



Assessing the impact of environment on students' learning behaviours in some selected secondary school in Bonaberi – Douala, Cameroon

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Abstract : The Learning environment plays a pivotal role in shaping students' academic performance and outcomes, social interactions and emotional well-being, the surroundings physical conditions, and social dynamics of educational settings significantly influence students' learning behaviours. Motivation and overall educational experiences, the study have shown that environmental factors have constantly influence students' learning behaviours and especially, their cognitive development. Promoting factors include students' positive emotion, positive learning behaviour, positive teacher behaviour, the teacher-student relationship and partnership in line with students' learning and thinking abilities. The support of learning resources, students' individual and personality characteristics, and teaching factors, the hindering factors such as lack of environmental support, negative student behaviours, and negative teacher behaviour. Furthermore, conceptual and practical implications are discussed in relation to these finding, four research questions are set to guide this work; the population of this study consist of 10 teachers and 15 students. An instrument used for this study was questionnaires to collect information from the respondent, the survey design to analyze the data, to find out solutions for the researcher's question on impact of environment on students'academic performance. The major findings of the study were; Performance of students is affected by students' learning environment. The improper maintenance of fixtures in the school environment influence student performances. Home environmental background affects student academic performance in their learning environment. Internet which was meant for studies in the school environment is being used by students for wrong purposes which have affected their behaviours negatively. We can conclude that environmental determinants, social media usage and socio-economic background are among the factors that influence students' learning behaviours in the secondary school in Bonaberi- Douala Cameroon.

Keywords: Assessment, Environment, Impact students, Academic, learning, behaviour.

INTRODUCTION

Environmental impact plays an important role in shaping students' behaviour in secondary school, and it learning outcomes towards performance. Several studies have examined the factors that impact students' engagement and learning outcomes because it is clear that students' learning environment plays a key role in positive student development in secondary schools. Zepke (2018) defined "students behaviours as a construct used to identify what students do, think about, and feel when learning, and how teachers can improve that doing, thinking, and feeling in instructional settings, the critique, learning agency, purposes of learning, knowledge, and values should be considered to fully understand the complexity of student environment .In addition, fewer studies have explored factors influencing students learning behaviours in secondary schools in Douala, Cameroon. Thus, in this study, an investigation was conducted to understand factors influencing students' behaviour in the educational context. Learning perception, learning experience, peer interaction, student-teacher relations, and supportive learning environment) and student involvement., the relationship between learning outcomes and students learning behaviours

Environmental impact and Students' learning behaviours is fundamental to students' success. Tinto (2014) noted that students' engagement is complex and can be viewed from multiple perspectives, with both institutional and structural factors closely interacting. Kahu & Nelson (2018) examined the framework of students' academic performance through individual psychosocial development related to both institutional and personal elements. students and institutions and how these interactions influence learning engagement. Henrie et al. (2015) examined longitudinal measures of learning in their learning environment. Student performance is associated with learning tools and practices to ensure a successful learning experience. Tan and Hew (2016) examined how the use of meaningful technological tools affects students' learning, behaviour and it outcomes. Udoh (1988) in his article "environment health problem in Nigerian schools" identifies some unhealthy practices in schools. This includes setting of schools, inadequate facilities, ventilation and poor infrastructures, school locational factor that affect students' academic performance in secondary schools, this ties today with Most of the schools in Banaberi – Douala Cameroon. The problem of the

study is to investigate if the above environmental factors affect the learning behaviour and performance of secondary school students in Bonaberi -Douala.

Biomedical waste management defines waste management as the practices & procedures or the administration of activities that provide for the collection, source separation, storage, transportation, transfer, processing, treatment & disposal of waste . Biomedical waste management is a routine procedure of hospital administration as prescribed by law .Hospital waste , hospital acquired infection , transfusion transmitted diseases, rising incidence of hepatitis B, HIV & Other diseases, create potential threat of infection, contamination & serious health hazards to doctors, nurses, ward boys, support staff, sanitation workers, rag pickers & other health care workers. Who are regularly exposed to biomedical waste as an occupation hazards as well as general public in the surrounding area .

Research questions

In the course of this article the following questions were used to guide the study

- What factors affect student use of school infrastructural facilities?
- What are the climatic factors that affect students' academic performance?
- What influence has home background on the academic performance of students?
- What influence has technology on students' academic performances?

