

A study on Academic Achievement in English Language Among Senior Secondary School Students in Daura Zonal Education Quality Assurance (ZEQA)

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ABSTRACT

This study investigated the effect of learning atmosphere on academic achievements among Senior Secondary School Students in Daura Zonal Education Quality Assurance (ZEQA). The study explored how school learning variables affect students' academic achievement in a school setting. Four research questions and hypotheses guided the study. The research design adopted was a descriptive and ex-post facto design. The population consisted of Senior Secondary School Students in Daura Zonal Education Quality Assurance (ZEQA), with six schools selected (three boarding and three-day schools). A sample of 310 students' final year scores in NECO from 2020-2022 was obtained from the sampled schools. The research instruments used were academic records of the students. The data collected were analyzed using mean and standard deviation, while t-test statistics and Pearson Product Moment Correlation Coefficient were used to test the hypotheses at a 0.05 level of significance. The findings showed that boarding school students' academic achievement was significantly better than that of day school students. Additionally, boarding schools possessed more positive factors that promote learning. It was concluded that school learning variables correlate significantly with students' academic achievement.

Key Words: Academic achievement, Learning atmosphere, Day School, Boarding School

INTRODUCTION

Language is the cornerstone of human culture, shaping individual and group identity. It is the primary medium for education, both formal and informal. Language has multiple definitions, but at its core, it is a fundamental aspect of human nature, essential for personal growth and self-expression. As Ahmed (2009) notes, language is a unique attribute that distinguishes humans from other living beings, playing a vital role in nation-building and development. It is a powerful tool for managing information, sharing knowledge, and integrating people across social, political, and economic spheres. The ability to communicate through language sets humans apart, making it a crucial element in forming social bonds and relationships between individuals. Therefore, language should be recognized not only as a means of communication but also as a vital tool for building connections and fostering human relationships.

In Nigeria's multilingual society, English plays a unifying role, bridging the diverse linguistic groups and serving as the language of instruction in education. Despite the National Policy on Education advocating for the use of the mother tongue in early childhood education, this policy is not effectively implemented. Instead, most children begin their education in English, particularly in private schools, which have become the dominant force in early childhood education. Government-owned schools are often viewed as inefficient and plagued by labour disputes, leading to disruptions in the school year. Furthermore, many Nigerians oppose the idea of mother-tongue education in early childhood, fearing it may hinder children's proficiency in English. This negative attitude prevails, prioritizing English language skills over the benefits of mother-tongue education.

The National Policy on Education (2013) appreciates the importance of language as a means of promoting social interaction and national cohesion, preserving cultures. Thus, every child shall learn the language of the immediate environment. Furthermore, in the interest of national unity it is expedient that every child shall require learning one of the three Nigerian languages (in addition to English language): Hausa, Igbo and Yoruba.

- a) In primary school, which lasts six years, each child must study two languages, namely:
 - b) i. his mother tongue (if available for study) or an indigenous language of wider communication in his area of domicile and.
 - ii. English Language.
- c) In Junior Secondary School (JSS), which is of three years duration, the child must study three languages.
 - i. His mother-tongue
 - ii. English language and,
 - iii. One of the three major indigenous languages in the country, namely Hausa, Igbo and Yoruba
- d) In senior Secondary School (SSS) which also last three years the child must study two languages, namely:
 - i. An indigenous language
 - ii. English languages NPE revised (2004)

The English language is a mandatory subject in Nigerian schools, from primary to tertiary levels, and a credit pass is required for higher institution admission. Additionally, English is a compulsory course in the first year of higher education (National Universities Commission, 2019). Therefore, it is essential to investigate the academic achievements of students in English language between boarding and day secondary schools (Adeyemi, 2012). The boarding school system was introduced in Katsina state, including Daura Zonal Education, in the 1970s to address issues like high costs, student unrest, and declining academic performance (Kaduna State Government, 1970). While both boarding and day schools have their challenges, they are integral parts of Nigeria's education system (Daura Zonal Education Quality Assurance, n.d.). This study focuses on student academic achievement in English language in schools under Daura Zonal Education Quality Assurance.

