



Leadership and Environmental Influence on Students Academic Performance in Universities

Handsome Ekelechi Agileⁱ

Department of Educational Management

Faculty of Education

Ignatius Ajuru University of Education, Nigeria

handsomeisreal5@gmail.comⁱⁱ

Abstract

The study x-rayed leadership and environmental influence on student academic performance in universities in Rivers State. Leadership and environmental effect on students in universities suggest some factors which relates to facilities that creates enabling environment for teaching and learning process to take place for the attainment of educational goals. The adopted leadership pattern in the university administration influences the academic performance of students within the period of learning in the university. Thus, correlational design was adopted because the purpose of the study is to examine whether leadership and environmental factors influence students' academic performance in universities. Secondly, it highlights the leadership and environmental influence on students' academic performance in universities considering the relationship of library facilities, leadership style, environment, university infrastructure of the institution, and thirdly, the effect environment and leadership have on students' academic performance in the university. This paper focuses to discuss the correlational part of this study, conceptual clarification on the connection of university leadership with consideration to environment, facilities, library, infrastructure and university location and leadership influence in the university. The empirical part of this article included the collection of data from 200 respondents through a structured questionnaire, and data were analysed using the statistical package for the social sciences (SPSS). Primarily, 183 copies of questionnaires were distributed to the teaching staff, non-teaching staff and students of the three universities, University of Port Harcourt, Ignatius Ajuru University of Education and Rivers State University in Rivers state. But 178 copies of the questionnaires were retrieved which was used for the data analysis, while 5 copies of the questionnaires were voided due to the inconsistency of the respondents. Based on the findings, it was recommended that school buildings in the university environment are one of the school facilities that will influence academic performance of students. Also the design of classrooms and its lighting significantly contributes to student's performance in learning. Without light it is obvious that students may find it difficult to sight learning facilities or instructional material in the class.

Keywords: Leadership, Environment, University, Academic Performance, Facilities.

Reference to this paper should be made as follows:

Agile, H. E. (2019). Leadership and Environmental Influence on Students Academic Performance in Universities. *International Journal of Scientific Research in Education*, 12(3), 360-376. Retrieved [DATE] from <http://www.ijsre.com>.

INTRODUCTION

Education is a vehicle that drives every society to a greater future, particularly; Nigeria is not an exception because education is described as a corner-stone to the well-being of every nation's development. It is a formal basis which stimulates learning and dwindle illiteracy in the society as it encourages skill acquisition, technological advancement and human capital development. Emeka (2008) sees education as the process by which society through formal learning in colleges, universities and other institutions consciously communicate knowledge, values, morals, attitude and skills from teacher (person) to learner (another person) in society. Therefore, a result oriented leadership is supposed to have a brilliant consideration to know the position of the physical outlook of the university environment as an aspect of education which contributes to healthy academic learning and teaching process.

Consequently, leadership and environment are intertwined and symbiotic which they do not operate favourably in isolation because leadership takes place in a conducive environment in the universities it's a product of ideal administrative leadership of the university that is committed to create a good environment for its set goal to be attained, these elements also influence students' academic performance in the university. Therefore, the proximity in leadership and environment represent some internal and external factors that are outside the leaders' competence and it use experiences to actualize its objectives. These environmental influences include internal and external.

- Internal environmental factors that influence and affect leadership performance which includes; technology, facilities, expertise, communication skill of subordinates.
- External environmental influences include economic, political, policies and societal issues as well as natural disaster that provide unique challenges to leaders.

Leadership habits influence to interact and accomplish organizational goals (Spillane, Halverson & Diamond 2004). In the school (university) settings, leadership translates into giving instructions on a day-to-day activities by interacting with staff in the university. Therefore, in understanding school leadership process, the administrator is required to embrace the technological modern leadership practice by using electronic tool in sampling opinion of better ways of improving on its leadership style to make a successful application of influence in building the faculty of students in the university. The universal perception of school leadership in education is that successful schools have respectable leaders (Spillane, Halverson & Diamond 2004). Though, as (Spillane, Halverson & Diamond 2004) affirms that it has been extremely difficult to give an explanation of what school leadership is all about, which deals with everyday activities that drives further abroad strategies to influence certain group to improve in their practices and objectives that is geared towards the attainment of a set goal.

Interestingly, by this seeming difficulty in school leadership studies, this study is to explore, and survey the relationship between leadership and school academic performance in the university environment. Commonly, environment is a system within which living creature interrelates with the physical component, whereas educational environment is a learning place where the learners interact and make judicious use of learning facilities to enhance its learning capacity to face the prevailing challenges in the society by proffering solution to problems. Onukwo (2004) wrote in his note that a conducive environment improves the student academic progress and development. Students feel contented in a quiet and sociable environment

compared with the noise caused by power generating set in the university environment, this situation is linked to most non-teaching staff and teaching staff (lecturer), they use their connection to establish a computer and photo-copier business by the corridor or under the staircase in lecture halls in some of the universities. However, if control measures are not put in place to curb this menace it could lead to poor student's academic performance because the noise from the generator could obstructs teaching/learning processes. Based on this situation, it is observed that some of the universities are associated with poor learning environment due to the poor structural location of facilities, because often, business centres such as the aforementioned, are located within lecture halls in the university buildings.

