Influence of School Environment on Academic Performance of Senior Secondary School Students in Language Grammar in Nsukka Local Government Area

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Abstract

This study investigated the influence of school environment on academic performance of senior secondary school students in Language grammar in Nsukka L.G.A. To achieve the purpose of the study, four research questions were formulated. Descriptive survey research design was used for the study. The population of the study comprised two thousand two hundred and eighty-five (2,285). The sample consisted of 150 SS2 student from 6 sampled senior secondary schools out of the 29 public senior secondary schools in Nsukka local government area using simple random sampling technique. A questionnaire titled: Questionnaire on the Negative Influence of School Environment on the Academic Performance of Senior Secondary School Students in Language grammar in Nsukka Local Government Area (ISEAPSSEG) was used to collect data for this study. The instrument was validated by two experts in Department of Arts Education and one expert in Department of Science Education (Measurement and Evaluation) all ini faculty of Education, University of Nigeria, Nsukka. The data obtained for the study were analyzed using mean and standard deviation to answer the research questions. The findings revealed that a school infrastructure has influence on academic performance of senior secondary school students in Language grammar. Secondly, there is influence of instructional materials on academic performance of senior secondary school students in Language grammar. Also, communication skills has influence on academic performance of senior secondary school students in Language grammar. Finally, there are solutions to the negative influence of school environment on academic performance of senior secondary school students in Language grammar. Based on the findings, the researcher emphasized the educational implications, recommendations that would bring about improvement in

the performance of senior secondary school student in Language grammar in Nsukka Local Government Area.

Introduction

A substantial portion of the world◎s population utilizes language for various purposes, including business, scientific and technological discourse, international relations, and diplomacy. As a result, Language assumes a pivotal role in the global landscape.

Language instruction is a part of the educational curriculum in Indonesia, underlining the importance of acquiring Language proficiency as a vital skill for future employment, ensuring that students are well equipped for the workforce (Wang, & Li, 2020).

In essence, learning language will be effective if we understand the grammar. Grammar is an essential thing in learning Language. There are many students that have difficulties in understanding grammar (Ameliani, 2019). Grammar involves the rules and relationships through which we construct meaningful sounds, words, and sentence. The system of rules used to create sentences refers to the knowledge of parts of speech, tenses, phrases, clauses and syntactic structures used to create grammatically well-formed sentences in Language. The rules for constructing grammatically correct sentences belong to sentence grammar. This is the kind of grammar that is the focus of many grammar reference books and grammar practice books for students. Older approaches to grammar teaching and the design of course books reflected a view of language that saw the sentence and sentence grammar as forming the building blocks of language, language learning, and language use.

The goal of language teaching is to understand how sentences are used to create different kinds of meaning, to master the underlying rules for forming sentences from lower-level grammatical units such as phrases and clauses, and to practice using them as the basis for written and spoken communication. Grammar can therefore be understood as a resource people make use of to create discourse that is grammatically appropriate at both the level of the sentence and the text. Grammar can be thought of as the resources we use to package words into

sentences and texts according to the grammatical conventions of our language. However, much of a person◎s knowledge of grammar is implicit rather than explicit. When learning a second language, knowing about rules of grammar does not necessarily translate into being able to draw on grammatical knowledge in communication, and this is one of the dilemmas that arise in relation to grammar instruction.

Grammar is a set of rules and convention that govern the structure and composition of language. Quirk (2000) said that grammar is a complex system in which all parts are mutually defining and there is no simple linear path we can take in explaining one part in terms of another. Grammar is one of the reasons Language is so hard to learn. In addition to the numerous grammar rules in Language is the fact that it seems like there are exceptions to almost every rule. Student that can speak Language, sometimes get confused when arranging words and sentences which relate to the grammar. Students usually face other difficulties such as when making sentence or paragraph relate to the tenses. They get the difficulty in choosing the suitable verbs. Sometimes they do not use the appropriate tenses, so it makes the sentence meaningless. Therefore the environment which Language grammar is learnt should be of paramount importance to enable students' understanding of the course.