Nigeria's language landscape is indeed complex, with a population of approximately 240 million people and a staggering 510 languages (Ethnologue, 2022). The country's language policy has designated English as the official language, while also promoting the use of indigenous languages in early education and encouraging citizens to learn local languages. However, despite constitutional and educational policies, English remains the dominant language in various aspects of Nigerian life, including media, politics, business, higher education, journalism, trade, secretarial work, diplomacy, legislation, and communication (Adegbija, 2004). Moreover, English is even used as a language of conversation in some Nigerian homes (Osisanwo, 2009).

STATEMENT OF THE PROBLEM

Teaching and learning are two interconnected aspects of the educational process. They play a crucial role in ensuring effective learning in education. The teaching and learning of English language is a continuous process in Nigeria, spanning from primary to tertiary levels. However, the study of English language faces numerous challenges that affect all stakeholders in education. Some of the challenges confronting the teaching and learning of English language in secondary schools include: Students' poor background in English, lack of qualified English teachers, inadequate instructional materials, examination malpractices, lack of motivation among students, Teachers' negative attitude and perception towards teaching, poor learning conditions and politicization of admission, among others.

There is a widespread concern about the deteriorating standards of education in Katsina state, specifically in Daura Zonal Education Quality Assurance, and across the country. Scholars attribute the educational challenges in the zone to the state's deboarding policy. According to Halima (2006), the boarding system is considered the best form of secondary education, ensuring qualitative and sound education. However, others argue that it provides a cost-effective shortcut to quality education. Both sides present arguments that can be tested to determine the actual situation. The best approach to verify each claim is to assess the learning outcomes in each case. As Jegede (2001) states, the primary objective of any learning task is to master the material, pass prescribed examinations, and apply learning to real-life situations. This research aims to investigate the extent to which learners in both settings (boarding and day schools) pass prescribed examinations after mastering learning tasks, enabling them to apply their knowledge to real-life situations.

RESEARCH QUESTIONS

The main research questions formulated for this study are as follows:

1. Is there any difference in academic achievement in English language between students in boarding and day secondary schools?
2. To what extent does availability of infrastructural facilities affect students' academic achievement in English language between boarding and day secondary schools?
3. Is there any effect of peer group influence on the academic achievement of the students in English language?
4. Is there any environmental effect on the students' academic achievement in English language?

RESEARCH HYPOTHESES

The following Null hypotheses were formulated to guide the study:

1. There is no significant difference in academic achievement in English language between students in boarding and non-boarding schools.
2. There is no significant effect of availability of infrastructural facilities on the academic achievement of the students in English language.
3. There is no significant effect of peer group influence on students' academic achievement in English language.
4. There is no significant effect of environmental forces on students' academic achievement in English language.

LITERATURE REVIEW

THE CONCEPT OF LANGUAGE

The concept of language has been defined by different scholars and linguists based on their perception. According to Crystal (2019) defines language as "a complex system of symbols, sounds, and gestures used for communication." This shows that without language, it will be very difficult to achieve any meaningful development in any field of human life. Oxford Dictionary (2020), "language is the system of communication used by a particular community or country." As stated by Language Development Institute (2020), "language is a tool for conveying meaning, expressing thoughts, and negotiating relationships." Additionally, linguist John E. Joseph defines language as "a dynamic and constantly evolving system of signs, symbols, and rules used for communication" (Joseph, 2020). And also, Language has been defined by scholars as a vital tool for human communication. According to Oxford Dictionary (2020), "language is the system of communication used by a particular community or country." Similarly, Crystal (2019) defines language as "a complex system of symbols, sounds, and gestures used for communication." Language Development Institute (2020) states that "language is a tool for conveying meaning, expressing thoughts, and negotiating relationships." Additionally, linguist John E. Joseph defines language as "a dynamic and constantly evolving system of signs, symbols, and rules used for communication" (Joseph, 2020). Furthermore, Language and Linguistics Compass (2020) defines language as "a system of communication that uses symbols, sounds, and gestures to convey meaning." Language is a vital tool for human communication, according to various scholars. Addeen (2012) views language as a structured and conventional method of communication, either spoken or written". Hetzler (2010) considers language a unique human

property, enabling socialization, identification, memory, knowledge transmission, and abstract understanding". Dennis (2010) sees language as a distinctive human attribute, facilitating learning, creative thinking, and social change. Adeniran (2018) defines language as a cognitive faculty for complex communication. These definitions highlight language's role in human communication, emphasizing its importance as a means of expression and understanding.