There are facilities that are needed to be seen in the university environment which influence the school that harness the academic success of the student, these educational amenities includes; laboratory equipment, library facilities, internet facilities, furniture, design of school building, university management capacity to handle matters arising (student union/management issues), and teacher -student relationship in/outside the classroom among others. Besides, the school environment and facilities are pivotal elements that influence the student academic success in the university. Consequently, school environment upholds importance to students output to the society by providing multiple curricula activities that is organised to assist the student to achieve the set goal in the university within a specific period of academic semester calendar. The university environment is considered as a setting that influences the learning ability of students and naturally accommodates and promote cordial relationships between people of diverse age and intelligence to make a change and encourage choices that will bring their potentials into play in different capacities in the area of social-corporate knowledge of responsibility to the society through effective learning (Okeke, 2001). A school environment with the needed facilities brings out the multitude of potentials in the student in human kinetics, physics exercise and some laboratory experiment conducted in the university. Therefore, university physical environment consists of the buildings, classrooms, furniture equipment, instructional materials, laboratories, libraries, play grounds, etc. Egim (2003) opined that educational planners are more involved in issues such as the quantity of schools, teachers, number of students, facilities such as classrooms and buildings. But little attention is given to the beautification of the university environment with good flower plants in the surrounding and a well-constructed walk ways (pedestrian) to ease the access to lecture halls, hostels, library, laboratories and other facilities in the university that add value in the improvement of the higher educational institutions in Nigeria. Therefore, equal attention is expected to be given to buildings and equipment's to avoid a total neglect on the university surrounding.

School environment comprises school building and its surroundings such as sound, roads, hotness of environment and lighting as well as physical facilities, biological or chemical agent (Chiu, 1991). Maduwesi (1990) sees educational environment which means classrooms, surroundings, and physical facilities in the classroom and teacher – students' relationship. Thus, it is observed that a serene environment with educational recommended facilities in place guarantees the achievement of goal of educational programme in university. The need to bring to the fore a well constructively planned academic environment modifies and promotes a good relational identity between lecturers and students. Ayodele (2005) and Ajayi (2007) have revealed that school facilities benefit students' in their academic performance. The academic performance of the student could be traced to the extra learning time with good learning instructional materials which the parents provide to their children at home outside the conventional school learning. In most cases, a child (student) from monogamous (exclusive

homes) tend to do well academically because educational attention is given compare to those of polygamous (inclusive homes) whose mothers often play host to unnecessary material competition instead of focusing on their child education, on the contrary, under developing and devaluing the academic performance of the student in school. Thus, the academic performance of students is not just in teaching and learning process provided in the formal school, but home educational background of the student also contributes to his/her performance in the school. However, social-economic factors of an average Africa-American parents influence the level at which a student can attain in education because some of the wealthy families provide learning instructional materials for their children to learn with through a hired home teacher (Ford & Harris, 1997). Dubey (1972) stated that the most important predictor of achievement in school is contingent on the socio-economic background of the students' family. The situation surrounding the academic performance of the child (student) is proportional to the early educational preparation of the child by parents at home which will in future determine the academic success in the university.

BACKGROUND

University is one agent that is characterized with shaping the fortune of the people in the society through academic processes within the ambit of a well-articulated result driven leadership. Also a serene environment contributes to the success of students in the university with reference to the available learning instructional materials used in teaching and learning process in a classroom setting. Thus, the academic objectives of the university cannot be attained if the leadership lacks the required capacity to carry out the administrative and supervisory role within a well-organized conducive learning environment which fosters and influences academic achievement of the students. Operational educational leadership is very vital to university efficiency and enhancement of student performance in universities (Ololube, Egbezor, Kpolovie & Amaele, 2012). The inadequate available resources and poor learning environment makes teaching and learning very difficult which translates into poor academic outcome of the students in the universities.

It is important to note that the unavailability of resources like, furniture, electricity, library, laboratory, internet facilities, projectiles, internal-roads, security, offices, lecture halls and hostels contribute to the process of teaching and learning. Therefore, standardization of university environment to accommodate the required learning facilities is a major responsibility that the university leadership is expected to consider seriously in the administration of the university, as it communicates to stakeholders the values which the university will add to the student academic achievements. Chike (1997) and Ikediashi (2002) pointed out that inadequate or poor physical infrastructure and sub-standard building design are likely to cause some physical awkwardness for the students which will inevitable affect or influence the students' academic achievement.