On the other hand, an environment can be seen as a system within which living organism interact with physical element. Adeola (2015) sees environment as consisting of all element existing around man and which exert some influence on him, These include physical, biological and social attributes. School environment can then be seen to include material and human resources, a learning place which consist of the entire interaction. Kapur (2019) defines the characteristics of a school environment as comprising school structures, classrooms, furnishings, playgrounds, sports facilities, laboratories, libraries, and resources that aid educators in delivering impactful instruction. Thus the school environment which include classroom, libraries, technical workshop, laboratory, teacher quality, school management, teaching method etc are variables that affect student academic performance. The quality of education not only depend on the teacher but reflected in the performance of their duties and also in the effective coordination of the school environment

Furthermore, an educational environment is a learning place where the learner learn and interact with learning facilities in order to be socialized and face the challenges in the society. The learning environment is the natural and provided setting where teaching and learning takes place. Learner-centered environments, as noted by Hunt & Chalmers (2021), are designed by and for learners to actively engage and foster knowledge development. The learning environment comprises multiple components that influence a student's learning progression, including individuals, educational materials, technological tools, learning resources, curriculum content, teaching methods, and the physical space or setting for learning, as outlined by Balog (2018). Also the school environment cannot be written off when considering an effective education for a student, this is because school environment makes provisions of both human and material resources needed to make learning more effective. Human resources here include teachers and other special resource persons who offer academic help to students. They play a crucial role in supporting the educational institution's mission by recruiting, developing, and retaining talented individuals who are dedicated to providing quality education to students. This is done by focusing on recruitment, training, employee relations, performance management, compliance, and compensation because human resource contributes to creating a positive school culture where both educators and students can thrive while material resources includes a host of infrastructures and instructional materials needed in the school.

The dictum that teaching is inseperable from learning but learning is seperable from teaching, is that teacher does the teaching to make the student learn but student can learn without the teacher. According to Akintola (2014), learning can occur through one◎s interaction with the environment. Environment here refers to facilities that are available to facilitate students' learning outcome. The school environment is of paramount importance in shaping and reshaping intellectual ability. However supportive and favorable school environment which with enough learning facilities and favorable climate make student more comfortable, more concentrated on their academic activities results in high academic performance. A proper and adequate environment is very much necessary for fruitful learning of Language grammar. Students spend most of their time in school, and thus school environment has exciting influence on their performance through curriculum, teaching techniques and relationship.

Moreso, Adebayo (2015) maintain that the learning environment play a vital role in determining how students perform or respond to circumstance and situation around them, This implies that no society is void of environmental influence. The learning environment determines to a large extent how a student behaves and interact. The environment in which we find ourselves tend to mould our behavior so as to meet the demand of life whether negative or positive. In our society today, there is an increase in the number of student enrolment in school with little or no regard to improve the learning environment so as to better their performance. Adebayo (2018) opined that an improved environment condition lead to higher intelligence score while poor environment condition reduces these scores.

Academic performance in this context simply means the scores student have obtained in either examination or test. It means students' educational outcome after a short period of learning engagement. It is also regarded as students◎ success in a short term learning activity. Academic performance can be defined as the extent to which an institution, a teacher, or a student achieves long or short-term educational goals and the academic achievement of performance is usually measured by continuous assessments and overall cumulative grade point average (CGPA) achieved by the student (Hellas., Goroshit, & Hen, 2018). Similarly, Duruji, Azuh, and Oviasosogie (2014) posited that academic performance is the degree of a student◎s accomplishment of his or her task and studies. Duruji et al further said that the most well-known indicator of measuring academic performance is grades which reflect the students' score for their subjects and overall tenure.

Additionally, Kolade (2015) asserted that some of the notable factors that may influence student academic achievement in secondary schools are school climate, instructional materials, discipline, physical facilities, teacher quality, type of location of school and class size, This is because school with good and conducive environment and physical facilities will produce better school leavers with high achievement, It is now certain that most of secondary schools' products cannot gain admission into federal universities or university of their choice due to poor performance in the placement examination into these schools. This poor performance may be attributed to poor learning environment especially in areas such as school building, library service, school location, availability of trained

teachers, provision of instructional material, motivation of teachers and school facilities. Negative influence of school environment can be attributed to various factors such as lack of understanding of Language grammar, lack of motivation, poor study habits, mental health issues, distractions, and external factors such as personal problems or financial difficulties. Seeking help from teachers, counselors, or academic support services can be beneficial in improving academic performance. It is also important for students to set goals, create a study schedule, stay organized, and seek help when needed in order to improve their academic performance.

