INFLUENCE OF SCHOOL ENVIRONMENTAL FACTORS ON THE SOCIAL BEHAVIOURS OF SECONDARY SCHOOL STUDENTS IN IMO STATE

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Abstract

The study investigated influence of school environmental factors on the social behaviours of secondary school students in Imo State. The design of the study is a survey research. Three research questions and three null hypotheses that guided the study. The study's population comprises 73,004 students in the senior class. The sample size is made up of three hundred and ninety-eight (398) students in SS 2. The sample involves 190 males and 208 female students. The sampling technique is the multistage proportionate sampling. Instrument for data collection is the Rating Scale tagged: School Environmental Factors and Social Behaviours Rating Scale (SEFSBRS). The instrument was validated by five experts two in the area of Educational Measurement and Evaluation and three in Sociology of Education. The instrument were trial tested using cronbach alpha and a coefficient value of 0.86 indicating that the instrument is internally consistent and reliable. The data generated from the study were organized and analyzed using mean and standard deviation for the research questions. Hypotheses were tested using t-test at 0.05level of significance. It was discovered that school physical environment influences students' social behavior but the test of hypothesis is insignificant based on gender, social school environment influence students social behavior and the test of hypothesis is insignificant based on gender, virtual school environment influences social behaviour the test of hypothesis is insignificant based on gender, school psychological environment influences social behaviour and the test of hypothesis is insignificant based on gender. Based on the findings, it was recommended that students should adapt to the school environment.

Keywords: Social environment, School environment, school environmental factors, Social behavours.

Introduction

One of the major aims of education is that it is a means through which societies transmit and perpetuate their cherished values and aspirations across generations. The younger generations learn the proper way to live and develop their individual potentials through education. Similarly, the education system is not operated in a vacuum rather it is operated in an environment. The conditions of the environment of operation do affect education positively or negatively. The environment is of different aspects which is; the physical environment, social environment, psychological environment, virtual learning environment, political environment of the school. The study looked at the social environment. The social environment includes; attitudes, behaviours, beliefs and feelings or perceptions of members of a school. The school environment should evoke the feeling of love and inclusion. It should create room for a feeling of relatedness and love. Members of the school community should not be neglected or sidelined in the scheme of things. Such situations create room for insecurity, enmity and poor performance. In other words, the school environment is expected to provide a source of love, affection, companionship, and the satisfaction of emotional needs of members. In a situation where there is lack of love and companionship, there is often little to hold the school as one entity (Offor, 2024).A feeling of

emotional stability and security makes the school environment to be welcoming and conducive. School administrators should adopt the strategy of motivation and recognition of contributions of members to encourage good performance and a congenial atmosphere for teaching and learning.

Social behaviours form the cornerstone of human interactions and society. It encompasses all manners of actions and interactions among individuals and groups, playing a pivotal role in shaping cultural norms, influencing personal development and maintaining societal structures. Understanding social behavior is not just about observing actions; it's about unraveling the complex web of factors that drive people to act, interact and react within various social contexts. Students are the future leaders of tomorrow. So, students have different behaviours that reflects their behavior different styles.

Some students have positive behavior while some others have negative behavior similar these students enter in schools and act differently in the educational institution especially when it comes to cheating in the exams, stealing, aggression and violence. These and many more lead to the carrying out of the study.

Research Objectives of the Study

Specifically, the study sought to determine;

1. the influence of school physical environment on social behavior among students
2. the influence of school environment on social behavior among students
3. the influence of psychological environment on social behavior of students
4. the influence of school political environment on social behavior

5. the influence of school virtual environment on social behavior of students

Researcher Questions

The following research questions were formulated to guide the study.

1. What is the influence of school physical environment on social behavior of students?
2. What is the influence of school social environment on social behavior of students?
3. What is the influence of school psychological environment on social behavior of students?
4. What is the influence of school political environment on social behavior of students?
5. What is the influence of school virtual environment on social behavior of students?

Hypotheses

The following hypotheses were tested at a probability of 0.05 level of significance.

Ho1 There is no significant difference in the mean ratings of students on the influence of school physical environment on social behaviour of students in secondary schools on the basis of gender

Ho2 The mean ratings on the influence of social environment on students' social behaviours in secondary schools is not significant on the basis of gender.

Ho3 The mean ratings of students on the influence of psychological environment on students social behaviours is not significant on the basis of gender.

Ho4 The mean ratings of students on the influence of political environment on social behaviours of students is not significant based on gender

Ho5 The mean ratings of students on the influence of virtual environment on social behavior of students is not significant based on gender.