CONCEPT OF ACADEMIC ACHIEVEMENT

In today's competitive world, education is a vital tool for socially disadvantaged individuals to improve their socio-economic status, and language plays a crucial role in this transformation (Crystal, 2019). Academic achievement is a critical aspect of a student's life, impacting their career, status, income, knowledge, personality, and happiness (OECD, 2019). It is the primary responsibility of educational institutions to promote holistic growth and development in students (UNESCO, 2017). Academic achievement is defined as the systematic evaluation of learning outcomes, measuring an individual's attainment in tasks, courses, or programs they have been adequately exposed to (Eze, 2019). Academic achievement has been defined in various ways by scholars. Stiggings (2001) views it as a learner's accomplishment in an educational setting, such as school, college, or university. Went Ling (2017) sees it as an individual's attainment of knowledge and skills, aligned with their age, prior learning, and capacity. Jipawan (2015) considers academic achievement a measure of the effectiveness and quality of educational management and teaching-learning activities. Nwagu (2011) defines it as the demonstration of knowledge, understanding, skills, and attitudes, assessable through various tests. Additionally, Obiegbo (2014) equates academic achievement with the marks obtained in tests and annual examinations.

According to Johnston (2013), "academic achievement is the level of performance exhibited by an individual" (Johnston, 2013). In other words, it is the degree of success attained at the end of an academic exercise, conceived as the extent to which one can accomplish after learning has taken place. George (2016) considers academic achievement as "what students have learned or what skills they have acquired" (George, 2016), usually measured through assessments and portfolio evaluations. Azikiwe (2010) defines academic achievement as "knowledge attained or skills developed in school subjects, typically measured by test scores or marks assigned by teachers" (Azikiwe, 2010). Throw (2011) defines academic achievement as "the attained ability or degree of competence in school tasks, usually measured by standardized tests and expressed in terms of age or grade units based on norms derived from a wide sampling of students' performance" (Throw, 2011). Ifeoko (2009) describes academic achievement as "something accomplished successfully, especially through exertion, skill, practice, or perseverance" (Ifeoko, 2009), seeing it as an outcome obtained from a test

Ukwuije (2011) asserts that "academic achievement determines a learner's behavioral outcome, growth, or lack of growth in acquiring desirable knowledge, skills, attitudes, and discovering their progress or lack of progress in a given task" (Ukwuije, 2011). Thomas (2010) believes that an individual's academic achievement is influenced by their ability to adapt to their environment, special abilities, aptitude, intelligence (integral to their personality), and the intensity of drives and motives that propel their activities (Thomas, 2010). Based on these scholars' and experts' views, we can conclude that academic achievement plays a vital role in the educational arena (Ukwuije, 2011; Thomas, 2010).

THEORETICAL FRAMEWORK

This study is grounded in the Skinnerian Environmental Theory, which emphasizes the significance of environment in shaping educational outcomes. The theory's progenitors include John Locke, who posited that experience and learning are essential for understanding human behavior. Other key contributors to this theory include: B.F. Skinner (1948), Edward Thorndike (1949), Edward Tolman (1958), Edwin Guthrie (1959) and Clark Hull (1884-1952)

The tenets of the Skinnerian Environmental Theory are: Behavioural development is controlled by the physical and psycho-social environment, children's development is shaped by the pattern of reinforcement from the environment, learning is manifested by a change in behaviour, the environment shapes behaviour and learning is the acquisition of new behaviour through conditioning. This theory has evolved over time, with on-going research and applications in various fields. Scholars who have supported and expanded this theory are Ngwoke, (1997) and Eze (2010)

The Skinnerian Environmental Theory suggests that environment plays a crucial role in shaping students' academic achievement. This study aims to investigate the impact of two different learning environments - boarding schools and day schools - on students' academic achievement. By understanding the principles and tenets of this theory, we can better appreciate the complex interactions between learners, their environment, and their academic outcomes.

