



CULTURAL AND PSYCHOLOGICAL SCHOOL ENVIRONMENT AS CORRELATE OF ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL ENGLISH LANGUAGE STUDENTS IN ENUGU STATE

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Abstract

The study examined the relationship between cultural and psychological school environment and academic achievement of secondary school English language students in Enugu state. Two research questions and two hypotheses guided the study. The study adopted a correlation design. The population of the study consists of 10,560 SSS 2 English language students of 2023/2024 academic session in all the 290 schools owned by the government in Enugu state. A sample of 385 SS2 students was used for the study. The sample was drawn using multistage approach. The instruments used for data collection are a questionnaire and an English language achievement test. The questionnaire is titled: "School environment Questionnaire (SEQ) while the achievement test is titled: English Language Achievement Test (ELAT). The instruments were validated by three specialists/experts. The reliabilities of the instruments were established using Cronbach alpha and Kuder Richardson (KR20) methods. Reliability indices of 0.83 and 0.88 were obtained for SEQ and ELAT respectively. Pearson Product Moment Correlation Coefficient was used to answer the research questions while Linear Regression analysis was used to test the null hypotheses at .05 level of significance. Result of the analysis revealed among others that; there is a high positive relationship between cultural school environment and academic achievement of secondary school English language students in Enugu state; there is a moderate positive relationship between Psychological school environment and academic achievement of secondary school English language students in Enugu state. Cultural environment and psychological environment are significant associated variables with academic achievement of secondary school English language students in Enugu State. Based on the findings, the researcher recommended that; teachers should understand the cultural and psychological school environment of their students and use appropriate instructional strategies that will correspond with the school environment for effective teaching and learning to take place in English Language classrooms.

Keywords: School Environment, Academic Achievement, Cultural School Environment, Psychological School Environment, English Language

Introduction

Education is a productive vehicle for overall economic, social-cultural and political development of nations and individuals. Education has a significant role in the development of any nation. Therefore, education is a medium through which the society transmits skills, attitudes, competencies and behaviours to its younger ones, in order to provide a better life for the society and its members. One of the national education goals is principally the acquisition of appropriate skills and the development



of mental, physical and social abilities and competencies as equipment for the individual to leave in, and contribute to the development of the society (FRN, 2013). In any educational system, environment influences the process of teaching and learning to a great extent. Thomas and Amaechi (2019) described environment as a system within which living organisms interact with the physical elements, while educational environment is a place where the learners learn to interact with learning facilities in order to be socialized and face the challenges in the society.

Similarly, Ikegbusi (2019) explained that school environment includes school climate, instructional facilities, physical structures, spaces for conveniences, planning, accessories for planning, the teachers as well as the students used essential for teaching and learning to properly take place. Ikegbusi further believed that a well-planned school would gear up expected outcomes of education that would facilitate good social, political and economic emancipation, effective teaching and learning process and academic performance of pupils. When students find their school environment supportive and caring, they are more likely to keep the norms, values and culture of the school and will not be involved in substance abuse, violence and other problematic behavior. In the same vein, Eric in Mudassir, Noruhaila and Ado (2015) indicated that supportive schools foster positive outcomes by promoting students sense of connectedness, belongingness. A positive school climate has been associated with fewer behavioral and emotional problems for students. Akujiobi and Onyiorah (2023) noted that the educational process of development in schools occur in physical, social, cultural and psychological environment. Ogbuanya, Attahiru, Tiough, and Obe (2017) noted that, school environments vary greatly where as some schools feel friendly, inviting, and supportive, others feel exclusionary, unwelcoming, and even unsafe. The feelings and attitudes that are elicited by a school's environment are the psychological school climate. Although it is difficult to provide a concise definition for school climate, most researchers agree that it is a multidimensional construct that includes physical, mental, social, psychological and academic dimensions.