The issue of poor academic performance of students in Language grammar in Nigeria has been of much concern to the government, parents, teachers and even students themselves. Hence the school environment remains an important area that should be studied and well managed to enhance student academic performance. According to Ajewole and Omoegun (2013), the negative influence of school environment are said to have contributed to the students poor academic achievement in Language grammar, these factors include: poor study habits, lack of availability of material resources, poor school climate, indiscipline, inadequate facilities, teacher ineffectiveness and poor teaching method. A poor school environment is the one that lacks good school climate, instructional materials, discipline, physical facilities, high teacher quality and good location of school. The school facilities are potent factors to qualitative education, therefore the importance of the provision of adequate instructional facilities for education cannot be over emphasized.

School buildings are tangible structure which serves as shelter for educational activities, they include classrooms, laboratory, workshop and teachers' common room or offices, reading room, libraries, dormitories and dining hall. Despite the evidence that the quality of a school building affect student academic achievement, most public schools are in poor physical condition, it is in line with thus that Earthman (2014) opined that the building in which students spend a good deal of learning does influence how well they learn.

Furthermore, as stated by Akinjo & Ifeoluwa (2014) that because of urban involvement, student in urban schools may perform better than those in rural

school in language learning, the reason is that rural students have limited access to reading materials, inadequate reading culture and insufficient graduate teachers. Therefore, the location of school has tremendous influence on students' academic achievement, in a situation whereby the school is sited in any area like airport, where such activities disrupt the teaching and learning of the student, one will not expect such student in this area to be doing well academically. Onukwo (2014) in his note says that a conducive environment enhances a child◎s growth and development. In other words, language students in rural areas may not be opportuned to have access to the various audiovisual instructional materials used in teaching Language grammar. Most schools in the rural areas of Nsukka lack instructional aids such as television, projectors, slides, computers and so on which negatively affects their performance.

Unfortunately, the extent to which some teachers exhibit high level of indiscipline does not seem to portray them as role models. PSA (2014) indicated that student achievement is more heavily influence by teacher quality than student race, class etc. Prior to academic record or school a student attend, the benefit of being taught by good teachers are cumulative. Research has indicated that the achievement gap widens each year between student with most effective teachers and those with less effective teachers, it suggests that the most significant gains in student achievement will likely be realized when student receive instruction from the good teachers over consecutive years. Lack of good teachers is a major contributor to the achievement gap (PSA, 2014).

The influence of school environment on academic performance of students in Language grammar has been an issue of concern to all stakeholders in education. This may be attributed to the rate of mass failure of students in Language grammar both in the internal and external examinations as revealed by research studies (Dowling, 2019). Several research studies have identified other factors such as school climate, instructional material, discipline and physical facilities, teacher quality, type of location of school, classroom and over population of student in classroom as being responsible for poor academic achievement of students (Coladarci, 2017). Some school environment are nothing to write home about. In some schools, the school environment are not interesting for teaching and learning, instructional material are inadequately provided, infrastructural

facilities are in dilapidated condition, lack of trained teacher and other facilities that promotes teaching and learning are also in short fall which has tremendous influence on students' academic performance in Language grammar. Therefore it is against this background that the researchers deemed it fit to investigate the influence of school environment on academic performance of senior secondary school students in Language grammar in Nsukka LGA.