Review of related literature

We are going to review this related literature under the following:

Learning facilities and students' Academic Performance

According to Dalyono (2001) "learning facilities are materials that will help to developed students' interest in learning, while the lack of learning facilities will make students not ready to work, and there is no progress and interest in learning". Meanwhile, according to Arsyad (2013) "the completeness of learning facilities and the use of learning facilities will make improvements and attention to students which will motivate students' interest in learning." According to Gordon (2000) "Indeed, teachers are good facilitators who convey good messages to their students. The intelligence of a student cannot be separated from the teacher's teaching and learning model. A good teacher can distinguish the attitudes and behaviour of students from those who cannot act and those who have mastered without knowing how to change them. Even teachers, through the knowledge imparted to them through learning facilities encouraging the emergence of a behaviour. Without motivation there will be no actions such as studying. As an influence, it means directing actions to achieve the desired goal desired, Students academic performance is mostly influence by the learning facilities of the school. The learning facilities of the school such as infrastructure, in the physical environment affects students' learning behaviour. The classroom design, lightening, temperature and noise level affects students' academic performance. The school building and colours is also an important factor that influence students' academic performance in the learning environment. Several studies have been conducted to determine factors influencing students' academic performance, Kabu (2013) argued that students' characteristics and experiences influence their learning engagement when the school facilities are available. Participation in the learning environment is connected to success, including learning outcomes, academic and social experiences, and positive attitudes toward campus life. Student engagement mediates the relations between personal resources of the school and observed learning behaviours, and performance in the learning environment. The impact of student engagement, student satisfaction, and perceived learning in the learning environments was investigated further by Gray & DiLoreto (2016). They argued that student engagement plays an important role in the relationship between learner interaction and instructor presence in terms of both perceived student learning and student satisfaction. Gunuc & Kuzu (2015) contend that student engagement includes a sense of belonging and valuing, cognitive, emotional, and behavioral engagement, peer relationships, and relationships with school Learning facilities are the material resources that we used to facilitate effective teaching and learning in schools. Shernoff et al. (2016) found that blended learning environments have a particularly important impact on learning performance The "flipped classroom" pedagogy is also considered beneficial for improving students' learning outcomes which include, lecture halls, recitation rooms, seminar rooms, and other rooms used primarily for scheduled non laboratory instruction. Laboratory Facilities: Rooms characterized by special purpose equipment that ties instructional or research activities to a particular discipline or a close related group of disciplines. These learning facilities affects the learning behaviour of student in Bonaberi-Douala.

Influence by climate

According to the researchers Pasi (2001) as well as Harris & Lowery (2002) the principal, teachers, students and parents have many opportunities available to improve the school climate. Implementation of the main character and mission of education as well as the promotion of basic moral values in the students, Involvement and commitment of the school community (teachers, students and parents) in its work, Prevention of violence and conflicts in school Peer collaboration, Prohibition of verbal and psychological violence, Principal and teachers treat students fairly, equally and with respect, A safe environment for staff and students is secured, Strengthening of students' personality through activities; expectations, values, faith, relationships with staff, the school leader, teachers and students' behaviour create school climate. The leader can promote or hinder a positive climate through his leadership model. The purpose of this literature review is to explore how climate types affect students' academic performance in secondary schools and contribute to the expectations of different stakeholders on the school climate. The starting point for improving the performance of students and teachers is to improve school climate. Thus, this study will help leaders who for one reason or another have not been effective in keeping their responsibilities, and, as a result, did not work efficiently in improving school climate. It is assumed that a positive school climate enhances effective teaching, and as a result a better performance of student learning. This study will serve to further studies related to the expansion of the leaders' roles on school climate. The research will assist policy makers in Douala Cameroon to assess the content of the modules needed for training future managers and teachers to ensure they are equipped with the skills required to create a positive, open and collaborative climate in school. The school leader should be released from some managerial tasks, for paying more time to teachers and students. Education and training play a vital role in supporting the individual and society to improve their social, economic and cultural aspects, as well as in promoting the development of human capital that is essential for economic growth. Modern education, schools in particular, aims to communicate knowledge,