The theory's evolving nature is evident in its applications in various fields, including education, psychology, and sociology. The scholars who have supported and expanded this theory have contributed to its growth and development, providing new insights and perspectives on the role of environment in shaping human behaviour.

In the context of this study, the Skinnerian Environmental Theory provides a framework for understanding how the learning environment influences students' academic achievement. By examining the physical and psycho-social environment of boarding schools and day schools, this study aims to identify the factors that contribute to students' academic success or failure. By understanding these factors, educators and policymakers can design interventions and policies that promote positive learning outcomes for all students. The Skinnerian Environmental Theory provides a robust framework for understanding the complex interactions between learners, their environment, and their academic outcomes. Its progenitors, tenets, and evolving nature make it a valuable tool for educators, researchers, and policymakers seeking to improve educational outcomes for all students.

METHODOLOGY

The study adopted the use of ex-post facto and descriptive survey designs in comparing the academic achievement among boarding and day senior secondary schools students within Daura Zonal Education Quality Assurance (ZEQA). Ex-post facto research design according to Ngwagu (2011) is a systematic empirical inquiry in which the researcher does not have direct control on independent variable because they are inherently not easy to manipulate. Ex-post facto research design is also referred to as casual comparative study. It seeks to establish the relationship between one variable and another. However, the researcher has no control over the independent variable. This is because the independent variable is inherently non-manipulatable. According to Akuezilo, (1993) a descriptive survey is that kind of research design in which

groups of people or items is studied by collecting and analysing data from only a few people or items considered to be representative of the entire group.

The purpose of ex-post facto research design is to find out factors that seem to be closely associated with certain behaviour, occurrences, prevalence or conditions. Ex-post facto design is considered as suitable for this research work because it is practical and versatile. The design enables the researcher to collect original data from the sampled schools and describe the conditions as they exist among senior secondary school students.

Sample is a subset of a population selected to participate in the study, it is a friction to the whole, selected to participate in the research project (Polit and Hungler, 1999). The process of selecting a portion of the population is known as sampling technique (Polit and Hungler, 1999). The technique used is stratified random sampling technique, through which a sample of six (6) senior secondary schools comprising of three (3) boarding and three (3) day selected out of thirty (30) Senior Secondary Schools within Daura Zonal Education Quality Assurance (ZEQA). Below are the schools selected and the total number of the sampled students from the total population of (5690):

SAMPLE SIZE

S/N	School	Number of Selected				
		Year	2020	2021	2022	Total
1.	Government Girls Secondary School.Sandamu		20	20	20	60
2.	Government Girls Secondary School Shargalle		20	20	20	60
3.	Government Girls Secondary School Rogogo		20	20	20	60
4.	Government Secondary School Daura		20	20	20	60
5.	Government Girls Secondary School Daura		20	20	20	60
6.	Government Secondary School Mai'adua		20	20	20	60
	Total					360

Source: Examination Officers of the selected schools (2020)

The instruments used for collected data in this study that were questionnaire and academic record of students. The questionnaire was administered to the respondents (teachers) to determine their perception towards students' academic achievement in English language and the academic records of the students from the academic office of the selected schools (Examination Officers office), which reveals the students' grades obtained in their English language S.S.C.E examinations (NECO) for the period of 2020 to 2022.

The data collected using the two instruments was facilitate answering the research questions and testing the hypotheses which were composed of two factors; the first of infrastructural facilities; lack of language laboratory, peer group influence, and effects of environmental forces and these variables correlate with the other factor that is academic performance of the students.

The questionnaire comprised 15 items. The questionnaire was developed in closed ended format structured in five-point Likert scale within the below scoring schedule.