School culture environment is composed of all the values, implementations and beliefs shared among people present at school. The school culture environment is the ways and manners that school conducts its affairs related to teaching and learning. It is the total ways of the school life. School culture environment includes the symbols, behavioural regularities, beliefs and values that are common to members of a community like language policy, attitude towards specific subjects, admission of students, examinations pass mark, teacher's guidance on careers, motivations, religion, sponsors, outings, available facilities, examination frequency, character building, methodology used in teaching and parents' involvement in running of the school (Ngumuta, 2022). School cultural environment influences student's academic achievement. High aspirations, trust and confidence, tangible support, reaching out for knowledge bases, gratitude and acknowledgement, care and celebration and humour, participation in decision making, promotion of what is relevant, values, truthfulness and open contact are among the healthy cultural norms defined by educators (Saphier & King in Ngumuta, 2022). These attributes have a major effect on a school's ability to develop and encourage learning.

Furthermore, Bayar and Karaduman (2021) explained that school culture environment can be interpreted by analyzing the symbols, events, rites, ceremonies, icons, heroes, myths, traditions, and legends peculiar to the schools. Cultural aspects that encompass a school's culture also entail school rituals. Rituals are a series of actions that are performed in the same way, especially as part of a practice. These may include and not limited to rites and ceremonies, assemblies, prize giving days, music festivals, Management Board meetings, and sponsorship of a variety of extracurricular activities, pep and spirit rallies and formal social events such as the prom and the culminating rite of passage, which is the formal graduation ceremony at the end of four years. These rituals seek to provide for commonality of experience, mark significant events in the life of the institutions and strengthen the bonds between members of the school community thereby increasing their points of engagements and sense of purpose. Additionally, tradition plays important roles in the formation of the parameters that serve to define an institution's culture. Established traditions in secondary schools differ from one school to another and are part of a unique cultural aspect of the school. They entail activities meant to



commemorate unique occasions and events that strengthen institutional rites and values (Ngumuta, 2022).

According to Aydın (2018), while identifying the culture of the school, questions such as: which traditions have been and is still being followed by the school? Are there teachers or students whose characteristics and what they did have still been remembered? These can help to obtain information about the history of the school. Concerning the beliefs of school, though not being stated directly, questions like what assumptions are shared by teachers and other people present at school and how their ways of thinking may be asked. Regarding the values, questions like what the school awards and what things are looked up by the school can be asked. On the matters of norms and standards, behaviors that are awarded and punished may be examined while determining the norms and standards shaping the behaviors at school. Concerning the behavioral patterns, a question like the behavioral patterns, traditions and ceremonies that are approved and repeated by everyone can be asked.

The school leader is responsible for forming a strong and positive school culture at school in the first place. School leaders have an important place in forming positive school culture at school by creating a common vision, placing importance on cooperation and a common participation in administration, and having effective communication with the people working at school (Bayer & Karaduman, 2021). There are common goals in the schools that have a strong and positive school culture and they are shared among people working there; those who work there are motivated to teach. To appreciate the achievements of students and teachers, some ceremonies are being held. They have become traditional; heroic stories have been doing the rounds unofficially; predetermined criteria are determined by the good works and developments of students (Deal & Peterson, in Ngumuta, 2022). Students are much more eager to learn at the schools having a strong school culture. It can be said that strong and positive school culture is formed by the school principal, teachers, and students. It can be expressed that the above-mentioned people have close relations with each other on the matter of realizing the common goals of the school.

Some communities have a history/tradition of formal education and modern education influences while some are not so well equipped. The gadgets, resources, facilities in both types of community will influence the learning processes of the child. Students' cannot single handedly achieve all their goals, they must be equipped with adequate technological facilities such as textbooks, clients, computer, visual and audio-visual aids, photographs and posters.. Gruenert in Ngumuta (2022) examined the interconnection between institutions of learning, general behaviour and learner progress in which he noticed important connection between different factors of a school's system of beliefs and customs, school environment, administration and learner academic performance. The culture controls operation of events and behaviour of the people which invariably impacts on students' academic performance.

Secondary schools are essentially cultural facilities/creations full of exciting multitude of artefacts, practices, rituals of all that affect head-on on the manner in which their occupants circumvent the terms of their living inside the organizations (Jelagat, 2014). Schools being inherent cultural entities display their artefacts, rituals and rites through various discourses such as a school's academic achievement orientation, its cultural aspects and/or layers, shared ideology, collaborations, general school environment and leadership.