Methodology

The design of the study is a survey. The study area is Imo State which involves six education zones. The population of the study comprises 73,1004 secondary school students in the three hundred public secondary schools in Imo State during the 2024/2025 academic session. The sample size is made up of three hundred and ninety-eight (398) students which were drawn using the Taro Yamene Formula. The sampling technique is the multistage sampling technique which involves proportionate cluster random sampling technique. Instrument for data collection is the Rating Scale tagged School Environmental Factors and Social Behaviour Rating Scale (SEFSBRS). The instrument were validated by five specialists; two in the area of Educational Measurement and Evaluation and three in the area of Sociology of Education for its face and content validity establishment. The reliability of the instrument were done using Cronbach Alpha method to give a coefficient value of 0.86 indicating that the instrument is reliable. Copies of the instrument were administered to the respondents through the help of three research assistants. The research assistant was briefed before carrying out the exercise and the copies were returned to the researcher. The data generated from the study were analyzed using t-test of significance at a probability of 0.05 level of significance.

Results

Research Question One
What is the influence of school physical environment on social behaviour in secondary schools in Imo State?

Table 1: Showing the ratings and responses on the school physical environment on social behaviour of students in secondary schools

S/N	Items	Male (N=190)		Female (N=208)	
		X̄	SD	X̄	SD
1	The temperature is okay for my mood.	2.83	0.83	2.72	0.90
2	The lighting quality of the classroom enables me behave well.	2.64	1.00	2.74	0.81
3	The school environment spaces enhances my mood and behavior.	2.74	1.01	2.83	1.10
4	The learning materials makes me to be vibrant in class.	2.88	0.80	2.66	0.80
5	Facilities in the school lightens up my mood.	2.88	0.80	2.85	0.90
	Total mean and standard deviation	**2.79**	**0.90**	**2.76**	**1.10**

The result in the table above indicate the mean ratings of the students on the influence of school physical environment on their social behaviour in secondary schools in Imo State. The result showed that male students rated their view on how environment influence students' attitude in Imo State Secondary Schools. The result presented on the female column also show high agreement.The standard deviation scores in the table is a measure of variability and it indicates that the scores are far from the mean but the low standard deviation scores are close to the mean scores.

Research Question Two
What is the influence of school social environment on secondary school students' social behaviours in secondary schools?

Table 2: Showing the ratings, results and responses on the influence of school social environment on social behaviours in secondary schools

S/N	Items	Male (N=190)		Female (N=208)	
		X̄	SD	X̄	SD
6	Teacher student relationship in the school environment can affect social behavior	2.66	0.82	2.50	0.73
7	Peer relationship can foster sense of belonging, friendship and social connection in the school	3.33	0.77	2.74	0.80
8	Culture of the school can promote values such as respect,empathy and inclusivity which shapes students behavior and attitude	3.17	0.60	2.72	0.90
	Total mean and standard deviation	**3.05**	**0.73**	**2.65**	**0.60**

The result presented in the table above showed the results, ratings and responses on the influence school social environment affect school students social behaviours in secondary schools in Imo State. A look at the table showed that the both parties are in agreement with the items listed here. The result had a higher mean score which indicated high extent.The standard deviation scores in the table is a measure of variability and it indicates that the scores are far from the mean but the low standard deviation scores are close to the mean scores.

Research Question Three
What is the influence of school psychological environment on students' social behavior?

Table 3: Showing the responses, ratings and results on the influence of school psychological environment on students' social behaviour

S/N	Items	Male (N=190)		Female (N=208)	
		X̄	SD	X̄	SD
9	Positive relationship with students and teachers can foster social behavior of students.	2.60	0.68	2.62	1.03
10	Psychological school promote emotional safety and behavior of students.	2.70	0.42	2.50	1.08
11	Psychological environment makes students have good sense of belonging.	2.75	0.46	2.88	1.15
19	Psychological school environment can affect students mental health and behaviour	2.68	0.58	2.62	1.03
	Total mean and standard deviation scores	**2.68**	**0.70**	**2.65**	**1.06**

The result presented in the table above showed the results, ratings and responses on the influence school psychological environment affect school students social behaviours in secondary

schools in Imo State. A look at the table showed that the both parties are in agreement with the items listed here. The result had a higher mean score which indicated high extent.

Research Question Four
What is the influence of school political environment on students' social behaviour?

