persons to display an action towards an object based on the belief that such a person or group of persons has about the object. Hogg and Vaughan (2015) recognized attitude as a mental and natural state of readiness organized through experience exerting a directive influence upon the individual's responses to all objects and situation with which it is related. According to Erdemir and Bakiri (2009), attitude



structure can be described in terms of three components, affective component (involves a person's feeling/emotions about an attitude object, behavior (or cognitive) component (the way the attitude we have influences how we act or behave) and cognitive component (involves a person's knowledge about an attitude to an object. This model is known as the ABC model or three components model attitude.

Students' attitude to schooling can be seen from two perspectives; the students' feelings about school and the school image. A student's feeling about school is understood as beliefs, thoughts and opinions about school. Typical statements are 'I feel safe when I am in class'; 'I willingly go to school'; 'What I learn in school can help me to achieve future goals'; 'I have supportive teachers'; 'I have' positive relationship with my peers' (Mcoach & Siegle, 2003). According to Tapia and March (2004) attitude of students towards school may generally influence their disposition toward learning. Fasakin (2012) recognized attitude as a major factor in a student's subject choice. Amoo and Efundayo (2004) found out that students with positive attitude towards school enjoy learning and can relate concepts learnt in school to real life.

In the school system academic achievements of students are measured by their scores in subjects they are being taught. Such subjects includes Mathematics, English Language, Science, Social

Sciences based subjects and subjects in the liberal arts and Languages.

Statement of the Problem

Statistics as released by the West African Council shows that Senior Secondary School (SSS) students' performance in Yoruba in public examinations in Nigeria, is still justslightly above average despite been their mother tongue in which they supposed to attain mastery level of. In Nigeria, students had to endure difficult conditions like extreme cold or unbearably hot temperatures in the classrooms. In some cases, lack of competent teachers, relevant texts and curricular are major issues students confront in schools. Students are sometimes made to contend with violence from fellow students and even their teachers. These conditions are not conducive to learning and the resultant effect is high rate of drop outs in schools so much so that Nigeria is known to have the highest number of out of school children in the world These poor attitude of students to schooling does have influence on students' achievement in school subjects especially in Yoruba Language.

Past studies examining possible causes of this poor attitude to schooling and average achievement in Yoruba Language have focused largely on students' and teacher's characteristics. Literature shows that few works have been done in the area of environmental school-friendliness and how it influences student's attitude to schooling and consequently achievement in Yoruba Language among senior secondary school students in Nigeria. This study therefore sought the school environmental friendliness as determinant of senior secondary school student attitude to schooling and achievement in Yoruba Language in Osun State, Nigeria.

Research Questions

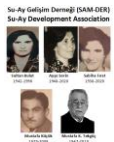
The study provided answers to the following research questions

1. To what extent are public secondary schools in Osun state school friendly in terms of:

- (a) School buildings (fence, paint, flowers, trees).
- (b) Water (source: well, bore-hole, stream).
- (c) Toilet facilities (adequacy to hygienic condition)
- (d) Security
- (e) Eatery,

2. How conducive are the classroom in Osun state public secondary schools in terms of

- (a) Ventilation (stuffy or airy)
- (b) Floor



- (c) Lightening
- (d) Ceiling
- (e) Windows/louver's
- (f) Availability of chairs and tables for all students

3. To what extent do the public schools in Osun state engage in extra-curricular activities such as:

- (a) Morning assemblies
- (b) Health facilities
- (c) Sporting activities (d) clubs and societies

4. Are teaching and learning materials such as:

- (a) Chalk/white board
- (b) Educative models
- (c) Educative charts
- (d) Chalk
- (e) Museum
- (f) Yoruba teaching aids
- (g) Yoruba Language laboratory available in Osun state public schools?

5 (a) What relationship exist among school friendly environment factors vis a vis students achievement in Yoruba Language?

(b) What relationship exist among school friendly environment factors and students attitude to schooling?

