

The Effect of Environmental Factors on English Language Amongst Students of Five (5) Selected Tertiary Institutions in Yobe State

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Abstract *This research explored how environmental factors affect students' learning English Language. The main objective of the study is to analyze how school facilities, teachers and school environment affect students' Learning English Language in selected tertiary institutions (Mai Idris Aloomo Polytechnic, Yobe State University, Umar Suleiman College of education, college of education and legal studies Nguru and college of administration and Technology Potiskum) in Yobe state. The study adopted a descriptive survey design and conducted the study among students from the selected institutions owned by the State. Five hundred students were used for data collection and 250 questionnaires were also used, one Hundred students were chosen randomly from 5 selected institutions within the State. A Narrative and descriptive essay test was administered to the students and questionnaire was used for data collection of study. Three research objectives were raised and accomplished at the end of the study. Findings showed that, lack of good infrastructure of schools under favorable environment performed better than those from schools with inadequate educational facilities. The study recommends that government agencies in charge of educational foundation and administrators should pay close attention to the provision of modern educational facilities for the schools to promote academic performance in Nigeria.*

Key words: *Environment, Learning, effect, Language and tertiary*

1. INTRODUCTION

The school is a community-based centre where important cultural activities related to the education of young people are carried out. Schooling can be carried out in permanent or temporary buildings, in tents and sometimes under the trees but when students come together to learn, they share learning experience, develop potentials and ultimately enrich their lives. Through schooling, learners are exposed to the surrounding world and they can be equipped with the tools they would need for future success in their carrier. Studies conducted by Adegoke and Nweneka (2016) and Olabisi (2019) have shown that schooling is not always a smooth sailing experience for learners. Consequently, there are constraints, hindrances, inhibitions or threats that could influence a student's chances of enrolling in school and performing brilliantly in his or her studies. These threats can be associated with the school, the home or community or simply by nature. Invariably, the most potent factor that could also influence a student's enrolment and performance in school can be considered environmental.

According to Fajar, Hussain, Sarwar, Afzal and Gilani (2019) who opined factors that determine the academic performance of students in learning English cannot be understood without identifying environmental antecedents such as learning facilities, teachers' competence, conducive classroom, etc. They also discover that teacher, school, home and student-related factors also affect students' academic performance. In the same vein, Igbinoba and Aigbedion (2015) related students' academic performance in selected junior secondary schools with school environment in Abuja Municipal Area Council. In fact, learning environment meant the real physical elements within the students' reach including school facilities and learning facilitators. Meanwhile, academic achievement is the learner's capacity or potentials to perform academic tasks of reading and recalling or memorize specific information that are orally or in writing even under

examination conditions. In the school system, academic achievement of students are measured by their scores in test and examinations on the subjects they have been taught. Among these, as stated in the Nigerian Education policy as reviewed in 2014, English language is a core subject in secondary schools which students must offer. It is also a prerequisite to the study of science, arts and commercial in colleges, polytechnics and universities. This imperative language is the bedrock and basis of all subjects such as physical science, social science and technology.

In Nigeria, students had to endure difficult conditions like extreme cold or unbearably hot temperatures in the classrooms. In some cases, lack of competent teachers, relevant texts and curricular are major issues students confront in schools. Students are sometimes made to contend with violence from fellow students and even their teachers. These conditions are not conducive to learning and the resultant effect is high rate of dropouts in our schools. However, Nigeria is known for having a hike in the rate of school dropouts compared with other countries globally (Okoye, et al, 2019). Declining academic performance among students has remained a recurring irritant in Nigeria's educational system in spite of all efforts of government and major stakeholders to change the narrative in the education sector. Since all teaching and learning activities take place within an environment, it is expected that the outcome of the education process correlates significantly with the teaching-learning environment (Umar & Samuel, 2019).

1.2 Statement of Research Problem

English as foreign language and how it is correlated with the students and as well as with the learning environment, being a language that is not a mother tongue to the people learning the language as well as the environment could lead to many obstacles that affect the assimilation and facilitation of learning the language. These factors might be internal which lies within or could be

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external which can be seen physically that makes the environment conducive for the learning to carry out successfully. Within the field of learning environment, efforts have been made to investigate into the relationship between various dimensions of the learning environment and learning the language (English). In particular, many researchers attempted to inquire into the relationships between learning environments and attitudes towards a specific subject area. This work is an investigation into the effect of English language learning on environment by students of tertiary institutions in Yobe state

1.3 Objective of the Study

1. To Find out the causes of environmental effect on the learning English language among students of tertiary institutions in Yobe state.
2. To examine the effect of environment on learning English language on academic performance to the students of Tertiary institutions in Yobe State.
3. To proffer ways that will help in mitigating the effect of environment on learning English language among tertiary institution students in Yobe State.