Purpose of the study

The purpose of the study is to determine the influence of university environment and leadership on the academic achievement of student in universities in Rivers State. Specifically the study intends to:

- Examine the extent the quality of university environment affects the academic achievements of university students in Rivers State.
- Examine the extent which the library and other university facilities influence academic achievement of students in university in Rivers State.
- Examine the extent the university leadership affect student's academic achievement performance in Rivers State.

Research Questions

The following research questions were used to guide this study:

- To what extent does the quality of the university environment affects the academic performance of the student in the university?
- To what extent does the library and other attendant facilities influence the academic achievements of students in the university?
- To what extent does the university leadership influence student's academic performance in the university?

Hypotheses

The following null hypotheses were propounded and statistically tested at 0.05 level of significance:

- HO₁: There is no significant difference between the mean response ratings on quality of the university environment and its effects on students' academic performance in the university.
- HO₂: There is no significant difference between the mean response ratings of library and other attendant facilities influence in the academic achievements of students in the university.
- HO₃: There is no significant difference between the mean response ratings of university leadership influence on the student's academic performance in the university.

THEORETICAL FRAMEWORK

Environmental Theory

Environment is an important aspect to be considered in the quest to establish a university before the drive to achieve educational goal in the university is initiated. University environment is one determinant aspect that cannot be ignored in the attempt to address the attainment of educational goal, as a result, it can only be achieved when the environment has natural and conducive surroundings and also enclosed with the required facilities for teaching and learning. A healthy and attractive school environment makes for conducive learning and also ignites students pride of giving credence to the school they are admitted and more confidence is vested on the student to reside in the school hostel (Mgbodile 2004). Belanger (1996) writing on the importance of learning environment specified that people's educational life histories are influenced not only by provision of learning materials, also the quality of the environment where the student resides and

learn. The environment in every facet influences the educational performance of students in every category of educational pursuit especially, the university education.

Meanwhile, this study is on leadership and environment as aspect of education that influences student academic performance in universities in Rivers State. It also has two variables which consist of leadership and environment but the researcher will consider most appropriate environmental theory for this study. Therefore, origin of environmental theories can be traced to a known psychologist named John Locke (1917). He is known as the father of the learning tradition. He proposed that skill and learning are basic and very necessary to understand human behaviour. The environmental procedure considers human behaviour as somewhat that is learned through the process of interaction with the environment, rather than innate. Based on this model, behavioural development is organised through the function of the physical and psycho-social environment, Labara in Ngwoke (1997). Children's development is supposed to be shaped by the pattern of support it receives from the environment. Skinner (1948) contributed in shaping the views expressed by environmental approach. It includes the work of such people as Thorndike Toleman, Guthrie and Hull. These writers have the basic assumption about the process of learning. That learning is manifested by a change in behaviour, and the environment shapes behaviour.

CONCEPTUAL CLARIFICATIONS

University Leadership and Academic Performance

Leadership in the mid-1980s. Study on school leadership was mainly focused on individual centred role (a person) of the school administrator (Camburn, Rowan & Taylor, 2003). Nevertheless, about the year 1990s, there was a paradigm shift, a twist in the perception of theorist; however, leadership in universities was increasingly viewed as a collaborative (team-work) process rather than an exclusively individual activity (Hart, 1995; Heller & Firestone, 1995; Rowan, 1990; Smylie, Conley & Marks, 2002) and research focus broadened to include other players including teachers. Marks and Printy (2003) suggest that university leaders seeking to improve academic performance of their schools often involve lecturers in negotiation and decision making for them have sense of belonging in the day to day administration of the university.

The trust that leadership is of essence when it comes to academic performance is a notable discuss accepted amongst educational leadership theorist (Hallinger & Heck, 1998; Spillane et al., 2004; Wahlstrom & Louis, 2008), thus, as ideas and knowledge varies in perception yet, some scholars have questioned the rationality of this claim (Witziers, Bosker & Krüger, 2003). Operational educational leadership is very vital to university efficiency and enhancement of students' performance in the university (Ololube, Egbezor, Kpolovie, & Amaele, 2012). There are theorists that had their contrary opinion, they claimed that there is no sufficient indication that university leadership actually matters. Some empirical studies carried out in Netherlands have reported finding no significant influence of university leadership on students' academic performance (Hallinger & Heck, 1998). These contrasting positions leave the question about the degree of influence of school leadership on students' academic performance unanswered. Based on this, most modern studies that is required to comprehend the relationship between university leadership and academic performance have focused on the distributed/shared features of leadership (Harris, 2004; Leithwood, 2007; Wahlstrom & Louis, 2008). This focus is

driven by a pervasive belief about the superior benefits is distributed against the concentrated leadership. Moreover, it has been argued that distributed form of leadership reflect the reality of the day-to-day division of labour in university and minimize the probability of blunder in decision making by use of additional information available from different (subordinate opinion), through leadership sharing sources (Leithwood & Mascall, 2008). Distributed leadership has also enhance organizational learning by creating opportunities for capacity-building and exploiting individual capacities of its members (Harris, 2004; Leithwood & Mascall, 2008). For instance, it is a known fact that Ignatius Ajuru University of Education leadership upon the emergence of her Postgraduate School agreed with lecturers on the goal setting concerning the mile stone the university would want to achieve in teaching and learning qualities of graduate student of the institution within a stipulated time frame, and the quality output of students' academic performance. Based on this, the university leadership agenda setting with lecturers on quality teaching and graduation time frame of Master's degree programme of one year was set and achieved. Specifically, the 2016/2017 session academic performance of the students of the Department of Educational Management was excellent. This was a clear testimony of what distributive shared leadership in university goal attainment translated into high students' academic performance. However, it is not clear which pattern of leadership has greater influence on school academic performance (Harris, 2004).