Statement of the Problem

There is obvious or vivid spread of the feeling that the standard Language is rapidly falling in secondary schools. Many studies have shown that despite the emphasis and urgency placed on Language grammar teaching and learning by curriculum planners, school administrators and parents, also the allocation of five periods to the language everyday in a week coupled with other co-curriculum activities all aimed at improving the teaching and learning of Language grammar yet it is alarming and appalling to note that some public senior secondary school students perform poorly in external examinations. So what really instigated the study on the influence of school environment on academic performance of senior secondary school students in Language grammar in Nsukka LGA is as a result of poor academic performance of students in both the internal and external examinations of students in Language grammar. Several approaches have been installed to improve the academic performance of students in Language grammar but most of the efforts seems irrelevant. One of the factors pointed out that may affect the academic performance of students is school environment. Hence the question is how can this problem be solved? It is in a bid to proffer the solution to the above problem that the researchers want to bring to light the influence of school environment on academic performance of senior secondary school students in Language grammar in Nsukka local Government Area.

Purpose of the Study

The purpose of the study is to determine the influence of school environment on academic performance of senior secondary school students in Language Grammar in Nsukka LGA.

Specifically, the study seeks to determine the;

1. influence of school infrastructures on academic performance of senior secondary school students in Language grammar in Nsukka LGA.

2. influence of instructional materials on academic performance of senior secondary school students in Language grammar in Nsukka LGA.

Research Questions

The following research questions will guide the study

1. What are the influence of school infrastructures on academic performance of senior secondary school students in Language grammar in Nsukka LGA?
2. What are the influence of instructional materials on academic performance of senior secondary school students in Language grammar in Nsukka LGA?

Significance of the Study

The study will have both theoretical and practical significance. Theoretically, the study will be based on social learning theory by Bandura (1962) and B.F Skinner's Theory of behaviourism (1938). According to social learning theory, learning takes place due to the communication or interaction between the learner and external stimuli. Such stimuli could be human being, technology, or environment. Thus, the learner learns through observation of behavior and he/she imitates and models such behavior. To this theory, learning is social phenomenon and it is through interaction between two persons, intentionally or unintentionally that learning takes place. In this regard, the learner identifies, observes, models and imitates a certain behavior in his environment and that forms the way he/she learns. This theory place emphasis on the influence of environment in learning.

B.F Skinner thought that human behavior is determined by the environment. In B. F. Skinner◎s viewpoint, individuals have uniform behavior patterns depending on their particular kind of Response Tendencies. Hence, individuals learn to behave in different ways with the passage of time. This theory emphasizes the role of environmental stimuli and reinforcement in shaping behavior and learning. According to behaviorism, learning is a result of interactions between an individual and their environment.

Thus, in senior secondary school classroom environment, Language grammar could be taught properly and students will perform better if the school

environment is conducive. Secondly, if the needed facilities such as classroom, libraries, technical workshop, laboratory, teacher quality, school management, teaching methods for teaching and learning of Language grammar in senior secondary schools are not available, it will affect the way the teacher teach and the way students learn. Therefore, the findings of this study will either validate or invalidate the basic tenets of this theory. If the needed environment for proper teaching and learning is not friendly and if the needed learning facilities for effective teaching are not available, the study will validate this theory by suggesting that such poor learning environment and lack of facilities for teaching had been the reason for poor students performance in Language grammar in Nsukka LGA.

Practically, this study will be useful to teachers, students, parents, curriculum planners, stakeholders in education and aid further research. Firstly, the result of this research is expected to give knowledge to Language grammar teachers in terms of teaching language and then to help the teachers to understand that school environment plays a crucial role in teaching Language grammar and as such will strive to create the enabling environment. Teachers of Language grammar can also benefit from this study as they may consult the work in order to gain more ideas such as the environmental influence of school environment on students performance in teaching Language grammar.

The study when published and kept in the school libraries, will give knowledge to students of Language grammar and also boost their motivation in learning. They will learn to establish a cordial relationship with their teachers as it improves the learning situation in school. Students will also try as much as possible to avoid noise in their school environment so that they can learn Language grammar effectively.

When published as e-books, journal articles and uploaded online, the result of this research is expected to give a new insight and more information about teaching Language grammar by pointing out the environmental issues which causes students' poor performance. The result of this research can be source of reference to future researchers while carrying out research on the negative influence of

school environment on the poor academic performance of students in other subjects.