1.4 Research Questions

This research seeks to find answers to the following questions

1. What are the causes of environmental effect on the learning English language among students of tertiary institutions in Yobe State?
2. How does environment affect learning English language and academic performance of Tertiary institutions' students in Yobe State?
3. What are the ways that will help in mitigating the effect of environment on learning English language among tertiary institutions' students in Yobe State?

1.5 Scope of the Study

The main concern of education is knowledge to be passed across learners through better medium or channels that will make learner comprehend and interpret by demonstrating high level of understanding. However, Conducive environment increase a speedy facilitation by any learner which produce an excellent end result. This reach, is limited to an adult who are learning English in selected five (5) tertiary institutions within Yobe state. These selected schools include; Mai Idris Aloomo Polytechnic, Yobe state University, Umar Suleiman Collage of education, Gashua, Collage of education and legal Studies, Nguru and Collage of administration and business studies, Potiskum respectively. Owing to insufficient time and resources, the research should cover up the whole nation in order to have general knowledge of environmental effect in tertiary institutions in the country.

2.0 LITERATRE REVIEW

2.1 Introduction

This section of the research aimed at providing a conceptual overview on the effect of environmental influence amongst students of five selected tertiary institutions in Yobe State and empirical evidences on performance evaluation of research domain.

2.2 Owoeye (2011), in his research on geological areas of schools, showed that there is a huge influence on the academic achievement of students in provincial optional school as portrayed by the end of second semester results of tertiary institutions.

He likewise brought up argument that the lopsided disseminations of assets, poor school planning, resources, capability of teachers and some instructor's refusal to move to segregated towns, are a portion of the components adding to the wide gap among urban and rural school performances among students in a differential analysis. In the case of higher institution, students

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enjoy the benefit of positive learning climate that subsequently upgrade their academic achievement.

According to Teachernet (2008), the environment in which student study can have a profound influence on their academic performance and learning. School buildings, structures and facilities play an important role in creating a comfortable learning environment and promoting effective teaching and learning. Adewuyi (2002) argues that a suitable learning environment can have an impact on all activities and student performance. Asiabaka (2008) and Nwagwua (2006) emphasize that the quality of education received by students directly relates to the availability of resources and the general atmosphere in the learning environment. At the early days of education, the primary goal was to educate the child, no matter the environment (Wagner, 2017). This goal derives from the philosophy that something was better than nothing which implies that any learning environment was better than no learning environment. As learning cannot take place in vacuum, any available environment was acceptable.

However, with the growth in literacy rates across the globe over the years, there has been a paradigm shift by educational administrators to improvement in the quality of education, with great attention attached to the environment of education. The environment is critical to the development of individuals in the society. In the school system, for instance, environment determines whether a student will be happy and ready to learn or become a deviant. The physical, social and psychological or emotional environments must be such that every aspect of human behaviour is warmly accommodated. Education is an important industry for social, political and economic development and it is affected by the environment within which it is conducted (Adediran, Ojomo & Adeyanju, 2015). The physical environment can determine the comfort of students and thereby their learning ability (Falsario, Muyong and Neuvaespana, 2014). When students are uncomfortable, they are

easily distracted and are not likely to learn faster than their peers whose environments are quite comfortable.

Wagner (2017) posits that students' behavior towards academic performance can be influenced through provision of an environment that balances and controls stimulants to the five human sensory organs: sight (what learners see), hearing (do they hear their teacher or noise from outside?), touch (is the temperature too hot or too cold?), smell (does the scent from deodorant or cleaning liquid support or disrupt learning?), and taste (there should be provision for food and drinks because hunger can disrupt learning).

3.0 METHODOLOGY

This is where the research design, population sample size of the population and data collection instruments.

3.1 Research design

This research adopted the use of survey design as the population as it spreads across the different geographical location of the tertiary institution within the state.

3.2 Population of the study

A population of Five hundred (500) students will be research on, the total number of students enrolled in different programs in the five selected tertiary institution within the state. The selection of the institution is deeming fit and appropriate because they are the state own institution and are uprooted from same tree but different stem. This can give a research easily getting thing done equally as they are from same tier of government in contrast federal institutions where the system of operations differs.

3.3 sample size of the population

The random sampling of 500 hundred students would be used for study. The selection process was done by chosen 100 hundred students each from the five selected tertiary institutions (Mai Idris Aloomo Polytechnic, Yobe state University, Umar Suleiman college of education Gashu'a,

Collage of Legal and Islamic studies , Nguru and Collage of administration and technology potiskum) respectively. This is done through random selection process where each member has an equal representation.