Table 4: Showing the responses, ratings and results on the influence of school political environment on students' social behaviour

S/N	Items	Male (N=190)		Female (N=208)	
		X̄	SD	X̄	SD
20	The distribution of power and authority within a school influences students behavior.	2.60	0.68	2.62	1.03
21	School policies and practices can either support or undermine students social behavior	2.70	0.42	2.50	1.08
22	Students participation in policies can foster behavior	2.75	0.46	2.88	1.15
23	School political environment empowered students to promote positive social behavior	2.68	0.58	2.62	1.03
24	Students participation in decision making processes foster social behaviour	2.50	0.83	2.52	0.96
25	Positive relationship between teachers and students help to build positive social behaviour	2.74	0.45	2.53	0.76
	Total mean and standard deviation scores	**2.66**	**0.67**	**2.61**	**0.80**

The result presented in the table above showed the results, ratings and responses on the influence school political environment affect secondary school students' social behaviours in secondary schools in Imo State. A look at the table showed that the both parties are in agreement with the items listed here. The result had a higher mean score which indicated high extent.

Research Question Five

What is the influence of virtual school environment on students' social behavior?

Table 5: Showing the responses, ratings and results on the influence of virtual school environment on students' social behaviour

S/N	Items	Male (N=190)		Female (N=208)	
		$\bar{X}$	S	$\bar{X}$	S
26	Social media platform can influence students social behavior	2.60	0.68	2.62	1.03
27	Online communities can provide opportunities for connection, support and identify formation.	2.70	0.42	2.50	1.08
28	Online platforms can influence self-presentation.	2.75	0.46	2.88	1.15
29	Online platform can lead to negative behaviours such as cyber bullying and harassment.	2.68	0.58	2.62	1.03
30	Virtual environment can facilitate social connections and relationships.	2.88	1.14	2.75	0.46
	Total mean and standard deviation scores	**2.69**	**0.75**	**2.70**	**1.05**

The result presented in table above showed the results, ratings and responses on the influence of school virtual environment on students' social behaviours in secondary schools in Imo State. A look at the table showed that the both parties are in agreement with the items listed here. The result had a higher mean score which indicated high extent

Hypothesis Testing

Hypothesis One

There is no significant difference in the mean ratings of students on the influence physical school environment affect students' social behavior in secondary schools on based on gender.

Table 1: Showing the summary of the test of significance on the mean ratings on the influence physical school environment affect students social behavior in secondary schools on based on gender.

Variables	N	X	SD	t-cal	t-crit.	Df	Decision
Male	190	2.78	0.90	0.1993	1.96	396	Accept
Female	208	2.77	1.10				

The result presented in the table above showed the test of significance on the influence physical school environment affect students social behavior in secondary schools on based on gender.. A closer look at the table showed that the calculated value of 0.1993 is less than the critical value of

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1.96. This means that the test of significance is insignificant. This means that the null hypothesis is accepted

Hypothesis Two:
The mean ratings of students on the influence of school social environment affect students social behavior in secondary schools on the basis of gender.

Table 2: Showing the summary on the test of significance on the influence of school social environment affect students social behavior in secondary schools on the basis of gender.

Variables	N	X	SD	t-cal	t-crit.	Df	Decision
Male	190	3.02	0.73	2.228	1.96	396	Reject
Female	208	2.87	0.60				

The result presented in the table above showed the test of significance on the influence of school social environment affect students social behavior in secondary schools on the basis of gender. A cursory look at the table showed that the calculated value of 2.228 is greater than the critical value of 1.96. This means that the test of significance is significant. This means that the alternative hypothesis is accepted.

Hypothesis Three:
The mean ratings on the influence of psychological school environment influence secondary school students social behaviours is not significant the basis of gender.

Table 3:showing the summary of test of significance on the influence of psychological school environment influence secondary school students social behaviours is not significant the basis of gender.

Variables	N	X	SD	t-cal	t-crit.	Df	Decision
Male	190	2.69	1..01	0.0946	1.96	396	Accept
Female	208	2.70	1.10				

The result presented in the table above showed the test of significance on the influence of psychological school environment influence secondary school students social behaviours. A cursory look at the table showed that the calculated value of 0.0946 is less than the critical value of 1.96. This means that the test of significance is insignificant. This means that the null hypothesis is accepted

Hypothesis Four:

The mean ratings of students on the influence of school political environment affect students' social behavior in secondary schools on the basis of gender.

Table 4: showing the summary on the test of significance on the influence of school political environment affect students social behavior in secondary schools on the basis of gender.