Similarly, Kytte and Bogotch in Ngumuta (2022) came up with six cultural basics of school culture, encompassing expertise values; an insistence on education which bring forth a scholarly society in which there emerges enthusiasm to expertise growth and higher results for learners, university education which enables teachers to make expertise decisions via the creation of supportive interpersonal connections, cooperation which involves intermingling between teachers in which knowledge is utilized by all on school learning issues and also involving teaching programs, collective planning which encompasses a shared process thus ensuring a foresight of institution is realized by logic planning and reformation by school principals who delegates authority and enacts a school reformation system that makes use of personal ability and involvement of instructors. However, school



principals are responsible for establishing a pervasive culture of teaching and learning in each school to improve academic performance. The role of a school principals with adequate managerial skills to foster a positive teaching and learning school culture environment cannot be over-emphasized.

Psychological school environment is a concept in the area of teaching and learning that describes how learners' progress in school is recognized and evaluated by teachers, and how the students interpret the same. School psychological environment refers to the students' interpretation of the dominant learning goal orientations communicated to them by the school through its teaching practices, traditions and policies (Høigaard, Kovač, Øverby & Haugen, 2014). There are two types of school psychological environment, 'mastery-focused' and 'performance-focused'. Mastery-focused school psychological environment refers to a learning situation interpreted by the students as emphasizing the importance of learning and understanding about oneself. On the other hand, performance-focused school psychological environment refers to a learning situation interpreted by the students as emphasizing the importance of academic work to show competence relative to others (Skaalvik & Skaalvik, 2013).

Psychological school environment is an experientially based description of what people see and feel is happening to them in school situation: practices, policies, procedures, routines, norms, interactions, and consequences. School psychological environment refers to the students' interpretation of the dominant learning goal orientations communicated to the students by the school through its teaching practices, traditions and policies (Kovac & Haugen, 2014). Some students may experience and interpret the school psychological environment as performance-focused, threatening, competitive and emphasizing passing of examination. Others are likely to experience the same environment as friendly and emphasizing on personal improvement, mastery, and intellectual development. There are two dimensions of the school psychological environment namely, the goal and the relationship dimension. The goal dimension emphasized aspects of the learning environment which are related to the achievement goals that learners pursue in school as they strive to achieve competency. The relationship dimension emphasized social aspects of the learning environment in terms of relationships among students and teachers, shared norms and values and academic emphasis (Thapa, Cohen, Guffey, & Higgins-D'Alessandro, 2013).

Similarly, Beharu (2018) noted that psychological factors such as stress, test anxiety, depression, lack of motivation, loneness, helplessness, poor performance, low self-confidence, unrealistic worry and fear or uneasiness that interfere with their ability to function normally and these can lead students to failure in their academic achievements. These psychological issues have been neglected and accorded minimal considerations which later impose great danger to the lives of people specifically young generations who still want to explore.

Furthermore, Tamikain (2013) described psychological school climate as based in large part on the Cultural-Ecological Model, but with the view of multiple school and community settings from around the world which influences students' academic and social development. The quality of teacher-student relationships and student-student relationships, academic achievement and support for learning, how connected students feel to the school, the safety and security students experience in school, and the physical surroundings of the school building and campus are dimensions of psychological school climate. Way and Hughes, (2014) stated that if teachers and students do not feel safe at school, do not feel welcomed at school, do not receive respect and are not given opportunities to learn, cannot connect with others or engage in conversations and seldom feel safe and secure, they will not meet their social and academic potential, and they will not develop emotionally, mentally, physically or learn positive social lessons that are essential to their overall well-being and full intellectual and social development.

Niwa (2014) opined that perceptions of psychological school climate is important because they may have a positive or negative impact on the implementation of change in schools, and on educators' job satisfaction, motivation, productivity and well-being in general, as well on learners' motivation and ability to achieve. Russell, et al (2010) concluded that if students feel isolated in school environment, where the psychological school climate does not encourage positive teacher and student interaction



where bullying and intimidation. The student may frequently complain of headaches or other psychosomatic complaints, and may ask his parents if he transfer to another school. This component of motivation–persistence is often related to a negative psychological school climate and the strong motivation to persistently seek another option, another school with a different school climate, for example.

Students with high levels of school connectedness demonstrate lower levels of violence and report more actors that protect them from engaging in risky sexual and substance abuse behaviors. Teachers report that students with a commitment to school have high self-esteem. A strong relationship exists between school climate and student self-concept, student absenteeism, and suspension rates. Students, who feel safe, cared for, appropriately supported and sensitively encouraged to learn in challenging and meaningful ways experience increased academic performance.