METHOD

The study adopted a non-experimental of survey design. The population of the study consisted of all Yoruba Language Senior Secondary School Students in Osun State. Multistage sampling procedure was used for the study. The first stage was the selection of the Local Government Areas from each of the states' educational districts. The study made use of the already stratified education districts in Osun State (Central, West and East) Five Local Government Areas were randomly selected from the three educational districts. The second stage was geared towards selection of schools. Ten public secondary schools were randomly selected from each of the five selected Local Government Areas to make up of 50 schools. The third stage was the selection of students. An intact class was used in each of the selected schools. In all, 500 students participated in the study. Five research questions guided the study. The following research instruments were used; School environment friendliness Assessment Check list (SEFCL) consisting of School Compound ($r=.75$) Participation in Co-Curricular Activities ($r=.80$), Nature of Classroom ($r=.70$) and Teaching Material ($r=.80$), Attitude to Schooling Questionnaire (ATSQ) $r=.85$ and Yoruba Language Achievement Test (YLAT) $r=.82$. The data collected were analysed using Simple percentage and multiple regression analysis

RESULTS

Research Question 1: To what extent are public secondary schools in Osun state school friendly in term of

- a. school building: fence, paint, flowers, trees.
- b. water (source: well, borehole, stream.
- c. toilet facilities: adequacy, hygienic condition
- d. security
- e. eatery

Table 1. frequency and percentages of observation of school friendly in Osun state public secondary schools.

S/N	Items	Yes (%)	No (%)	Total
A	School building			
1	The buildings are dilapidated	17(34%)	33(66%)	50 (100%)
2	The buildings are painted	32 (64%)	18(36%)	50 (100%)
3	There are flowers planted in the school	28(56%)	22(44%)	50 (100%)
4	There are trees planted in the school	39(78%)	11(22%)	50 (100%)
B	Water and source of water			
5.	There is a source of adequate water in the school	44 ((88%)	6 (12%)	50 (100%)
6	Borehole in the school	27 (54%)	23 (46%)	50 (100%)
7	School well	20 (40%)	30 (60%)	50 (100%)
8	Nearby stream	2 (4%)	48 (96%)	50 (100%)
C	Toilet facilities			
9	There are toilet facilities for students in the school	44 (88%)	6 (12%)	50 (100%)
10	The toilet facilities are in hygienic conditions	22 (44%)	28 (56%)	50 (100%)
11	Students go to nearby bush to defecate/urinate	6 (12%)	44 (88%)	50(100%)
D	Security			
12	The school has a gateman to check entry of students and visitors	23 (46%)	27(54%)	50 (100%)
13	The school is fenced	41 (82%)	9 (18%)	50 (100%)
14	The fence is intact	29 (58%)	21(42%)	50 (100%)
E.	Eatery			
15	The school has an eatery	40 (80%)	10 (20%)	50 (100%)

School building

Table 1 revealed the results of the observation carried out by the researcher on school environment friendliness in terms of school building, water and source of water, toilet facilities, security and eatery. The result is presented as follow: It was observed that 17 (34%) of the school buildings were dilapidated, while 33 (66%) were not dilapidated. 32 (64%) of the buildings were painted, while 18 (36%) were not painted. It was observed that 28 (56%) of the schools were beautified with flowers, while 22 (44%) were not beautified with flowers. 39 (78%) of the schools had trees planted, while 11 (22%) had not. From the results presented in Table 1. it could be inferred that most of the school buildings observed were not dilapidated, a lot of them were painted with trees planted, while about half of the schools were beautified with flowers.

Table 2. Conducive classroom.

S/N	Items	Yes (%)	No (%)	Damaged (%)	Total
1	Classroom floors are cemented	10(20%)	29(58%)	11(22%)	50(100%)
2	Adequate ventilation	43(86%)	7(14%)		50(100%)
3	Lightening in the classroom	12(24%)	12(24%)		50(100%)
4	The classroom has ceiling	28(56%)	38(76%)	15(30%)	50(100%)
5	Windows/louvers	26(52%)	10(20%)	14(28%)	50(100%)
6	Chairs/desks available for all students	19(38%)	31(62%)		50(100%)

Conducive classroom

Table 2 revealed that 10 (20.0%) of schools observed had their classroom floors cemented, 29 (58.0%) were not cemented 11(22.0%) were damaged. 43 (86.0%) had adequate ventilation, 7 (14.0%) had no adequate ventilation, 12(24.%) of the observed classrooms were well lightened, 38(76.0%) were not well lightened. 56.0% of the schools' classroom had ceiling, 7 (14.0%) had no ceiling, while the remaining 15 (30.0%) were damaged. 26 (52.0%) of the classrooms observed had windows/louvres, 10 (20.0%) had no louvres, while 14 (28.0%) were damaged. Chairs/desks were available for students in 38.0% of the observed schools, while in 62.0% of the schools chairs/desks were not available for students.