Environment and Facilities

The infrastructure, facilities and other instructional materials available in the university environment for teaching and learning process will have influence on students' academic achievement in the universities, hence institution with adequate educational resources could performed significantly well than those universities with inadequate facilities (Balogun, 1995). Most students achieve credibly well when the required facilities that will harness learning are made available for teaching and learning process. Often, students acquire knowledge through the use of the available facilities provided in the university environment for learning. Thus, learning is influenced by the environment with attendant facilities provided for student practice to brilliant academic performance. As postulated by (Piaget, 1964) that dynamic communication with the environment is considered as the most basic necessity for proper intellectual academic development of the student in the university.

The physical look and general condition of university environment and available physical facilities is a yardstick to which guidance (parents) and visitors of any educational institution use in evaluating the quality of the learning in the university. As a result of this, the university physical environment is a mirror that speaks volume of the actual reflection of the university image, by this perception, a researcher may draw a conclusion as to whether or not the guardians' will get involved with the activities like investing and admission of their children into the university (Mgbodile, 2004). In most cases, university graduates (applicants) find it very difficult to face panel of interview for job employment due to their poor academic performance while in school. This poor performance could be attributed to poor learning environment and inadequate facilities in the universities especially in the following areas:

Library Administration: The school library is a designated room or building in a school where reading and research materials such as books, magazines, journals, periodicals, cassettes, computers with internet connection are made available for students use. The school libraries are established to support educational curriculum of university, which could only be achieved

through various means such as the provision of relevant library resources for readers services (Markless & Streafield, 2004). This means that the availability of requisite reading materials is the responsibility of the school Librarian to make them accessible for use. Hence, Dike (2001) stressed that place for university library should have conducive atmosphere that will facilitate the accessibility and the collection of materials which requires a good ventilated space, sufficient illumination devoid of natural sunlight infiltration, temperature and humidity controls and be situated in a quiet location.

The library structure or designed for the convenience of the end user (student) with books, journals, magazines shelved appropriately in their classification with book storage location cards, filing cabinets for pamphlets and office files, storage for large graphic media, audio-visual resources and equipment etc. Dike (2001) sees school library as a learning laboratory par excellence where learners find the world of knowledge, interact directly with resources, acquire new academic information and develop research skill for lifelong learning. The objective of the school library is to serve the educational needs to meet the aspiration, vision, purpose of the students. The university library enables the students to appreciate modern ways of learning.

University Location: The location of university whether in urban or rural area contributes in influencing student academic performance because the attendant facilities in the rural and urban institutions vary accordingly from one level to another if compared. Institutions in rural areas are in short supply because of the absence of government presence while urban institutions are significantly equipped with facilities. For instance, the facility in Ndele campus and Rumuolumeni main campus all of Ignitus Ajuru University of Education cannot be compared. Because the location of universities in urban/ rural areas affects the student ability to perform at optimal expected level in education. Mkpughe (1998) posits that diverse aspects of university environment either rural or urban influence students success. As stated by (Imoagene, 1988) in (Akubue & Ifelunni, 2006) that because of urban contribution, students in university located in urban area perform better than those in rural university in language learning. This is because the students in rural university have limited access to reading materials, inadequate reading culture and insufficient graduate teachers in university. Therefore, the location of university and the environment have remarkable influence on student academic performance.

University Facilities: School amenities and equipment are input that ease the operation of academic activities especially, teaching and learning process. These facilities includes; desks, chairs, electronic board, teaching aids (instructional materials), utilities (water/power), computers, internet, projectiles etc. The university facilities as conceptualized by (Ehiamezor, 2001) are working inputs of every instructional teaching that will ease learning and understanding. These are material resources that expedite operational teaching and learning in university. The quality and quantity of university facilities will no doubt enhance the quality of teaching and learning as well as effective school management (Ojedele, 2003). Further, educational facilities are necessary to develop cognitive (intellectual) areas of knowledge, talents and skills that are essential for academic achievement. As aforementioned, it is understood that school facilities play a crucial role in academic achievement of a student in the area of learning in the university. Most times, the challenges of poor performance is associated with universities that are inadequately equipped with learning facilities, thus, the adverse effect reflects on academic achievement of students in the university.