Academic performance is the measurement of student achievement across various academic subjects. Adeyemi in Akomolafe and Adesua (2016), opined that performance is a measure of educational output. Academic performance can be viewed as the extent to which an individual learner acts or does a piece of work, how well or poor he/she does the job or the activities within a learning process. Similarly, Narad and Abdullah (2016) indicated that, academic performance has to do with the extent to which one has gained knowledge or otherwise through assessment of performance by evaluator with certain level of grades. Whereas, in Ghecham and Hamada (2018) academic performance is educational objective set by students and teachers to be achieved over a time-frame, during which the students are expected to have worked assiduously towards achieving the set objectives. These descriptions connote that knowledge, skills and capabilities are imparted through teaching aimed at inculcating in the recipient (students) issues of group, personal or organizational interest; which could lead to overall growth, progress and general well-being of the individual student, community and nation as a whole when studied in a conducive environment (Chukwudi, 2013).

The word academic performance is defined as a measurable behaviour in a standardized series of test (Simpson in Chinwendu, 2021). Bell (2014) defined academic performance as the outcome of education which is commonly measured in relation to what is attained at the end of a section through test or continuous assessment. Jones in Chinwendu (2021) defined academic performance as the accomplishment of long-term objectives in education. This implies that academic performance is not one-point observation of measurable behaviour of a person, rather it is cumulative and progressive. Academic performance as a domain of learning refers to educational factors such as the decision to attend college, student's reasons for persistence, and study skills. Academic performance is defined as the performance level of students in a test or examination administered in a school setting or in a given subject (Amadi, 2017). Academic drive measures items such as work habits and scholastic expectations. Academics provide insights into why we learn or act the way we should. It is an internal process that reflects on why we achieve certain goals. Academic performance is the sub-type of the general construct of effective motivation, which is defined as the need to be successful in dealing with one's environment. According to Onyeji in Chikwendu (2021), academic performance could be seen as the successful attainment of some goals, requiring a certain effort in some disciplines. It means success in one's pursuit of a given task, and an expression of a learner's worth. In view of that, Iwundu (2015) defines academic performance as the degree or level of success attained at the end of an academic endeavour. Iwundu believed that the yardstick for measuring academic performance is through test and systematic observation. Academic performance can be seen as the attainment of some goals; requiring a certain effect in a disciple, subject or the degree of subject attained in an academic pursuit. Iwundu went further to classify academic performance into three dimensions which are; high, average and low. However, students should be encouraged and motivated to exercise hardwork especially when they know that their learning will be evaluated and realize that their efforts and achievement are being recognized.

Federal Republic of Nigeria (2013) defined secondary education as the education children receive after primary education and before the tertiary stage. Secondary school is a special social space where



education, training and personality development of children who are a community's future assets are founded and run by proper training methods, appropriate physical space and favorable psychological environment (Raccoon-Gang, 2018). The broad aims of secondary education are; preparation for useful living within the society and preparation for higher education. Secondary school is the bridge between the primary and tertiary levels. It is the spring board from where all the students of higher education take off and all primary school leavers must pass through it to become useful to themselves and society. English language is a core and compulsory subject taught in both junior and senior secondary schools.

English language is the lingua franca for Nigeria and most countries of the world. English language in Nigerian educational system is very vital. It is the language of instruction in both secondary and tertiary institutions. It has also remained an essential, deciding factor in the education of the Nigerian learners. A pass in English for instance, is a prerequisite to obtaining a certificate in all examinations. This explains why the mastery of the language is a necessity and not optioned to the Nigerian learners. According to Ajibowo (2018), English language in Nigerian education system is the: lamp which the learners (youths) need in order to travel the tunnel but because the lamp often proves to be beyond the reach of many Nigerian secondary school students, they are unable to travel far in their education. Considering the numerous and vital roles English plays and the secured anchor given it wherever it is spoken and its dominance in all areas which have made its use seemingly a sine qua non to the survival of individuals in Nigeria.