Research question 3: Are teaching/learning materials such as:

- Chalk/white board
- Educative models
- Educative charts
- Chalk
- Museum
- Yoruba Language teaching aids
- Yoruba Language laboratory available in Osun State public secondary schools?

Table 3. Availability of teaching/learning materials.

S/N	Items	Yes (%)	No (%)	Total
1	Is the chalk/white board visible to all students at their seats	25 (50%)	25 (50%)	50 (100%)
2	There are Educative charts hanged on the walls	8 (16%)	42 (84%)	50 (100%)
3	There are educative models in the classroom	4 (8%)	46 (92%)	50 (100%)
4	There is a Yoruba Language laboratory in the school	0 (0%)	50 (100%)	50 (100%)
5	There are enough pieces of chalk in the classroom	48 (96%)	2 (4%)	50 (100%)
6	There are erasers for cleaning the chalk/white	50 (100%)	0 (0%)	50 (100%)
7	There are teaching aids for Yoruba Language	6 (12%)	44 (88%)	50 (100%)

Availability of teaching/learning materials

Out of the 50 schools visited, 25(50.0%) had a chalk/white board visible to all students at their seats, while 25 (50.0%) lacked chalk/white board. 8(16.0%) of the schools hanged educative charts on the walls, while 42 (84.0%) did not. 4(8.0%)

Research question 4: What relationship exist among school environment friendliness factors and students' achievements in Yoruba Language is?

Table 4. Correlation Matrix showing the relationship between the independent variables and students' achievements in Yoruba Language.

Variable	Achievement	School Compound	Co-curricular activities	Nature of Classroom	Utilization of learning materials
Achievement	1				
School Compound	0.105* 0.029	1			
Co-curricular activities	-0.046 0.062	0.428* 0.001	1		
Nature of Classroom	0.072* 0.004	0.410* 0.001	0.371* 0.001	1	
Utilization of learning materials	0.007 0.764	0.149* 0.001	0.262* 0.001	0.396* 0.001	1
Mean	16.83	8.39	8.82	5.29	3.26
Std.Dev.	3.33	2.20	2.29	1.76	0.79

* denotes significant at $p < .05$ level of significant

Table 4 showed a positive significant relationship between school compound ($r = .11$; $p < .05$), and students' achievement in Yoruba Language. A positive but weak insignificant relationship exist between utilization of learning materials ($r = .01$; $p > .05$) and students' achievement in Yoruba Language. There was a negative, weak insignificant relationship between co-curricular and students' achievement in Yoruba Language ($r = -.05$; $p > .05$). A low but significant relationship existed between nature of classroom and students' achievement in Yoruba Language ($r = -.05$; $p < .05$).

Research question 5: What relationship exist among child friendly school environment factors and students' attitude to schooling?

Table 5. Correlation Matrix showing the relationship between the independent variables and students' attitude to schooling.

Variable	Attitude to schooling	School Compound	Co-curricular activities	Nature of Classroom	Utilization of learning materials
Attitude to schooling	1				
School Compound	0.018* 0.470	1			
Co-curricular activities	-0.056 0.025	0.428* 0.001	1		
Nature of Classroom	0.051* 0.042	0.410* 0.001	0.371* 0.001	1	
Utilization of learning materials	0.050 0.043	0.149* 0.001	0.262* 0.001	0.396* 0.001	1
Mean	52.93	8.39	8.82	5.29	3.26
Std.Dev.	6.25	2.20	2.29	1.76	0.79

* denotes significant at $p < .05$ level of significant

There were positive, weak significant relationships between co-curricular activities ($r = .06$; $p < .05$), nature of classroom ($r = .05$; $p < .05$) and students' attitude to schooling.

School compound had a positive, weak insignificant relationship with students' attitude to schooling ($r = .02$; $P > .05$). This result implies that as students continue to engage in co-curricular activities with improved classroom nature and well utilized teaching learning materials there will be a corresponding improvement in their attitude to schooling.