University Infrastructures: These are physical structures which serve as a building with roof on it for educational activities to take place. They include among others, classroom, laboratories, workshops, lecturers' offices, studios, libraries, hostels, sports facilities and dining

hall. In spite of the fact that the quality of a university building (lecture hall) in the school coupled with serene environment influence students' academic achievement, some universities are still in a poor physical condition without considering the negative effect it will pose to teaching and learning process. This assertion is in line as (Earthman, 2004) claimed that the good building the students devotes their time to use for learning impact greatly to their understanding of what is been learnt. Mgbodile (2004) pointed out that effective teaching and learning state of affairs is placed mainly on the nature of the school building, environment and educational goals settings, which are proportional in proximity to influence the students' academic performance. Apart from protecting the students from the sun, rain, heat and cold, school building represent learning environment which has great impact on the comfort and safety to promote educational performance of the students.

METHODOLOGY

Research Design

The study's research design was correlational because the purpose of the study is to examine whether leadership and environment influences students' academic performance in universities. Firstly, the study x-rayed the role of leadership and environmental influence on students' academic performance in universities. Secondly, it highlights leadership and environmental influence on students' academic performance in universities considering the relationship of library facilities, leadership style, environment, university infrastructure of the institution, and thirdly, the effect of environment and leadership style as it affects students' academic performance in the university. To discuss the correlational part of this study, conceptual clarification on the connection of university leadership with consideration to environment, facilities, library, infrastructure and university location and leadership influence in the university was deliberated. The empirical part of this article included the collection of data from 200 respondents through a structured questionnaire, and data were analysed using the statistical package for the social sciences (SPSS). Primarily, 183 questionnaires were distributed to the teaching and non-teaching staff and students of three universities in Port Harcourt: University of Port Harcourt, Ignatius Ajuru University of Education and Rivers State University.

Sample and Procedure

The study consisted of a target population of 400 persons, which were teaching and non-teaching staff and students of the three universities in Rivers State. The teaching staff are lecturers within the ranks of Professors, Associate Professors and Senior Lecturers from the Faculty of Education, Social Sciences and Humanities. Some of the teaching staff are Deans, Directors and Heads of Department. Whereas, the students are from years 2, 3, and 4 of the three selected universities. The non-teaching staff are senior administrative personnel in the Library Department, Bursary Department, and Registrar's offices in the three universities. Stratified random sampling was adopted from the population, with a sample size of 160 which is 87.4% of the total number of the entire questionnaire distributed. This method is preferable with small population because it can be randomized from the beginning to the end to reduce cost and time management with a very large population.

Table 1: Distribution of the Sample Size

RESPONDENTS	UNIVERSITIES		
	University of Port Harcourt	Ignatius Ajuru University of Education	Rivers State University
TEACHING STAFF			
Professors	3	2	2
Associate Professor	3	5	3
Senior Lecturers	10	11	9
STUDENTS			
Year 2 students	24	15	5
Year 3 students	14	5	10
Year 4 students	5	6	4
NON-TEACHING STAFF			
Library Personnel	5	6	4
Bursary Personnel	1	3	1
Registrar's office Personnel	1	2	1
TOTAL	66	55	39

Measurement Instrument

A self-structured questionnaire titled “Leadership and Environmental Influence on Students Academic Performance (LEISAP) was used to elicit information from the respondents. A total number of thirteen (13) items were used in the instrument to answer the research questions and hypotheses. It was a four Likert rating scale of Very High Extent (VHE) = 4 points, High Extent (HE) = 3 points, Low Extent (LE) = 2 points and Very Low Extent (VLE) = 1 point.

Validity and Reliability of Instrument

The instrument was validated by three research experts in the department of educational management of the Ignatius Ajuru University of Education, Port Harcourt, Nigeria. The reliability of the instrument was determined using the Cronbach Alpha. The statistical reliability estimate was $r = .890$, which shows that instrument was very reliable.

Method of Data Analysis

The statistic package for social sciences (SPSS) was used to analyse the data collected. The descriptive statistics of mean and standard deviation was used to answer the research questions. The mean score was used to determine the rejection and acceptance of the rating items. Thus, items with mean score of 2.5 and above were rejected, while items below 2.5 were accepted using the 4 point Likert scale of $4+3+2+1 = 10 \div 4 = 2.5$. The (SPSS) tool employed using Pearson Product Moment Correlational Coefficient to test the hypothesis at 0.05 level of significance.

RESULTS

Research Question 1: Quality of university environment that affects the academic performance of the students in the universities

Table 2 shows that items 1-4 had their cluster mean of 2.36, which is below the criterion mean score of 2.50, which indicates that majority of the respondents agree to a low extent that the university environment does not affect the academic performance of students because of the type of learning environment they find themselves.