Variables	N	X	SD	t-cal	t-crit.	Df	Decision
Male	190	2.75	0.46	0.3913	1.96	396	Reject
Female	208	2.73	0.56				

The result presented in the table above showed the test of significance on the influence of school political environment affect students' social behavior in secondary schools on the basis of gender. A cursory look at the table showed that the calculated value of 0.3913 is less than the critical value of 1.96. This means that the test of significance is insignificant. This means that the null hypothesis is accepted.

Hypothesis Five:

The mean ratings on the influence of virtual school environment influence secondary school students social behaviours is not significant the basis of gender.

Table 5: showing the summary of test of significance on the influence of virtual school environment influence secondary school students social behaviours is not significant the basis of gender.

Variables	N	X	SD	t-cal	t-crit.	Df	Decision
Male	190	2.62	1..03	0.802	1.96	396	Accept
Female	208	2.55	0.65				

The result presented in the table above showed the test of significance on the influence of virtual school environment influence secondary school students' social behaviours. A cursory look at the table showed that the calculated value of 0.802 is less than the critical value of 1.96. This means that the test of significance is insignificant. This means that the null hypothesis is accepted.

Discussion of Findings

Findings reveal that school physical environment influences social behavior of students in secondary schools but the test of hypothesis is insignificant based on gender. It is evidently clear that school physical environment influences students' social behavior positively or negatively. It has shown that from the previous studies that environment has a significant impact on students' behavior development. In line with these findings, Hinkley and Taylor (2020) who indicated that the physical environment plays a pivotal role in shaping students attitudes, influencing thoughts, feelings and behaviours.

Similarly, Smith &Mickel (2019) states that the characteristic features of a school distinguish it from another. Findings reveal that school social environment influences social behavior of students in secondary schools in the state. The school social environment plays a role in shaping students' social behaviour of students' social behavior, academic performance and overall well-being. Appositive school social environment can foster a sense of community promote social skills and support students' emotional and psychological environment. The findings tallies with Amato(2020) conflict, cohesion also impact students behavior in the school environment. The finding tallies also with Duarte, Escario and Sanagustin (2017) also revealed that social environment of the school significant positive influence on social behavior of students. Findings reveal that school psychological environment influence students' social behavior but the test of significance is insignificant on the basis of gender. In line with these findings, Lukeman (2023) indicated that social environment encompass the immediate physical surroundings social relationship and cultural milieus within which defined groups of people function and interacting the environment which influences behaviour. The result indicated in the table showed that school political environment influence social behaviour of students but the test of hypotheses was insignificant based on gender. The environment can significantly impact students' social behavior, academic engagement and overall well being. In line with these findings, Halphin &croft cited in Izuagba (2014) describes climate as a function of the individual relationship with the other employees in the work environment

and also in the political environment. The finding of the study revealed that school virtual learning environment influences students' social behaviour in secondary schools. It was discovered that the test of hypothesis is insignificant based on gender. In line with these findings, Osorio (2021) indicated that virtual learning environment offers access to education that is not bound by time and location.

Conclusion

School environment is one of the factors that influence the academic performance of secondary school students. Conducive environment enhances a child's growth and development. but schools sited near airports or at the heart of city are always and leads to deficits in mental concentration of students. A pleasant school environment and friendly atmosphere contributed to students' happiness and improved their attitudes. Additionally, helping one another in various environments such as the classroom playground and home had a positive impact on self-confidence and attitude.

Summary of the Study

The study examined influence of school environmental factors on social behaviours of secondary school students in Imo state. The design of the study is a survey. The study area is Imo State which involves six education zones. The population of the study is made up of 73,1004 secondary school students in the three hundred public secondary schools in Imo State. The sample size is made up of three hundred and ninety-eight (398) students which were drawn using the Taro Yamene Formula. The sampling technique is the multistage sampling technique

(that is, different sampling technique). Instrument for data collection is the Rating Scale tagged School Environmental Factors and Social Behaviour Scale (SEFSBRS). The instrument were validated by five specialists; two in the area of Educational Measurement and Evaluation and three in the area of Sociology of Education. The reliability of the instrument was tested using Cronbach Alpha method to give a coefficient value of 0.86 indicating that the instrument is internally consistent and reliable. The data generated from the study were analyzed using t-test of significance at a probability of 0.05 level of significance.

Recommendations

1. Providers of education should create socially conducive environment for staff and students.
2. School management with the assistance of government should give adequate attention to the feelings and academic needs of students.
3. Teachers and administrators should find ways by which friendliness among students could be made to enhance academic wellbeing of the latter
4. Students should educate individuals about responsible online behavior including respect for others, privacy and digital etiquette.
5. Schools should empower students and also promote positive social behavior such as leadership, activism and community engagement

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