When presented in conferences, seminars and workshops, curriculum planners can as well make use of the findings of the study when designing/planning the curriculum for teaching and learning of Language grammar in senior secondary schools. This can be done by including some of the environmental issues faced in secondary schools as demonstrated in this study in the relevant parts of the curriculum meant for teachers.

Finally, other stakeholders in education such as principals, directors who are in the position to recommend suitable teaching methods can consult this study and make suggestions/recommendations to appropriate authority on the need for a conducive environment for teaching Language grammar.

Scope of the Study

Geographically, the study will be limited to Nsukka Local Government of Enugu state. The content scope will only cover the influence of school environment on academic performance of senior secondary school students in Language grammar in Nsukka LGA. Basically, this will be done within the four areas of focus of the study namely: school infrastructures, instructional materials, social relationship and solution to negative influence of school environment.

Methods

This chapter deals with the method of carrying out the present study. It is organized under the following sub-headings: Design of the study, Area of the study, Population of the study, Sample and sampling technique, Instrument for data collection, Validity of instrument, Reliability of instrument, Method of data collection, and Method of data analysis.

Design of the Study

The design of the study was descriptive survey research design. According to Nworgu (2015) descriptive survey design is that research design that tries to describe the attributes or characteristics of a given population using the available data as they are. It does this by describing all the population (if the size is

manageable) or a sample of the population (if the population is not manageable) and then generalizes the result across all the population. This type of design will be used because the research seeks to find out the Influence of school environment on academic performance of senior secondary school students in Language grammar in Nsukka LGA.

Area of the Study

This study was carried out in the rural areas of Nsukka Local Government of Enugu State. Nsukka Local Government Area is one of the Local Government Areas in Nsukka Education Zone of Enugu state. Some of the rural areas include Edem Ani, Ibagwa Ani, Opi, Eha- alumona, Orba, Ede-Oballa and Obimo. These areas are chosen because of the poor performance of students in Language grammar, attributed to the school environment which is not always conducive. The researchers deemed it fit to use this area for their study, because it will be financially affordable for them to travel through the area. Also, the choice of the area is borne out of the fact that the researchers are familiar with the area and can easily access data required for an effective study.

Population of the Study

The population of the study were all the senior secondary two (SSII) students in public secondary schools in Nsukka local Government Area, with the population of two thousand two hundred and eighty-five (2,285) students, (Statistics Unit PPSMB Nsukka Zone, 2023).

Sample and Sampling Technique

A total number of one hundred and fifty (150) students constituted the sample of the study. This sample size was drawn from a population of two thousand two hundred and eighty-five (2,285) students. A simple random sampling technique was adopted in the research. Simple random sampling technique was used to draw six schools that will participate in the study.

Instrument for Data Collection

The instrument for data collection is a researcher's developed questionnaire termed "Questionnaire on the Negative Influence of School Environment on the Academic Performance of Senior Secondary School Students in Language

grammar in Nsukka Local Government Area (ISEAPSSEG)". The questionnaire is made up of two sections. Section A is for students' demographic information, while section B is made up of four clusters that seek to get answers for the four research questions of the study.

Cluster one seeks to get information on the influence of school infrastructures on academic performance of senior secondary school students in Language grammar in Nsukka LGA and has 7 items. Cluster two has 6 items and it seeks to find out the the influence of instructional materials on academic performance of senior secondary school students in Language grammar in Nsukka LGA. Cluster 3 has 6 item and they seek to find out the the ways in which communication skills influence academic performance of senior secondary school students in Language grammar in Nsukka LGA. The last cluster has 7 items and they seek to find out the solutions to the negative influence of environment on academic performance of senior secondary school students in Language grammar in Nsukka LGA. The instrument will be measured using four liket rating scales such as: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1.

Reliability of Instrument

The internal consistency of the instrument was determined by trial testing the instrument on twenty(20) respondence who were not part of the study. The reliability was determined using Cronbach Alpha. This is because the instrument has no right or wrong answer. The reliability indices for cluster A, B, C, D are. 75, .92, .90 and .83 respectively. The overall reliability indices is .96 These shows that the instrument is reliable and can be use to collect data for this study.