Table 2: Quality of university environment that affects the academic performance of the students in the universities

SN	ITEMS	N	Mean	SD	Decision
1	The conducive nature of student learning environment	160	2.43	.725	Reject
2	The strategic nature of the planted trees and relaxation area for student's academic and social interactions	160	2.34	1.172	Reject
3	Good Classroom illumination and the ventilated nature of the classroom for learning	160	2.35	.760	Reject
4	Undistracted no-noise learning environment, walk ways and internal road network in the university	160	2.32	.813	Reject
Cluster		160	2.36	.868	Reject

Research Question 2: Library and other attendant facilities that influences the academic achievement of students in the universities

Table 3 shows that items 5-9 had their cluster mean of 2.25, which is below the criterion mean score of 2.50, which indicates that majority of the respondents agreed to a low extent that library and other attendant facilities influences the academic achievement of university students.

Table 3: Library and other attendant facilities that influences the academic achievement of students in the universities

SN	ITEMS	N	Mean	SD	Decision
5	Adequate Provision of seats for use in the library	160	2.06	1.085	Reject
6	Adequate Current material/books for students in the library	160	2.14	.774	Reject
7	Effective Book lending to students/teaching staff	160	2.27	.947	Reject
8	Availability/presence of library assistants to helps and guide students	160	2.37	.659	Reject
9	Classroom spaces for student learning in the university	160	2.40	.787	Reject
Cluster		160	2.25	.850	Reject

Research Question 3: University leadership that influence student's academic performance in the universities

Table 4 shows that all the (10-13) items had their cluster mean of 2.40 below the criterion mean score of 2.50, which indicates that majority of the respondents used for the study disagreed to the items on the university leadership that influence student's academic performance in the universities.

Table 4 University leadership that influence student’s academic performance in the university

SN	ITEMS	N	Mean	SD	Decision
10	Leadership style of the university as participative or democratic refers as all inclusive leadership.	160	2.48	.719	Reject
11	The cordial relationship between the student union government and university leadership	160	2.41	.750	Reject
12	Leadership preparedness in putting university administrative measures in meeting university academic calendar	160	2.47	.701	Reject
13	University’s leadership method used in the allocation of course to lecturers in the university	160	2.25	.729	Reject
Cluster		160	2.40	.724	Reject

Hypotheses Testing

Hypotheses Two HO₁: There is no significant relationship between quality of the university environment and its students’ academic performance

Table 5: Correlation table for hypotheses one

		Mean	SD	Quality of the University Environment	Students’ Academic Performance
Quality of the university environment	Pearson Correlation			1	.518**
	Sig. (2-tailed)	2.25	.868		.000
	N			160	160
Students’ Academic Performance	Pearson Correlation	2.32	.3009	.518**	1
	Sig. (2-tailed)			.000	
	N			160	160

Table 5 above showed the Pearson correlation value 0.518 indicating moderate positive relationship and significant value of 0.00 above the significant level of 0.05. Therefore, the null hypothesis is rejected; indicating that there is significant relationship between the quality of the university environment and its students’ academic performance.

Hypotheses One HO₁: There is no significant relationship between library and other attendant facilities on the academic performance of students

Table 6: Correlation table for hypotheses two

		Mean	SD	Library and other attendant facilities	Students’ Academic Performance
Library and other attendant facilities	Pearson Correlation	2.36	.3387	1	.678**
	Sig. (2-tailed)				.000
	N			160	160
Students’ academic performance	Pearson Correlation	2.32	.3009	.678**	1
	Sig. (2-tailed)			.000	
	N			160	160

Table 6 above showed the Pearson correlation value 0.678 indicating moderate positive relationship and significant value of 0.00 above the significant level of 0.05. Therefore, the null hypothesis is rejected; indicating that there is significant relationship between library and other attendant facilities on the academic performance of students in the university.

Hypotheses Three HO₃: There is no significant relationship between of university leadership influence on the student's academic performance

Table 7: Correlation table for hypotheses three

		Mean	SD	University leadership	Students' Academic Performance
University leadership	Pearson Correlation	2.40	.724	1	.587**
	Sig. (2-tailed)				.000
	N			160	160
students' academic performance	Pearson Correlation	2.32	.3009	.587**	1
	Sig. (2-tailed)			.000	
	N			160	160

Table 7 above showed the Pearson correlation value 0.587 indicating moderate positive relationship and significant value of 0.00 above the significant level of 0.05. Therefore, the null hypothesis is rejected, indicating that there is no significant relationship between of university leadership influence on the student's academic performance in the university.

DISCUSSION AND CONCLUSION

This study revealed that school buildings in the university environment is one of the school facilities that influence academic performance of students. Also, the design of classrooms and its lighting significantly contribute to the student's performance in learning. Without light it is obvious that students may find it difficult to sight learning facilities or instructional material in the class. The university environment as a system within which human (students) interrelates with the physical component, whereas, educational environment as a learning place the learner interacts and make judicious use of learning facilities to enhance its learning capacity to face the prevailing challenges in the society through problem solving. In pursuance, Onukwo (2004) and Amanchukwu and Ololube (2015) noted that a conducive school environment improves students' academic progress and development.