DISCUSSION of FINDINGS

It could be inferred from the result of this findings that most of the school buildings observed were not dilapidated, a lot of them were painted with trees planted while about half of the school were beautified with flower. Also, most of the school has toilet facilities, out of which few of the toilets facilities were in hygienic conditions, while in most of the schools majority of the students do not go to nearby bush to defecate/ urinate. Most of the schools observed did not had their classroom floors cemented but there are an adequate ventilation in the classroom. Chairs and Tables were not available for students in most of the schools observed. Moreover, majority of these schools lack educative charts and models including Yoruba Language laboratory and museum as well as sufficient number of white board. The result of the findings is in agreement with the assertions of Adeboyeje (2004) and Ayodele (2004) who pointed out that the availability of adequate chairs, tables and other facilities are necessary for the accomplishment of any educational goals and objectives. According to them, effective management of school facilities is necessary for the development of educational programmes and facilitation of educational process. Effective management of school facilities also help to boost the morale of teachers and students.

The study findings is also in agreement with the report of Haroom Qurbban, Hassan Siddique, JinWing, and ToneyMou (2018) that there is a significant relationship between students achievement and the condition of the school environment. According to them, investment in education requires the provision of necessary infrastructures and facilities that would lead to realization of educational goal and objectives. The structure and quality of school buildings play a significant role in student academic achievement. The result of the findings is also in agreement with Leoma 2012 who tried to identify the independent effects of school building quality in a study of test scores and found out that good facilities had a significant effect on students learning. The findings is also supported the observation of Eimuchi and Ogedegbe (2016) who observed that disciplinary incidents decreases in schools with better buildings. According to them, this may be caused by the strict discipline students in those schools among other factors. Their study also revealed that school buildings that can adequately provide a good learning environment, is pertinent in the realization of students' success

Old buildings does not have such features as control of thermal environment, adequate lighting, good roof and adequate space that are necessary for a good learning.

The correlation matrix between the independent variables and student achievement in Yoruba Language showed a positive significant relationship between school compound ($r=.11$; $p<.05$) and student achievement in Yoruba Language. There was a negative, weak insignificant relationship between , co-curricular activities and student achievement in Yoruba Language ($r=.05$; $p>.05$) There were positive , weak significant relationship between co- curricular activities ($r=.06$; $p<.05$) , nature of classroom ($r=.05$; $p<.05$), utilization of learning materials ($r=.05$; $p<.05$) and students attitude to schooling. School compound had a positive, weak insignificant relationship with students attitude to schooling ($r=.02$; $p>.05$).

The above findings from the study on the impact of learning environment on students achievement in Yoruba Language agreed with the findings of Erick (2005) in his article on the role of the supportive school environment in promoting academic success where he postulate that the school environment has brood influence on students learning and growth. According to him, when students find their school environment supportive and caring, they are less likely to become addicted to substance abuse, violence or other problematic behavior. The research indicated that supportive schools foster positive outcomes by promoting students sense of connectedness and belongingness; consequently, students who go to school in a caring communities are likely to be more motivated and dedicated to their studies.

Similarly, the result of this study is in agreement with the findings of Sunday (2012) who revealed that there is a significant relationship between physical school environment and students' academic performance in senior secondary physics. The result indicated that those in schools with fewer facilities did not perform as high as those with adequate laboratory facilities in physics. It also discovered that poor facilities and inadequate space as well as management of items like seat and chairs in the classroom, museum and language laboratory would affect the organization of learning environment that positive school climate gives room for students to work hard and enhance their academic achievement.

Conclusion

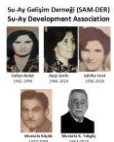
The outcome of the research findings revealed that the composite effect of the school environment friendliness variables (School compound, Co-curricular activities, nature of classroom and learning materials) on senior secondary school students achievement in Yoruba Language and their attitude towards schooling were significant.

Recommendations

- ✓ School management should ensure that school facilities are made available and adequate in public secondary schools so as to arouse student's interest in schooling as well as enhancing their learning outcome.
- ✓ Teachers, Students, Educational administrators and Policy makers should attach greater importance to the nature of classroom in teaching and learning of Yoruba Language in secondary schools
- ✓ Seminar and workshop on the importance of utilization of learning materials with classroom management should be organize for teachers to update their knowledge and improve on their teaching effectiveness.

Ethics and Conflict of Interest

The author declares that the work is written with due consideration of ethical standards.



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