skills and behaviour required by young people in order to become functional in society, School climate is defined as a mixture of beliefs, values and behaviours of students, teaching staff, leaders and parents, level of independence, leadership styles and job satisfaction. From the above definition school climate can be perceived as the prevailing atmosphere in the school, which is mainly dictated by the leaders and affects the way how students and teachers perceive their school and affects their values and attitudes toward school and work. The impact of school climate on students' wellbeing (2020) -journal of school psychology emphasizes that the role of supportive school climate promotes students' mental health peer relationship and students achievement 2019-journal of educational research finds out that positive peers relationship enhance students' academic performance. According to Oduwaye (2011), school climate refers to the context in which learning takes place. It is the surrounding circumstance which affects the teaching learning process in the environment in which learning occurs, it can be as wide as particular society and it may be viewed as an educationalist union. A school climate is the condition and influence which learner comes in contact with, resulting in a series of complex interactions and ensuring a permanent change in behaviour

Home background

According to Parveen (2007) Students' home environment significantly influences student's growth and development and their learning behaviours. Parveen (2007) along with Muola (2010) believe that home environment hinders or support children overall development. Parents' attitudes play adominant role and where it is supportive enhances children's performances and has positive impacts on child's development. Interactions of family members are contributive for students' as it enables them to improve their linguistic, social and intellectual skills. There is evidence that supportive home environment enhances child's confidence in his/herself, enable them to be sociable. This confidence helps students in developing their adjustment capabilities in different environments which positively influences students' educational performances. Students living in non-Relationship between Students' Home Environment supportive home environment struggle in every walk of life including educational life (Parveen, 2007; Bandhana & Sharma, 2012). Home interactions of family members at home are frequent. Head of the family communicates messages to family members to perform home related activities at home and outside of it. The tune, words and approach in communication reflects the attitude of the head of the family and the reply of family members to the head of the family has the same ingredients which also constitutes their attitude towards the head of the family and his/her communication. Besides, family decisions are major factor that involve in-depth interactions of the family members. It is the stage from where the importance of family member opinion can be judged. Families that involve children in their decision-making process enable their children to have self-confidence develop' their self-esteem and thus contribute towards social development of students, leading to better academic performance. The power of imitation enables the children to learn from their parents and elders. Parents watching TV, having lunch, dinner and breakfast and other activities at home provide numerous learning opportunities for children from parents and other family members. Study conducted by Clark, Goyder & Bissel (2007) also agreed that positive domestic environment is the prominent indicator of students' success in their academics. They further added that teaching learning process carried out at school is not incomplete without the support of home environment. In this regard the study of Shah, (2012) emphasized that the awareness of parents' role in the education of their children is fundamental. It makes the relationship between students' home environment and their academic achievement at secondary school. Parents who take responsibility for children learning result in increasing their kids interest in the studies. Therefore, this literature review was aimed to investigate the relationship of home environment and the educational performances of secondary school students. The influence of socio –economic status on students' achievement (2020) journal of educational research finds out that students from higher background perform better academically, the relationship between family and income and student's outcome 2019 statistics for national center of education reveals that students from low-income families face significant education disparities. The effects of parent's teachers' communication on student's outcome is importance for collaborative parents-teachers relationship. The importance of home resources on students learning reveals that access to educational resources at home improve student's outcome journal of educational psychology 2018. Maulana, (2013). On the other hand, if the foundation for a good relationship is lacking, it will negatively impact student behaviours. The importance of positive teacher-student relationships extends to both parties' teachers place value on the personal relationships they have with pupil in their classes Spilt, (2011). Therefore, familiarity with pupils is essential for building and maintaining positive relationships especially their family background.