3.4 Data collection Instrument

The use of questionnaire for data collection would be used as well as hundred (100) questionnaires distributed among staff of five institutions (Mai Idris Aloomaa Polytechnic, Yobe State University, Umar Suleiman Collage of Education Collage of

Table 1: Infrastructure

| Institutions | Excellent | Very Good | Good | Average | Poor | Total |
|--|-----------|-----------|------|---------|------|-------|
| Mai Idris Aloomaa Polytechnic | 10% | 15% | 24% | 25% | 26% | 100% |
| Collage of Education and Legal Studies | 8% | 12% | 20% | 27% | 33% | 100% |
| Umar Suleiman Collage of Education | 10% | 18% | 22% | 25% | 25% | 100% |
| Yobe State University | 12% | 18% | 25% | 25% | 20% | 100% |
| Collage of Administration and Technology | 6% | 13% | 22% | 25% | 34% | 100% |

The above table showed the level of infrastructure with Yobe state university that has 12% excellent infrastructure, followed by Mai Idris Aloomaa and Umar Suleiman collage of education with equal number of percentage 10% Collage of education

Table 2: Insecurity as a factor that affect the learning of English language

| Institutions | Excellent | Very Good | Good | Average | Poor | Total |
|--|-----------|-----------|------|---------|------|-------|
| Mai Idris Aloomaa Polytechnic | 2% | 4%% | 10% | 23% | 61% | 100% |
| Umar Suleiman Collage of Education | 5% | 10% | 18% | 20% | 47% | 100% |
| Yobe State University | 8% | 12% | 15% | 27% | 38% | 100% |
| College of Education and Legal Studies | 12% | 14% | 16% | 23% | 35% | 100% |
| College of Administration and Technology | 10% | 14% | 17% | 24% | 35%% | 100% |

education and legal studies, Nguru and Collage of administration and Technology, potiskum) in Yobe State. Data were elicited from the respondents for purpose of analysis.

4.0 RESULT AND DISCUSSION

4.1 Introduction

This section of research that presents the result obtained after for discussion and analysis.

4.2 Infrastructure

and legal studies showed that, it has an average of 27% of the infrastructure. Collage of administration and Technology is the least in terms of infrastructure with the 34% as the data received demonstrated that.

4.3 Insecurity

Table 2 demonstrated that insecurity as a factor that affect the learning of English language by all students. Mai Idris Aloom polytechnic indicated that, 61% are living with insecurity challenges, followed by Umar Suleiman collage of education also affected by insecurity by 47%. This factor mat show low performance in learning English language in the aforementioned institutions. Collage of education and legal studies together

with Collage of administration and Technology obtained same number of 35% of the students living under a less security challenge compare to those mentioned earlier. On one hand, Yobe state university has average insecurity challenge with 27% living under average security condition. This may make a better outcome of the students learning English language.

4.4 Poverty

Table 3: Poverty rate by institutions

| Institutions | Excellent | Very Good | Good | Average | Poor | Total |
|--|-----------|-----------|------|---------|------|-------|
| Mai Idris Aloom Polytechnic | 2% | 5% | 12% | 23% | 58% | 100% |
| Umar Suleiman Collage of Education | 4% | 6% | 7% | 30% | 56% | 100% |
| Yobe State University | 15% | 22% | 19% | 29% | 15% | 100% |
| Collage of Education and Legal Studies | 5% | 8% | 12% | 32% | 43% | 100% |
| Collage of Administration and Technology | 10% | 12% | 8% | 23% | 47% | 100% |

The responses received in table 3 point out, that, Mai Idris Aloom polytechnic has the highest number of students whose parents are drastically poor with 58% a being poor. This led to the low performance in English language as the poverty is a serious factor that deprived students from achieving many academic activities and to have full concentration while learning is taking place. Umar Suleiman collage of education is the second institution that has students with the parent s of low financial income 56%. Yobe state university is leading with wealthiest parents of student with

15%, followed by collage of administration and business studies with 10% of affluent parents. This may show a better performance of the students compare to those from low income earners.

4.5 Lackadaisical Attitude

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Table 4: Lackadaisical Attitude

| Institutions | Excellent | Very Good | Good | Average | Poor | Total |
|--|-----------|-----------|------|---------|------|-------|
| Mai Idris Aloomo Polytechnic | 12% | 18% | 18% | 29% | 23% | 100% |
| Umar Suleiman Collage of Education | 10% | 26% | 25% | 20% | 19% | 100% |
| Yobe State University | 9% | 12% | 22% | 30% | 27% | 100% |
| Collage of Education and Legal Studies | 17 | 19 | 28 | 24 | 12 | 100% |
| Collage of Administration and Technology | 20% | 18% | 24% | 18% | 20% | 100% |

Table 4 demonstrated that lack of paying attention to the while learning English language, Yobe state university has the highest number of students that show lack of attention to the language with 27%, Mai Idris Aloomo polytechnic students' paid little attention to the learning of English language with 23% in contrast with collage of education and **Table 5:** English language lecturers

legal studies that has 12% students who showed less concern to the learning of English language. The collage of administration and Technology students' exhibit willingness and readiness to the learning of English language with 20% of the total population as the data showed.

