



MANAGING LEARNING ENVIRONMENT FOR STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SENIOR SECONDARY SCHOOLS IN OBIO-AKPOR LOCAL GOVERNMENT AREA OF RIVERS STATE

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Abstract

The learning environment which is the space interpretation of the curriculum where education takes place should receive deliberate attention from school managers as it could greatly impact on the overall performance of the students. The study focused on managing learning environment to enhance students' academic performance in Obio/Akpor LGA of Rivers State. Three objectives and corresponding research questions and hypotheses guided the study. Descriptive research design was adopted and data was collected through a self-designed questionnaire titled "Managing Learning Environment for Students' Academic Performance Questionnaire (MLESAPQ). The population of the study comprised 27 principals and 1,337 teachers of public senior secondary schools in Obio/Akpor local government area in Rivers State, from which a sample of 164 was drawn using stratified random sampling technique. The instrument's reliability was assessed using test-retest method. Cronbach alpha was used to ascertain a reliability index for internal consistency of 0.71. 164 copies of the questionnaires were distributed with only 159 copies valid. Mean and standard deviation was used to answer the research questions, while t-test statistics was used to test the hypotheses at 0.05 level of significance, with the aid of SPSS version 23.0. The results of the study showed that to a high extent classroom organization, discipline and adequate instructional materials enhance student's academic performance in Obio-Akpor LGA of Rivers State. The null hypotheses revealed that hypothesis one was accepted indicating that there is no significant difference between the mean ratings of Principals and Teachers on classroom organization: whilst hypotheses two and three were rejected indicating that there is a significant difference between the mean ratings of Principals and Teachers on discipline and adequate instructional materials. The study concluded that teachers who effectively organize their classrooms, enforce discipline and utilize adequate instructional materials create a conducive learning environment thereby enhancing students' academic performance in public senior secondary schools in Rivers State. Based on the results it was recommended among other things that Rivers State Ministry of Education should take the lead in regularly assessing and improving the management of the learning environment in public senior secondary schools with emphasis on critical areas such as classroom organization, discipline strategies and the provision of adequate instructional materials to enhance students' academic performance.

Keywords: Learning Environment, Classroom Organization, Discipline, Instructional Resources.

INTRODUCTION

The learning environment is a very important aspect of educational administration which should be well managed to enhance students' academic performance. There is no doubt that the importance of education cannot be overemphasised because there is no country that has succeeded without educating its people. Therefore, the learning environment which is the space interpretation of the curriculum where education takes place should receive deliberate attention from school managers. The learning environment includes classrooms, libraries, technical workshops, laboratories; teachers' quality, school management, teaching methods, peers, etc. are variables that affect students' academic achievement. A well-planned school will gear up expected outcomes

of education that will facilitate good social, political and economic emancipation, effective teaching and learning process and academic performance of the students. There is no doubt that schools that provide a safe, supportive, and well-equipped learning environment are more likely to see higher levels of academic achievement among their students.

This study will contribute to the existing body of knowledge by providing empirical evidence on the impact of various elements of managing the learning environment on students' academic performance in public senior secondary schools in Obio/Akpor Local Government Area, Rivers State- Nigeria.

CONCEPTUAL REVIEW

Learning Environment

Learning is a social process, influenced by interactions with others (Adeyemi, 2020). From a young age, individuals learn from those around them, including parents, teachers, peers, and community members. These social interactions play a crucial role in shaping their beliefs, values, and behaviors, as they observe and model the actions of those around them. This social aspect of learning underscores the importance of collaboration and communication in education, as working together with others can enhance understanding and retention of new information. Moreover, learning is an active process that requires engagement and participation (Njoku, 2018). Passive learning, such as memorization or rote learning is often less effective than active learning strategies that encourage critical thinking, problem-solving, and reflection. By actively engaging with new information and concepts, individuals are more likely to understand and retain the material, leading to deeper and more meaningful learning experiences.