One of the strongest problems with the Nigerian educational system is the inappropriate and inadequate school facilities. Therefore, the logical thing to do is to equip Nigerian universities to enhance students' academic performances. The institutional leaders should strongly influence the design of school buildings and the environment to be able to influence student's academic performances. The basic opinion here is that educational library and facilities should not impose restrictions on student usage. Unfortunately most of university facilities in Nigeria especially in the public universities were just set up as buildings to house students without regard to proper planning in terms of what educational purposes the facilities should serve and their place in service delivery that (Amanchukwu & Ololube, 2015).

It is important to note that unavailability of resources like, furniture, electricity, library, laboratory, internet facilities, projectiles, internal-roads, security, offices, lecture halls and hostels denotes the process of teaching and learning. As aforementioned, all of these can only be

actualized in real sense when the university leadership administration is result oriented in goal settings. Therefore, standardization of university environment to accommodate the required learning facilities is a responsibility that the university leadership is expected to consider seriously in the administration of the university because it communicates to stakeholders the values which the university will add to the student academic achievements.

Recommends

- The university leadership should create administrative conducive environment to allow relevant lecturers and other stakeholder's contribute ideas that are geared towards the student academic performance.
- The available facilities for learning in the university should be maintained, laboratory equipment's are expected to be calibrated, overhaul to meet the required standard of practice.
- Conducive university learning environment should be given a continuous improvement approach to accommodate change and innovation in the teaching and learning process.
- The university leadership ought to be cordial and harmonious with the student union leadership for easy dissemination of university policy implementation that will encourage student academic performance.
- University environment that is devoid of rancour amongst lecturers and students should be the priority of the university leadership for teaching and learning process.

REFERENCES

- Akubue, A. U., & Ifelunni, C.S. (2006). Effect of school location on students Achievement. *Journal of Educational Research, 1*, 109–110.
- Amanchukwu, R. N., & Ololube, N. P. (2015). Excellent school records behaviour for effective management of school systems. *Human Resources Management, 5*(1), 12-17. DOI: 10.5923/j.hrmr.20150501.02.
- Ayodele, J. B. (2005). The Role of the Head Teachers in School Plant Management and Maintenance. In Fagbamiye E.O., Babaloja J.B, Fabunmi M. and Ayemi A.O. *Management of Primary and Secondary Education in Nigeria* (pp. 93–100). Ibadan: NAEAP.
- Balogun, T. N. (1995). Studies on the Relationship between Availability of Resources and Students' Academic Achievement. In Eze F. N (Ed.), *Influence of School Environment on Academic Achievement of Students of public Secondary School in Enugu State Unpublished Dissertation*. October, 2010.
- Belanger, P. (2003). Learning environments and environment education. In L. H. Hill & D. E. Clover (Eds.), *Environmental adult education: Ecological learning, theory, and practice for socio-environmental change* (pp. 79-88). San Francisco: Jossey Bass.
- Camburn, E., Rowan, B., & Taylor J. E (2003). Distributed leadership in schools. Adopting comprehensive school reform models. *Educational Evaluation and Policy Analysis, 25*(4), 347-373.

- Chiu, L. (1991). In Eze F.N (Ed.), Influence of School Environment on Academic Achievement of Students of Public Secondary School in Enugu State (pp.4-6), *Unpublished Dissertation*. October, 2010.
- Dike, V. W. (2001). School Library facilities required for successful implementation of the UBE programme in Nigeria. *Nigerian school Library Journal*, 4(1&2), 5-13.
- Dubey, D. L. (1972). Environmental Influence on Academic Performance of Secondary School Students in Port Harcourt Local Government Area of River State. *Journal of Economic and Sustainable Development*, 4(12). 2013.
- Earthman, G. I. (2004). Prioritization of 31 Criteria for School Building Adequacy. *American Civil Liberties Union Foundation of Maryland*. Retrieved from <http://www.ac/u.md.org/atop%20issues/education%reform/earthfinal10504.pdf>.
- Egim, S. A. (2003). School Environment and Administrators' Role Performance in Cross River State Secondary Schools. *An Unpublished Doctoral Thesis Submitted to the Department of Educational Administration and Planning, University of Calabar, Nigeria*.
- Ehiametalor, E. T. (2001). In Nwagwu, N.A. et al. (Eds.), *Current Issues in Educational Management in Nigeria*, Benin Ambik Press.
- Emeka, D. O. (2008). Impact of climate change on livelihood sustainability in the Lake Chad region of Nigeria in Popoola (Ed.), *Proceedings of the 32nd Annual Conferences of Forestry Association of Nigeria*, 152-153.
- Ford, D. Y., & Harris, J. J. (1997). A study of the social identity and achievement of black males and female. *Reoper Review*, 20, 105-110.
- Hallinger, P., & Heck, R. (1998). Exploring the principal's contribution to school effectiveness. *School effectiveness and school development*, 9(2), 157-191.
- Harris, A. (2004). Distributed leadership and school improvement: Leading or misleading? *Educational Management Administration & Leadership*, 32(1), 11-24.
- Hart, A. W. (1995). Reconceiving school leadership: Emergent views. *Elementary School Journal*, 96(1), 9-86.
- Heller, M. J., & Firestone, W. A (1995). Who's in charge here? Sources of leadership for change in eight schools. *Elementary School Journal*, 95, 65- 115.
- Ikediashi, A. E. (2002). Influence of physical classroom environment on academic performance of pupils in public and private schools: A case study. *African Journal of Educational Research*, 2, 11-22.
- John, L. (1917). Influence of School Environment on Academic Achievement of Students of Public Secondary School in Enugu State (pp.6-34) *Unpublished Dissertation*. October, 2010.
- Leithwood, K., & Mascall, B. (2008). Collective leadership effects on student achievement. *Educational Administration Quarterly*, 44(4), 529-561.
- Maduwesi, E. J. (1990). In Eze F.N (Ed.), Influence of School Environment on Academic Achievement of Students of Public Secondary School in Enugu State (pp.4-6) *Unpublished Dissertation*. October, 2010.
- Markless, S., & Streatfield, D. (2004). Improve your library: a self-evaluation process for secondary school libraries and learning resources centres 2 volumes London: *Department for Education and skill*. Retrieved from www.teachernet.gov.uk/schoollibraries.