English, an erstwhile foreign language in Nigeria, is now a second language and it is fast becoming the first language of some people in the country (Ibrahim & Abdullahi, 2019). It is formally learnt in the classroom environment and informally in social environments and homes. English is needed for success in the educational process and in other areas of life. It is the language of upward mobility in Nigeria. Based on these roles of English, the Nigerian government has most often focused much attention on its learning. Also, many resources continued to be devoted to its teaching in Nigerian schools.

As their own complementary contribution and sensitivity to the importance of success in English, parents (literate and illiterate) take pride in sending their children to school to learn the English language not only as a means to an end but an end in itself (Osula, 2021). Whereas some adult learners who dropped out of school, pay huge amount of money to be taught English language. For instance, proficiency in the use of English guarantees a breakthrough into global communication link and economy in Nigeria. Political, social and economic development can only be measured by the extent of the development of the language itself in Nigeria (Babatunde, 2018).

Success in the English language as a subject in secondary schools in Nigeria has also become a deciding factor in the pursuit of further education. Yet students/ learners' performance in it keeps dwindling as more failure than success is recorded in school certificate examinations yearly. Even the failure in other courses according to Olajire (2020) is closely related to failure in the English language; that is, such failures are occasioned by poor mastery and performance in English. According to him, 'until a learner has mastered the language of instruction, he will learn very little'. This situation he says 'reveals the close connection between communicative competence and educational performance generally' because language is the most powerful tool of learning which may be influence by the school environment.

However, despite the importance of English Language in Nigerian educational system, reports abound on students poor performance in both internal and external examinations. The performance of learners in English Language in the senior secondary school certificate Examinations (WASSCE, NECO & GCE) have not been encouraging, probably due to school environment. This necessitated the study on cultural and psychological school environment as a correlate of academic achievement of secondary school English language students in Enugu state.



Statement Of The Problem

English language in Nigerian educational system is very vital. It is the language of instruction in both secondary and tertiary institutions. It has also remained an essential, deciding factor in the education of the Nigerian learners. A healthy positive cultural school environment promotes effort and productivity, bettering collaborative activities that in the long-run enhance smooth communication and problem solving, aiding successful, motivation, advancement efforts, devotion to duty and enabling teachers and learners to identify with the school, as well as paying attention to routine behaviour on what is important and cherished. Psychological school environment relates to the social and mental cognitive construct of an individual that enables one to go through a life process and aids in the accomplishments of tasks in an adjustable manner.

The moral values, norms, cultural values in our secondary schools are vast disappearing, relationship between the schools, teachers and community are no longer cordial, hence no supportive roles from the communities. The psychological state of students are not tuned to their success, the learning environment created is not helping teachers to accomplish their goals.

The emerging concern for the poor achievement of learners in English Language and its resultant consequence on the production and development of learners had led to the search for cultural and psychological school environment and its relationship in academic achievement in English language in Enugu state. The teachers and students are not motivated in our secondary schools to perform their duties excellently. Therefore, this study is set to examine the extent cultural and psychological school environment correlates students academic performance in English Language in Enugu state.

Purpose Of The Study

The purpose of this study is to determine how cultural and psychological school environment correlate to academic performance of secondary school English language students in Enugu state. Specifically, the study sought to:

1. Find out the extent to which cultural school environment relate with academic achievement of secondary school English language students in Enugu state.
2. Assess the extent to which psychological school environment relate with academic achievement of secondary school English language students in Enugu state.

Research Questions

The following research questions guided the study:

1. To what extent does cultural school environment relate with academic achievement of secondary school English language students in Enugu state?
2. To what extent does psychological school environment relate with academic achievement of secondary school English language students in Enugu state?

Hypotheses

The following null hypotheses were stated and tested at 0.05 level of significance.

H₀₁: There is no significant relationship between cultural school environment and academic achievement of secondary school English language students in Enugu state.

H₀₂: There is no significant relationship between psychological school environment and academic achievement of secondary school English language students in Enugu state.