One key characteristic of learning is its dynamic nature. Learning is not a one-time event but rather a continuous process that occurs over time (Ibe, 2017). As individuals encounter new information and experiences, their understanding and perspectives evolve, leading to changes in their behavior and beliefs. This ongoing process of learning allows individuals to constantly expand their knowledge and skills, enabling them to navigate the complexities of the world around them.

Creating an optimal learning environment is crucial for facilitating effective learning outcomes and fostering student success. The learning environment encompasses the physical, social, emotional, and cultural contexts in which learning takes place, all of which can significantly impact students' ability to engage with and internalize new information (Kearsley, 2020). The physical environment, including the classroom layout, seating arrangement, lighting, temperature, and noise level, plays a key role in creating a conducive space for learning (Bae & Kim, 2018). A well-designed classroom that is comfortable, organized, and free of distractions can help students focus their attention on the lesson and engage more effectively with the material (Niemi, Ryan & Deci, 2021).

In addition to the physical environment, the social environment also plays a critical role in shaping the learning experience. Positive relationships with peers and teachers can create a supportive atmosphere where students feel comfortable taking risks, asking questions, and participating actively in class (Hattie, 2012). Conversely, negative social dynamics, such as bullying or exclusion, can create a hostile environment that impedes learning and undermines students' well-being (Espelage & Swearer, 2010).

Emotional factors also play a significant role in the learning environment. Creating a positive emotional climate in the classroom involves fostering a sense of community, recognizing and validating students' emotions, and providing opportunities for emotional expression and regulation (Brackett, Rivers, Reyes, & Salovey, 2012). By addressing students' emotional needs, educators can create a more inclusive and supportive learning environment that promotes students' academic and personal growth.

Furthermore, the cultural context of the learning environment can influence students' experiences and outcomes. Culturally responsive teaching practices that acknowledge and incorporate students' cultural backgrounds, experiences, and perspectives can enhance engagement, motivation, and learning outcomes (Gay, 2010).

Managing the Learning Environment

Managing the learning environment is a critical aspect of effective teaching and learning, encompassing a range of strategies and practices aimed at creating a conducive and supportive atmosphere for learning. This involves not only the physical organization of the classroom but also the implementation of instructional strategies, classroom management techniques, and the cultivation of a positive and inclusive classroom culture (Brophy, 2006). Effective management of the learning environment is essential for maximizing student engagement, motivation, and achievement, as well as promoting a sense of belonging and well-being among students (Marzano & Marzano, 2003).

This study will focus on the following dimensions of the learning environment to include: classroom organization, discipline and adequate instructional materials.

Classroom Organization

Classroom organization encompasses the physical layout of the classroom, the arrangement of furniture, the allocation of resources, and the overall atmosphere and structure of the learning environment. A well-organized classroom can have a significant impact on students' ability to focus, engage, and learn effectively. The physical layout of the classroom can influence students' behavior and attention. For example, classrooms that are overcrowded or poorly organized can create distractions and make it difficult for students to concentrate (Cohen & Lotan, 2014). On the other hand, classrooms that are well-organized and have adequate space and resources can create a more conducive learning environment where students can focus on their work and engage more actively in learning activities (Fisher, 2011).

Discipline

Discipline encompasses the strategies and techniques used to manage behavior and promote a positive learning environment. Effective discipline is essential for creating a safe and orderly classroom where students can focus on their studies and engage in learning activities. A well-disciplined classroom is characterized by clear expectations, consistent enforcement of rules, and respectful interactions between students and teachers (Marzano & Marzano, 2003). When students know what is expected of them and understand the consequences of their actions, they are more likely to behave appropriately and participate actively in learning activities.

Adequate Instructional Materials

Adequate instructional materials encompass a wide range of resources, including textbooks, workbooks, multimedia tools, and hands-on materials, all of which play a critical role in enhancing students' understanding and retention of concepts. Research has consistently shown that the availability and use of adequate instructional materials can positively impact students' academic performance in several ways. Instructional materials can help make abstract concepts more concrete and understandable for students. For example, visual aids such as diagrams, charts, and illustrations can help clarify complex ideas and facilitate students' comprehension (Mayer, 2001). Similarly, hands-on materials such as manipulatives and models can help students engage with abstract concepts in a tangible way, making learning more meaningful and effective (Clements & Sarama, 2003).