- Marks, H. M., & Printy, S. M. (2003). Principal leadership and school performance: Integrating transformational and instructional leadership, *Educational Administration Quarterly*, 39, 370-397.
- Mgbodile, T. O. (2004). *Fundamentals in Educational Administration*. Enugu: Magnet Business Enterprises.
- Mkpughe, M. L. (1998). *The interaction of gender, location, and social-economic status on students' academic performance in home economics at the junior secondary school level*. M.Ed. Dissertation, Abraka-Nigeria: DELSU.
- Ngwoke, D. U. (1997). *Educational Psychology*, Nsukka Series 11, 14-16.
- Ojedele, P. K. (2003). Facilities Provision and Management for the Successful Implementation of the Universal Basic Education (UBE) Programme in Nigeria. *A Paper Presented at the Annual Nation Conference of NAEAP held at University of Ibadan, 29th – 31st October*.
- Okeke, C. E. (2001). *Grassroots Promotion of Basic Science in Nigeria*. A paper presented at the 3rd Prof. K. O. Dike memorial lecture by the Nigeria Academy of Science, NnamdiAzikwe University, AkwaAnambra State, Nigeria.
- Ololube, N. P., Egbezor, D. E., Kpolovie, P. J., & Amaele, S. (2012). Theoretical debates on school effectiveness research: lessons for Third World education development agendas. In N. P. Ololube & P. J. Kpolovie (Eds.), *Educational management in developing economies: Cases 'n' school effectiveness and quality improvement*, (pp. 1-18). Saarbrücken: Lambert Academic Publishers.
- Onukwo, G. (2004). Class Note on Educational Psychology, Post Graduate Diploma in Education. In Orlu C. (Ed.), *Environmental Influence on Academic Performance of Secondary School Students in Port Harcourt River State*. *Journal of Economics and Sustainable Development*, 4(12).
- Piaget, J. (1964). Development and Learning. In Ripple, R. and Rockcastle, V. (Eds.). *Piaget Rediscovered*. Ithaca: Cornell University.
- Rowan, B. (1990). Commitment and control: Alternative strategies for the organizational design of schools. In C. Cazden (Ed.), *Review of research in education*. Washington, DC: American Educational Research Association.
- Skinner, B. F. (1948). In Eze F.N (Ed.), *Influence of School Environment on Academic Achievement of Students of Public Secondary School in Enugu State* (pp.6-34) *Unpublished Dissertation*. October, 2010.
- Smylie, M. A., Conley, S., & Marks, H. M. (2002). Exploring new approaches to teacher leadership for school improvement. In J. Murphy (Ed.), *The educational leadership challenge: Redefining leadership for the 21st century*. 101st yearbook of the National Society for the Study of Education, Part 1 (pp. 162-188). Chicago: University of Chicago Press.
- Spillane, J., Halverson, R., & Diamond, J. (2004). Towards a Theory of Leadership Practice: A Distributed Perspective. *Curriculum Studies*, 3 - 34.
- Student Achievement: The Elusive search for an Association. *Educational Administration Quarterly*, 39(3), 398-425.
- Wahlstrom, K., & Louis, K. S. (2008). How teachers perceive principal leadership. *Educational Administration Quarterly*, 44, 498-445.

Handsome Ekelechi Agile is a postgraduate student in the Department of Educational Management, Faculty of Education, Ignatius Ajuru University of Education, Nigeria. He can be reached via email at handsomeisreal5@gmail.com