SA	=	Strongly Agree	5
A	=	Agree	4
U	=	Undecided	3
D	=	Disagree	2
SD	=	Strongly Disagree	1

The responses obtained guided the discussion of results in the subsequent section of this paper. Moreover data were collected from the examination officers of the sampled schools on the instruction of the schools heads and the questionnaire was administered to the teachers of the selected schools. The data were collected by the researcher himself. The students' grade in S.S.C.E (NECO) English language was the requisite data collected.

Since it is correlational study, the data collected was analysed using mean and standard deviation. This helped answer the research questions, while t-test Statistical Procedure and Pearson Product Moment Correlation Coefficient Statistical package was used in testing the hypotheses. These correlation indices of the strength of relationship between variables determined the academic achievement of the two variables.

DATA ANALYSIS

This section presents the analysis of collected data for this study

ANSWERING RESEARCH QUESTIONS

Research Question 1: Is there any difference in academic achievement in English Language between students in boarding and day secondary schools?

Table: 1

School	N	\bar{X}	SD
Boarding	310	2.33	1.163
Day	310	1.74	1.099

The above table 1 shows the means and standard deviations of boarding and non-boarding students. It could be observed that the two means of 2.33 and 1.74 of boarding and non-boarding students' score respectively show little or no correlation. The standard deviations of 1.163 and 1.099 respectively show similar results. The means and standard deviations of the two sets of schooling dispersed and different about the means and standard deviations. Thus, means and standard deviations show similar or no correlation between boarding and non-boarding students' academic achievement in English Language.

Research Question 2: To what extent does availability of infrastructural facilities affect students' academic achievement in English Language between board and day secondary school?

Table: 2

	Frequency	\bar{X}	SD	Percentage	Cumulative Percentage
Yes	190	4.57	.496	61.29	61.29
No	120	1.84	.756	38.71	100
Total	310			100	

As indicated in the table above 190 respondents representing 61.29% opined that infrastructural facilities affect students' academic achievement in English Language, only 120 respondents claimed that infrastructural facilities do not affect students' academic achievement. Thus, the response to the question was moderate as majority of the respondents agreed that infrastructural facilities was important in English Language academic achievement among senior secondary school students. Therefore, it was true of the respondents' positive inclination to the question as their acknowledgement of the importance of infrastructural facilities in academic achievement.

Research Question 3: Is there any effect of peer group influence on the academic achievement of the students in English Language?

Table: 3

	Frequency	\bar{X}	SD	Percentage	Cumulative Percentage
Yes	214	4.65	.478	69.03	69.03
No	96	2.20	.790	30.97	100
Total	310			100	

As indicated in the table above, 214 respondents representing 69.03 asserted that peer group influence has significant effect on students' academic achievement in English Language. Only 96 of the respondents agreed that or claimed that peer group influence was affect students' academic achievement. Therefore, the response to the question was positive as majority of the respondents agreed that peer group influence affect students' academic achievement in English Language. Thus, was true of the respondents' acknowledgment of peer group influence on students' academic achievement in English language.

Question 4: Is there any effect of the environment on the students' academic achievement in English Language?

Table: 4

	Frequency	\bar{X}	SD	Percentage	Cumulative Percentage
Yes	176	4.59	.494	56.77	56.77
No	134	1.97	.794	43.23	100
Total	310			100	

The above table gives answer research question four (4). It shows that 176 respondents out of the total of (310) agreed moderately that environment has impact on students' academic achievement in English Language and the remaining (134) respondents disagreed that environment has no effect on students' academic achievement. Thus, by considering moderate respondents 176 (56.77%) environment has impact on students' academic achievement in English Language.

TESTING HYPOTHESES

This section presents the results of the analysis of hypotheses one after the other. Altogether summary of three (3) null-hypotheses tested using Pearson Product Moment Correlation Co-efficient (PPMCC) statistical tools were presented at 0.05 alpha level of significance and the remaining one (1) tested using t-test statistical tools.

Hypothesis One (Ho1)

There is no significant difference in academic achievement in English Language between students in boarding and non-boarding schools.