Influence of technology

The integration of information technologies in teaching has given rise to the academic performance of students and sustainability (Liu et al., 2019). Addressing the challenges posed by this complex issue necessitates the implementation of comprehensive strategies by countries and educators (Liu et al., 2019). In the pursuit of more effective learning methodologies and the development of 21st-century skills, innovative approaches have emerged (Villalba et al., 2018). These skills encompass critical thinking, communication, collaboration, creativity, and information, media, and technology literacy (Villalba et al., 2018). Despite the demonstrated potential of tele collaboration in enhancing students' intercultural competence and other 21stcentury skills, its full integration into secondary school subjects remains a challenge (Ferreira-Lopes et al., 2018). European educational encounters with pioneering technologies in the 21st century amid global challenges have been documented (Kuzmenko et al., 2023). Furthermore, the advent of new educational technologies capable of generating Big Data has prompted stakeholders to adopt Big Data Analytics in the education sector (Shah & Choksi, 2019). (López et al., 2021). Investigations into the development of students' 21st-century skills at a STEM research university emphasize the essential role of these skills for career readiness (Lavi et al., 2021). The integration of technology in secondary education, particularly in teacher education, has become vital for preparing pre-service teachers for the 21stcentury classroom, fostering deep engagement with content and authentic learning (West & Malatji, 2021). Mobile technology is recognized as an effective means to enhance students' skills, such as positive thinking, collaboration, and communication, representing a significant innovation in e-learning research areas (El-Sofany & El-Haggar, 2020). Will enhance a positive change in students' learning behaviour in their learning environment.

RESEARCH METHODOLOGY

In this section we will discuss the instrument used in analyzing the data under investigation to see the level of validity. This plan, structure, and strategy are conceived to provide a dependable solution to the problem under investigation. A research design used for this study was survey with quantitative analysis with the use of questionnaires. The rationale for using this instrument was mainly motivated by our intention to economize time and resources. The population of the study constitutes teachers and students of both government and private secondary schools in Douala Cameroon. The accessible population was drawn from selected secondary schools in Douala VI. From the accessible population 15 students and 10 teachers were selected as a sample for the study. The sampling techniques employed were the proportionate and simple random sampling techniques. The instrument for data collection was the Likert scaled questionnaire. The reliability and validity of these instruments were established and the spearman correlation was used in data analysis.

RESULTS AND DISCUSSIONS

This section proposes a discussion of our findings related to each research hypothesis. An interpretation as well as a comparison will follow to see if our results are consistent with previous studies. Our discussion will focus on three main research hypotheses.

Environnemental determinants

Descriptive Statistics					
	N	Min	Max	Mean	Std. Deviation
You have much standing water which breeds mosquitoes in your school.	310	1.00	4.00	1.7742	1.00837
Standing water spread diseases that affect students' academic performances.	310	1.00	4.00	1.6290	.88559
Flooding at times prevent student from having easy access to the classrooms.	310	1.00	4.00	1.9839	.92593
Extreme hotness prevents you from studying appropriately.	310	1.00	4.00	1.1129	.31699
Your classrooms have air condition machines to normalize the temperature.	310	1.00	4.00	3.6290	.88559
Some schools are situated in industrial areas and along the road.	310	1.00	4.00	1.9032	.96391
Noise from industrial machines affects distracts you from learning.	310	1.00	4.00	2.1129	1.09581
Noise from cars in nearby road violets your attention and retention as a student.	310	1.00	4.00	1.5484	.77746
The lighting system in your home is adequate	310	1.00	4.00	2.0323	1.13730
Valid N (listwise)	310				

In the table above, respondents' statistics on environmental determinants to students' learning behaviours is presented. In the first variable, we observe that most of the respondents agreed that students have much standing water which breeds mosquitoes in n their area. This factor alone could influence learning behaviour in the sense that standing water breeds a lot of mosquitoes which cause malaria- a deadly disease which kills even more than HIV and AIDS. Malaria patients would normally not learn appropriately. In the third item, we observe that flood is recurrent during rainy periods and this prevents students from having real access to the school thereby impacting learning negatively. Item 4 and 5 focus on atmospheric conditions in learning environments. The high temperatures of Douala could not permit students to learn adequately. This condition is severe in poor and average homes because they lack access to air conditioning both at home and in the classroom. Hostile environmental conditions will significantly affect students' attention in the classroom. Douala in Cameroon is not only an economic capital but also the main industrial region in Cameroon. Schools located in heavily industrial face issues of noise which affects students' attention and retention in the teaching learning process. In a nut shell, environmental elements in Secondary schools do not favour students' learning.