4.6 English language lecturers

| Institutions | Excellent | Very Good | Good | Average | Poor | Total |
|--|-----------|-----------|------|---------|------|-------|
| Mai Idris Aloomo Polytechnic | 10% | 15% | 25% | 20% | 22% | 100% |
| Umar Suleiman Collage of Education | 12% | 17% | 22% | 24% | 25% | 100% |
| Yobe State University | 15% | 20% | 25% | 18% | 12% | 100% |
| Collage of Education and Legal Studies | 10% | 15% | 24% | 26% | 25% | 100% |
| Collage of Administration and Technology | 8% | 13% | 23% | 28% | 29% | 100% |

Table 5 showed that Yobe state university possessed the highest excellent lecturers with 15%, while Umar Suleiman followed with 12%, and Mai Idris Aloomo polytechnic with 10%. Collage of administration and Technology being

the least with excellent English language lecturers possessed only 8%. It is also as well the collage do have the poorest English language lecturers based on responses received from the students with 29%. Umar Suleiman collage of education and Collage of education and legal occupied the

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second poorest English language lecturers with equal number 25% respectively. Mai Idris Aloomo polytechnic together with Yobe state university maintain the average number of lecturer with nuance margin.

5.0 CONCLUSION

English language is a language of wider communication as well as language of instruction in our schools and government offices; it is a language that serves as a compulsory subject that qualifies a student to be enrolled in any higher institutions in Nigeria. Despite the high status English language, there are also factors that make learning the language not to be immaculate. Some of the factors that affect the learning of English language in Yobe state tertiary institutions are infrastructure. Many institutions faced same problem. The poorest among them is collage of education and legal studies with 34%, followed by collage of administration and Technology with 33%. This factor is majorly amongst the effect of environment that affects learning English language. Insecurity is another major factor that deprived students of Mai Idris Aloomo Polytechnic and Umar Suleiman collage of education as they have highest level of insecurity as the data received showed. Poverty also served as the factor that affects the learning of English language. Umar Suleiman collage of education and Mai Idris Aloomo Polytechnic show the highest number of student from low income parents. This may lead to low participation of the learning the language which could result in low academic performance, Yobe state university become more of the wealthiest student whose by expectation their performance of English language should more of that of Mai Idris Aloomo polytechnic and Umar Suleiman collage of education. Lackadaisical attitude is another major factor that affect learning English language amongst student of tertiary institutions, Yobe state university possessed the high number of students who showed less concern in learning English language with 27% and the 20% of collage of administration and Technology students are

among the excellent in terms of readiness and willing to learn the language. English language lecturers as well serve as a factor that prevents students from learning the language. Yobe state university has the excellent English lecturers with 15% and Umar Suleiman collage of education being the second has 12%. Mai Idris Aloomo polytechnic with 10% occupied the third position of excellent. Collage of administration and Technology with 29% served as the poorest in terms of English language lecturers, followed by collage of education and legal studies with 25%. Therefore, government should pay more attention on the infrastructure, and increase the level of security in Yobe state so as to allow student to have access to better and sound education more specially learning English language, In addition, training of English language lecturers should be done regularly as well as learning facilities such as language laboratories and digital forensic device.

6.0 RECOMMENDATIONS

1. The government should improve more security in Yobe State so as to mitigate the level of insecurity that set back the educational performance of students learning English language.
2. Poverty plays a significant role in setting students' performance of tertiary institutions in Yobe state which results in low academic performance. Government should make education in tertiary institution a major priority so that the level of poverty that deprived student students to concentrate fully in education would be reduced.
3. Parent should also assist in guiding the students while at home on important and roles English language play not only in Nigeria but internationally. A non- governmental organization should also assist through enlightens via seminar or conference in to make students aware of the value of English language and benefit of learning and speaking the language fluently.

4. Teachers also should give more special attention to the students particularly in terms of learning English language. This may result in achieving an excellent performance because English serves as language of instruction, understanding the language will help better in understanding other courses. Mastery of English language should a high priority to any tertiary institutions students in Nigeria at large.

5. Government should provide more infrastructures in tertiary institutions in Yobe state as well as installation of solar light in the class room, this may help in making increasing reading habit to the students and also improve performance. Examination malpractice will surely reduce to a very low number when reading habit increased by the students' performance.

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