METHODOLOGY

The design for this study is correlational research design. The correlational design is a research design that is aimed at determining the relationship between two or more variables, without controlling for extraneous factors that might influence the result (Nworgu, 2015). The study was carried out in public secondary schools in Enugu state. The population of this study was 11,560 SSS 2 English language students of 2023/2024 academic session in all the 290 schools owned by the government in Enugu state. A sample of 385 SS2 students was used for the study. This study used a multi-stage sampling approach. Two instruments titled; "School environment Questionnaire (SEQ)" and English Language Achievement Test (ELAT). was used for data collection. The instruments were subjected to face and content validation by three experts. One expert was from Measurement and Evaluation, Enugu State University of Science and Technology (ESUT), one expert from English language teacher from Federal Government College, Enugu and one expert from Educational Management, Godfrey Okoye University, Enugu. To assess reliability, the instrument was ascertained using Cronbach Alpha reliability method that yielded Cronbach Alpha reliability coefficients of 0.83 and 0.88 for the two sections of the instrument respectively. The data were collected by the researcher with the help of three research assistants. All the 385 copies administered were duly filled and returned indicating 100% return rate. Data were analysed using Pearson Product Moment Correlation was used to answer the three research questions while Linear Regression analysis was used to test the three null hypotheses that guided the study at 0.05 level of significant. The strength of the relationship was established using Creswell (2014) correlation coefficient scale thus

+0.70 to 1.00 Strong/High Extent relationship

+0.40 to 0.69 as Moderate/Medium Extent relationship and

+0.00 to 0.39 no correlation/Weak/Low Extent relationship

Creswell (2014) opined that correlation coefficients can range from -1.00 to +1.00 with positive number used to identify a positive relationship and negative numbers being used to identify a negative relationship while linear association is indicated with a correlation coefficient of 0.00.

Null hypotheses were accepted as the alternate were rejected if the F-ratio is less than the F-critical.

RESULTS

The results were presented according to the research questions and the corresponding hypotheses as follows

Research question 1: To what extent does cultural school environment relate with academic achievement of secondary school English language students in Enugu state?

Table 1: Correlation Matrix of extent of relationship between cultural school environment and academic achievement of secondary school English language students in Enugu state

	Cultural school environment	Achievement in English language	
Cultural school environment	Pearson Correlation	1	.780**
	Sig.(2.tailed)		.000
	N	385	385
Achievement in English language	Pearson Correlation	.780**	1
	Sig.(2.tailed)	.000	
	R ² .708		
N	385	385	



****Correlation is significant at the 0.05 level (2.tailed)**

Data in Table 1 indicated a correlation coefficient (r) of .780 which is a positive correlation and is within the coefficient limit of +/-0.70 -1.00 as Strong/High extent relationship. This indicates that cultural school environment relate to academic achievement of secondary school English language students in Enugu state. The percentage coefficient of determination (R^2) .708 shows that 70.8% of the variations in students’ achievement in English language could be attributed to cultural school environment. The result here is that there is a high positive relationship between cultural school environment and academic achievement of secondary school English language students in Enugu state

Hypothesis 1: There is no significant relationship between cultural school environment and academic achievement of secondary school English language students in Enugu state.

Table 2: Regression analysis of relationship between cultural school environment and academic achievement of secondary school English language students in Enugu state

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	9127.614	1	9127.614	594.024	.000 ^a
Residual	5885.077	383	15.366		
Total	15012.691	384			

- a. Dependent variable: Achievement in English language
 - b. Predictors:(Constant), cultural school environment
- Df= degree of freedom, F= f-calculated, correlation is significant at 0.05 level (2 tailed)

Table 2 revealed that F-calculated value of 594.024 at 0.05 level of significance. The table also shows that the P-value of .000^a which is less than the alpha value at 0.05; thus null hypothesis which states that there is no significant relationship between cultural school environment and academic achievement of secondary school English language students in Enugu state is rejected and accepted that there was a significant relationship between cultural school environment and academic achievement of secondary school English language students in Enugu state. This implies that cultural school environment to a high extent relates to students achievement in English language in Enugu State.

Research question 2: To what extent does psychological school environment relate with academic achievement of secondary school English language students in Enugu state?

Table 3: Correlation Matrix of extent of relationship between psychological school environment and academic achievement of secondary school English language students in Enugu state

	Psychological school environment	Achievement in English language
Social school environment	Pearson Correlation Sig.(2.tailed) N	1 .636** 385
Achievement in English language	Pearson Correlation Sig.(2.tailed) R ² .513	.636** 1 385
N	385	385

****Correlation is significant at the 0.05 level (2.tailed)**

Data in Table 3 indicated a correlation coefficient (r) of .636 which is a positive correlation and is within the coefficient limit of +/- 0.40-0.69 as Moderate/Medium extent relationship. This indicates



that psychological school environment relate to academic achievement of secondary school English language students in Enugu state. The percentage coefficient of determination (R^2) .513 shows that 51.3% of the variations in students' achievement in English language could be attributed to psychological school environment. The result here is that there is a moderate positive relationship between Psychological school environment and academic achievement of secondary school English language students in Enugu state.