Descriptive Statistics					
	N	Min	Max	Mean	Std. Deviation
You have enough study space and facilities at home.	310	1.00	4.00	3.8710	1.19984
Your parents consistently control your books to ensure that you have learned appropriately.	310	1.00	4.00	2.8230	1.04097
You family is Large and this influences your students negatively.	310	1.00	4.00	2.4677	.64154
Your parents are sometimes unable to meet up with your school fees.	310	1.00	4.00	2.3290	.71153

Your parents do provide all the text books you need.	310	1.00	4.00	2.7419	.80322
Valid N (listwise)	310				

Socio-economic background

The table above is on respondents' socio-economic background. Most of the respondents disagreed that they have enough study space and facilities at home. Also, we observed that parents do not consistently contribute to students learning as many parents cannot even read and write, some are not only unable to pay school fees but are not equally unable to provide salient learning tools like text books and other working materials. Which could go along way to influence students academic performance.

Social media influence

Descriptive Statistics					
	N	Min.	Max.	Mean	Std. Deviation
You own an android phone face book or WhatsApp account.	310	1.00	4.00	1.2129	1.03569
You are frequently communicating on social media on daily basis.	310	1.00	4.00	1.9129	1.02501
You use social media platforms for academic purposes.	310	1.00	4.00	1.5742	.72806
There are games on social media that distract you from studies.	310	1.00	4.00	1.4839	.93029
There is function computer lab in your school and all the students have equal access to it.	310	1.00	4.00	1.7742	.79275
You parents control the frequency at which you go on social media.	310	1.00	4.00	3.7742	1.23356
Valid N (listwise)	310				

The table above is on social media influence. Majority of the respondents in item one own android phones and most of them do use Facebook and WhatsApp and other social media platforms. Social media platforms are used by students for various purposes such as communication, games, distraction etc. most of the students denied having parental control on their social media platform usage. This is how many students' attention towards learning is affected. Social media platforms could be used on a positive and negative connotation as well.

Recomomendations.

We therefore recomend this article to all school administrators, stakeholders in education, curriculum designers and developers, the ministry of environment and sustainable development ,teachers ,parents and policy makers to look at the environmental impact in our learning environment for it affects students'academic performances and their learning behaviours in secondary schools . Those involved in school planning and design should see this as an opportunity to enhance academic outcomes by creating better learning environments. How can we expect students to perform well in school buildings that are sick. We all know that clean, quiet, safe, comfortable, and healthy environments is an important component of successful teaching and learning, which enhances good learning behaviour toward students performance.

Discussion and conclusion

The first objective of this study sets out to assess the relationship between environmental determinants and students learning behaviour in secondary schools in Douala Camerron. From the statistics collected from the field, we observed that most of the environmental determinants influenced students learning behaviours negatively. Hostile environments could have an influence on students' psychological adjustments which can intend have an adverse effect on students learning behaviours. This to a certain extent implies that environmental determinants to a certain extent contribute to school internal inefficiency in the Douala.

The second objective focuses on the effects of Socio-economic background of learners on students learning behaviours. The field statistics reveals that students' socio -economic backgrounds are weak and could not help the students adjust their learning behaviours adequately. Also Valdez (2002) explained that the total personality and behaviour of an individual is shaped by the social interaction of various situations. This means that the interactions should positively influence the learner; and it will be sufficient to note that Parents are the primary educators of their children. Children grow in the way their parents rear them. As the child grows, his personality, behaviour and intellect are being shaped. The environment at home facilitates the learning of an individual. His attitude responds to whatever he encounters in his environment either negative or positive. If the influence is positive, the said attitude develops into positive maturity. Parents play a vital role in the educational activities of their children, especially in molding and teach good values. Research indicates that children from households and low economic status communities develop academic skills more slowly compared with children from higher economic groups (Morgan, Farkas, Hillemeier, & Maczuga, 2009). Initial academic skills correlate with the family, where low literacy environments and chronic stress adversely affects a child's pre-academic skills. School systems in low economic status communities often underfunded, negatively affecting students' academic progress (Aikens and Barbarin, 2008).

The third objective dwells on the influence of students' utilization and students' behaviour towards learning. It was observed that many students are addicted to the use of android phones and social media platforms. This implies that parental control and school

authorities should be significantly involved in the teaching and learning transaction in schools. This would equally help in ensuring a well discipline environment whereby students can learn appropriately.

We can conclude that environmental determinants, social media usage and socio-economic background are among the factors that influence students learning behaviours in the secondary school in Bonaberi- Douala Cameroon

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