Method of Data Collection

The Instrument "(ISEAPSSEG)" will be administered by the researchers to Language students in the schools sampled for the study. The instrument will be administered and collected on the spot to ensure maximal return of the instrument. This however, will be done after permission had been gotten from the school administration of the different schools to be used.

Method of Data Analysis

Mean and standard deviation will be used to answer the research questions. Based on the mean score, any item with mean score of 2.50 and above will be accepted while any item with a mean score below 2.50 will be rejected.

Results

This chapter presents the results of data analysis based on nine research questions and seven null hypotheses that guided the study. Results were presented in tables for the research questions and the hypotheses.

CLUSTER 1: Influence of School Infrastructures on Academic Performance of Senior Secondary School Students in Language Grammar in Nsukka LGA.

S/N	ITEM STATEMENT	MEAN	SD	DEC
I	Some schools lack access to essential technology such as computers and the internet which are important tools for Language grammar learning and research which makes students struggle to develop their grammatical skills in schools.	2.56	1.18	A
2	Schools with inadequate infrastructure have overcrowded classrooms, which makes it difficult for teachers to provide individualized attention to students learning Language grammar	3.00	.89	A
3	Some school environment lack proper ventilation, lighting, and sanitation, which create a distracting and uncomfortable learning environment for Language grammar students.	3.03	.90	A
4	A conducive classroom environment can lead to increased concentration and better academic performance in Language grammar	2.75	.84	D
5	Teachers may lack necessary training or resources to properly instruct students which can lead to students' poor academic performance in Language grammar	2.56	.86	A

6	Technology can be used to supplement traditional teaching method and provide interactive learning opportunities that can improve students' understanding of Language grammar	3.10	.96	A
7	A positive and stimulating learning environment can motivate students to perform better in Language grammar	2.84	1.21	A
	Cluster Mean	**2.64**	**.67**	**A**

Table 1 presents findings from analysis of data collected to determine the Influence of School Infrastructures on Academic Performance of Senior Secondary School Students in Language Grammar in Nsukka LGA The results show that the respondents agreed to items 1-7 with mean ratings of 2.56, 3.00, 3.03, 2.75, 2.56, 3.10, 2.84 which the average is above the benchmark mean of 2.64 for "agree". This indicates that the respondents acknowledged that School Infrastructures have influence on Academic Performance of Senior Secondary School Students in Language Grammar. The overall standard deviation rating of 0.67 indicates that the responses were consistent and did not deviate far from the mean.

CLUSTER 2: Influence of Instructional Materials on Academic Performance of Senior Secondary School Students in Language Grammar in Nsukka LGA.

S/N	ITEM STATEMENT	MEAN	SD	DEC
8	Visual aids such as charts, diagrams, and videos can help students understand complex concepts in Language grammar.	2.86	1.10	A
9	If students do not have access to relevant textbooks in Language grammar, they may struggle to study effectively and perform poorly in exams.	3.10	.96	A

10	Most schools in the rural areas of Nsukka LGA lack access to computers, internet connectivity, or other technological resources which makes students miss out on valuable learning opportunities that could improve their academic performance in Language grammar.	2.84	1.21	A
11	If teachers in Nsukka LGA do not have access to quality teaching materials for language instruction, students may not receive the support they need to succeed academically.	2.73	.85	A
12	Teachers rely on instructional materials such as dictionaries, grammar books, worksheet etc to effectively deliver lessons and engage students.	2.85	.88	A
13	Without instructional aids, students may struggle to grasp key concepts in Language grammar leading to poor academic performance.	2.67	1.06	A
	Cluster Mean	**2.67**	**.70**	A

Table 2 presents findings from the analysis of data collected to determine the Influence of instructional materials on academic performance of senior secondary school students in Language grammar. The results showed that the respondents agreed to items 8-13 with mean ratings of 2.86, 3.10, 2.84, 2.73, 2.85, and 2.67 which are greater than the benchmark mean for "agree". This indicates that the respondents acknowledged that there is influence of instructional materials on academic performance of senior secondary school students in Language grammar. The overall standard deviation of 0.70 indicates that the responses were not far from the mean.