Table: 5

Students	N	Means	SD	t-cal	t-crit	df	Decision
Boarding	310	2.33	1.163				rejected
				35.2	27.9	309	
Day	310	1.74	1.099				

From the above results, it could be observed that the two means of 2.33 and 1.74 of boarding and non-boarding students' score respectively show little or no correlation. The standard deviation of 1.163 and 1.099 respectively show similar results. The data is dispersed and different about the means and standard deviation. To further verify the hypotheses, t-test distribution was value of 35.2 and t-critical value of 27.9 was observed at degree of freedom 309. Since t-calculated is greater than t-critical we therefore reject the hypotheses and concluded in academic achievement between boarding and day students in English Language in the area. Therefore, the above results indicate that there is difference in school variables that influence learning which invariably influence students' academic achievement in the two sets of schooling. This research indicated that the same thing that success in school is heavily influenced by not only cognitive factors but environmental factors.

Hypothesis Two (Ho2)

There is no significant effect of availability of infrastructural facilities on the academic achievement of the students in English Language.

Table: 6

Variables	N	\bar{X}	SD	df	r	P-Value	Decision
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1. Infrastructural Facilities	310	3.52	1.465	308			rejected
					.941	.000	
2. Academic Achievement	310	2.04	1.172	308			

As indicated in the above table, the result of Pearson Product Moment Correlation (PPMC) statistics test revealed that significant effect exists between the infrastructural facilities and academic achievement of students in English Language. The reason was that the calculated P-value of .000 is less than .05 alpha level of significance at a correlation index value of .941. By implication, a null hypothesis stated above is hereby rejected. Therefore, the conclusion is drawn that infrastructural facilities affect students' academic achievement in English Language.

Hypothesis Three (Ho3)

There is no significant effect of peer group influence on students' academic achievement in English Language.

Table: 7

Variables	N	\bar{X}	SD	df	r	P-Value	Decision
1. Peer Group	310	3.89	1.280	308			rejected
					.935	.000	
2. Academic Achievement	310	2.04	1.172	308			

From the above table, shows hypothesis three testing. The details of the Pearson Product Moment Correlation (PPMC) statistics revealed the existence of significant effect between peer group influence and students' academic achievement in English Language. This was because the PPMC calculated P-value of .000 is less than .05 level at a correlation index re-value of .935. Thus, implies that the hypothesis is hereby rejected.

Hypothesis Four (Ho4)

There is no significant effect of environmental forces on students' academic achievement in English Language.

Table: 8

Variables	N	\bar{X}	SD	df	r	P-Value	Decision
1. Environmental Forces	310	3.45	1.447	308			rejected
					.941	.000	

2. Academic Achievement 310 2.04 1.172 308

The outcome of the above table of the Pearson Product Moment Correlation (PPMC) statistics revealed that significant effect exist between the environmental forces and students' academic achievement in English Language. This was because the calculated P-value of .000 is less than .05 level of significance at a correlation index r level of .941. Consequently, the null hypothesis which states that there is no significant effect of environmental forces on the students' academic achievement in English Language is hereby rejected. The focus of this research question was to compare the academic achievement of boarding and day students. The result of these findings showed that students in boarding have higher academic achievement than their counterpart of day. The result of these findings agrees with Usman (2010) who asserted that there is significant difference in academic achievement between boarding and non-boarding students. Again, the result agrees with Adentunji and Oladeji (2007) undertook a correlation research on reading habit among boarding and day secondary school students, the findings shows that there is significant difference among them.

DISCUSSION OF FINDINGS

This section presents the study's results, based on data analysis, and discusses the research questions that guided the study. The discussion also compares the current findings with previous empirical studies by other researchers. The research question one as showed in table 1, the result showed that students in boarding have higher academic achievement than their counterpart of day and also in table 8 (eight) sowed the means difference among them. The result of this finding agrees with Usman (2010) who asserted that there is significant difference in academic achievement between boarding and non-boarding students. Again the result agrees with Adentunji and Oladeji (2007) undertook a correlation research on reading habit among boarding and day secondary school students, the findings shows that there is significant difference among them. Regarding research question as indicated in table 2, the teachers (respondents) believe that infrastructural facilities contribute to students' academic achievement, consistent with Naldman's (2001) view emphasizing the importance of resources and infrastructural facilities for academic achievement. Similarly, this finding aligns with Mackenzie's (2003) assertion that success in school is influenced by both cognitive factors and teaching and learning materials.