Hypothesis 2: A significant relationship does not exist between psychological school environment and academic achievement of secondary school English language students in Enugu state.

Table 4: Regression analysis of relationship between psychological school environment and academic achievement of secondary school English language students in Enugu state

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1695.151	1	1695.151	48.751	.000 ^a
Residual	13317.540	383	34.772		
Total	15012.691	384			

- a. Dependent variable: Achievement in English language
- b. Predictors:(Constant), psychological school environment

Df= degree of freedom, F= f-calculated, correlation is significant at 0.05 level (2 tailed)

Table 4 revealed that F-calculated value of 48.751 at 0.05 level of significance. The table also shows that the P-value of .000^a which is less than the alpha value at 0.05; thus null hypothesis which states that a significant relationship does not exist between psychological school environment and academic achievement of secondary school English language students in Enugu State is rejected and upheld that a significant relationship exist between psychological school environment and academic achievement of secondary school English language students in Enugu state. This implies that psychological school environment to moderate/medium extent relates to students achievement in English language in Enugu State.

DISCUSSION OF FINDINGS

The discussion of findings of this study was organized under the following headings:

Relationship between cultural school environment and academic achievement of secondary school English language students in Enugu state

The finding also revealed that there is a very high positive and significant relationship between cultural school environment and academic achievement of secondary school English language students in Enugu state. The result showed a very high extent relation between cultural school environment and academic achievement of secondary school English language students. This indicated that there is a very high tendency for cultural school environment to improve students' academic achievement in English language. This is in agreement with the finding of Bayar and Karaduman (2021) that made a detailed examination of the school culture and its effects on the academic achievement of students and reported that there is significant moderate relationship between school culture and academic achievement of senior secondary school students. They also reported that school culture has effects on the achievement of students in terms of motivation (will to study), sense of competition and their development in all respects academic activities. In line with the finding, Ngumuta (2022) examined specific school cultural aspects and their relationship to students' academic performance as evidenced by Kenya Certificate of Secondary Education (KCSE) results in selected Public Secondary Schools in Machakos County, Kenya and postulated that positive school cultural aspects had significant influence on students' academic performance.



Relationship between Psychological school environment and academic achievement of secondary school English language students in Enugu state

The finding further revealed that there is a moderate positive and significant relationship between Psychological school environment and academic achievement of secondary school English language students in Enugu state. The result showed a moderate extent relation between Psychological school environment and academic achievement of secondary school English language students. This implied that there is a tendency for Psychological school environment to improve students' academic achievement in English language. This is in agreement with the finding of Obura (2019) examined school psychological environment, achievement goals as predictors of academic achievement of form three students in public secondary schools in Nairobi County, Kenya and reported that school psychological environment as mastery-focused was positively correlated to academic achievement. In the same vein, Chinwendu (2021) examined influence of psychological factors on students' academic performance in public senior secondary schools in Rivers State and revealed that psychological factors like test anxiety, self-concept and attitude have influence on students' academic performance in public senior secondary school in Rivers State.

CONCLUSION

The study examined cultural and psychological school environment and academic achievement of secondary school English language students in Enugu State. Based on the findings accruing from this study, it was concluded that cultural environment and psychological environment are significant associated variables with academic achievement of secondary school English language students in Enugu State.

Recommendations

The following recommendations are made based on the findings and discussions of the study;

1. English language teachers should understand the cultural and psychological school environment of their students and use appropriate instructional strategies for effective teaching and learning to take place in English Language classrooms.
2. Government should invest more on the current status of cultural and psychological school environment in order to enhance students' academic achievement in English language.
3. School heads should periodically engage their staff on awareness programmes through workshop or seminar and also provide all the needs to maintain good relationship with co-teachers and students as this would help to maintain order in the school and smooth relationship between teachers and students.

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