Discussion

The Findings are discussed under the two specific purposes that guided the study; Influence of school infrastructures on academic performance of senior secondary school students in Language grammar in Nsukka LGA. The school infrastructures is a composite of human practices and material systems, much as an ecology is the combination of living things and physical environment (Balog, 2018). Contemporary learners deserve learning spaces that meet their individual and

collective needs. To meet this challenge, educational leaders must provide physical and cultural environments that are empowering and engaging (Orlu, 2015). A healthy and safe home environment is essential for promoting and protecting health and development during childhood. Children need stable, supportive social environments and access to resources within the home to enhance cognitive, emotional, and physical development.

Solutions to the negative influence of school environment on academic performance of senior secondary school students in Language grammar in Nsukka. LGA include: Schools should invest in resources such as books, videos, good buildings and technological resources for teaching Language grammar. Partnering with local environmental groups can help schools access resources and support to address environmental issues in schools. Increasing green spaces and planting trees in and around school premises can help improve air quality and create a more conducive environment for learning Language grammar. Teachers should take part in environmental projects and initiatives in order to be educated on the importance of having a conducive school environment.

Education Implications of the Findings

The Findings of this study have educational Implications of which teachers, students and overall education system might gain from. Having understanding on the influence school infrastructure on the academic performances of students in Grammar helps the students, teachers and educational administrators to see the need for proper teaching and learning of Language language skills in secondary Schools. The impact will extend to ensuring that conferences are organised by educational administrators where parents are taught their responsibilities over their children education especially language skills.

Recommendations

Sequel to the Findings of the study and discussion, the following recommendations were made:

1. Competent teachers who can speak good grammar accurately and fluently should be recruited in schools for the effective teaching and learning of language skills.
2. Teachers should learn to teach using correct Language grammar.

Conclusion

Two specific purposes and two research questions guided the study, which was carried out in Nsukka Local Government Area, of Enugu State. The study had both theoretical and practical significance. In this study, related literature was carried out on the conceptual framework, theoretical framework, and related empirical studies. The evidence obtained from the related literature reveals that school structure, school equipment and instructional materials has significant influence on students◎ academic performance. The theoretical framework of the study was anchored on social learning theory by Albert Bandura (1962) and Theory of Behaviouralism by B. F Skinner (1938)**.** In the review of related empirical studies some past research work which were carried out in Nigeria which relate to the present study were reviewed. The empirical evidence revealed the influence of school infrastructures on academic performance of senior secondary school students in Language grammar. Influence of instructional materials on academic performance of senior secondary school students in Language grammar. Influence of communication skills on academic performance of senior secondary school students in Language grammar and solutions to the negative influence of school environment on academic performance of senior secondary school students in Language grammar in Nsukka. LGA

The design of the study was descriptive survey design. The population of the study was 2285 SS2 students studying language in Nsukka Local Government Area. The sample size was 150 students from five schools out of 23 public schools in Nsukka LGA. It was sampled through simple random sampling. The instrument for data collection was research structured questionnaire Questionnaire on the Negative Influence of School Environment on the Academic Performance of Senior Secondary School Students in Language grammar in Nsukka Local Government Area (ISEAPSSEG)". developed by the researchers. The instrument was face validated by three experts in the Faculty of Education: two from Art education department and one from department of science Education, all from the University of Nigeria Nsukka. Data collected were through mean and standard deviation.

Result from the study showed School infrastructures has influence on academic performance of senior secondary school students in Language grammar, there is

influence of instructional materials on academic performance of senior secondary school students in Language grammar. Communication skills has influence on academic performance of senior secondary school students in Language grammar. There are solutions to the negative influence of school environment on academic performance of senior secondary school students in Language grammar The findings were discussed and conclusion was made based on the findings. Educational Implications were all discussed with limitations to the study pointed out. It was recommended among other things that: Competent teachers who can speak good grammar accurately and fluently should be recruited in schools for the effective teaching and learning of language skills. Teachers should learn to teach using correct Language grammar. Students should always be on a strict order to maintain speaking Language while interacting among themselves. Enough facilities for the teaching and learning of language skills should be made available in schools. Schools should organise quizzes, debates, group discussion and storytelling for students in language.

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