Regarding the third research question in table 3, the respondents (teachers) agreed that peer group influence has a significant effect on students' academic achievement, as shown in Table 10. The results indicate that students' academic achievements are influenced by peer group influence. This finding is in conformity with the view of Ayotunde (2002), who cited factors such as academic guidance, peer group influence, language models, environmental stimulations, and value orientations as influencing academic achievement. However, these findings contrast with the view of Ezeji (2001), who noted that academic achievement is influenced by cognitive and environmental factors, but not peer group influence.

This finding disagrees that peer group influence solely affects students' academic achievement, as various factors contribute to academic success. This perspective aligns with Smith's (2003) view that boarding students have access to more facilities, time, and peer interaction, which positively influences learning outcomes. Moving on to research question four, the study

investigates the impact of environmental forces on students' academic achievement in English Language. The respondents showed consensus on all five items, with some exceptions, indicating that environmental forces indeed influence students' academic achievement.

The finding in table 4 aligns with Smith's (2003) research, which indicated that academic achievement is influenced by both cognitive and environmental factors. Similarly, Akabogu's (2017) study found that school location significantly impacts secondary school students' achievement in reading comprehension. However, these findings contrast with Okonkwo's (1997) research, which suggested that school location has no effect on academic achievement in rural areas. The researcher supports the view that environmental forces, including boarding or day student status, influence students' academic achievement. Regarding hypothesis 1, the data in Table 12 show significant differences in means and standard deviations between boarding and day students, with a t-calculated value exceeding the t-critical value. Therefore, the hypothesis was rejected, and the conclusion was drawn that there is a significant difference in academic achievement between boarding and day students.

The above results in conformity with the findings of Usman (2010) carried out a comparative study between boarding and day students in Katsina Metropolis, he used t-test, statistical tool at 0.05 level of significance. He draws the conclusion that there is significance difference in academic achievement among the two variables. Hypothesis two (2), three (3) and four (4) as shown in table 13, table 14 and table 15. Outcome of the Pearson Product Moment Correlation Co-efficient statistics revealed that there is significant exist among variables.

CONCLUSION

Based on the finding of this paper, it was summed up that environment has significant impacts on academic achievement of the students. Academically, there are numerous variables that predict student's academic achievement in school subject. These could be those from the boarding schools and other from day schools. But, since the study is concerned with environmental factors such as variables identified to have one impact or the other on the students' academic achievement. The fact established in this study has brought about the conclusion that school environment has more positive impact on student's academic achievement.

RECOMMENDATIONS

Based on the finding of the study, the following recommendations are made:

- Effective teaching of English as a core subject requires a multifaceted approach beyond mere verbal instruction. It demands a focus on interactive and engaging methods, incorporating resources like models, charts, and real-life objects.
- Teachers must prioritize student-centered activities and dedicate sufficient time to ensure meaningful learning experiences.
- The government, as a key stakeholder, should invest in providing quality instructional materials, infrastructure, and teacher training programs.
- Additionally, the issue of truancy among day students' needs a collaborative solution from all stakeholders.

- Parents/guardians should allocate time for their child's academic activities at home, and team teaching and tutorial classes should be reinstated and encouraged, particularly in day schools.
- Educators should instill reading skills in students and teach them how to utilize library resources effectively.
- Stakeholders must prioritize establishing well-equipped libraries with up-to-date materials to support students' learning.
- Parents and governments should collaborate to address transportation challenges faced by day students, seeking comprehensive solutions.
- Ensuring a secure and peaceful academic environment requires adequate fencing of schools to provide a safe space for learning.
- Providing sufficient and adequate classroom infrastructure is essential for effective teaching and improved academic achievement in both schools.
- Poverty remains a significant challenge in Nigeria, particularly among the most vulnerable populations. Addressing high unemployment and illiteracy rates is crucial, and the government must take proactive steps to tackle these underlying issues.

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