Moreover, instructional materials can cater to different learning styles and preferences, helping to accommodate the diverse needs of students. By providing a variety of instructional materials, educators can ensure that all students have access to resources that suit their learning styles, leading to improved academic performance.

STATEMENT OF THE PROBLEM

Despite the importance of managing the learning environment in enhancing students' academic performance, there seem to be a lack of comprehensive knowledge focusing on the specific elements that contribute to effective management of the learning environment in public senior secondary schools in Obio/Akpor Local Government Area. While existing literature acknowledges the significance of classroom organization, discipline, and availability of instructional materials, there is no evidence on how these elements impact students' academic performance in public senior secondary schools in Obio/Akpor Local Government Area. There is therefore a pressing need to investigate the extent to which this element of managing the learning environment influences students' academic performance. This study seeks to address this gap by examining the relationship between classroom organization, discipline and availability of instructional materials, and students' academic performance in public senior secondary schools in Obio/Akpor Local Government Area, Rivers State, Nigeria.

AIM AND OBJECTIVES OF THE STUDY

The aim of this study is to investigate managing learning environment for students' academic performance in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State. The objectives of the study are to:

1. *Examine the extent to which classroom organization as an element for managing learning environment enhance students' academic performance in public senior secondary schools in Obio/Akpor local government area of Rivers State, Nigeria.*
2. *Determine the extent to which discipline as an element for managing learning environment enhance students' academic performance in public senior secondary schools in Obio/Akpor local government area of Rivers State, Nigeria.*
3. *Assess the extent to which adequate instructional materials as an element for managing learning environment enhance students' academic performance in public senior secondary schools in Obio/Akpor local government area of Rivers State, Nigeria.*

RESEARCH QUESTIONS

The following research questions guided the study.

1. *To what extent does classroom organization as an element for managing learning environment enhance students' academic performance in public senior secondary schools in Obio/Akpor local government area of Rivers State, Nigeria?*
2. *To what extent does discipline as an element for managing learning environment enhance students' academic performance in public senior secondary schools in Obio/Akpor local government area of Rivers State, Nigeria?*
3. *To what extent does an adequate instructional material as an element for managing learning environment enhance students' academic performance in public senior secondary schools in Obio/Akpor local government area of Rivers State, Nigeria?*

HYPOTHESES

The following null hypotheses were formulated to guide the study.

1. *H01: There is no significant difference between the mean ratings of principals and teachers on the extent to which classroom organization as an element for managing learning environment enhance students' academic performance in public senior secondary schools in Obio/Akpor local government area of Rivers State, Nigeria.*
2. *H02: There is no significant difference between the mean ratings of principals and teachers on the extent to which discipline as an element for managing learning environment enhance students' academic performance in public senior secondary schools in Obio/Akpor local government area of Rivers State, Nigeria.*
3. *H03: There is no significant difference between the mean ratings of principals and teachers on the extent to which adequate instructional materials as an element for managing learning environment enhance students' academic performance in public senior secondary schools in Obio/Akpor local government area of Rivers State, Nigeria.*

METHODOLOGY

The study adopted descriptive research design. The population of the study comprised 27 principals and 1,337 teachers, totaling 1,364 principals and teachers from public senior secondary schools in Obio/Akpor local government area in Rivers State, Nigeria. A sample of 164 was comprised 27 principals and 137 teachers representing 12% of the total population. Stratified random sampling was employed to ensure equitable representation of the targeted sample for the study. Data was collected through a self-designed questionnaire titled "Managing Learning Environment for Students' Academic Performance Questionnaire (MLEAPQ)". The instrument was validated by experts to ensure relevance, clarity, usability and appropriateness. The instrument's reliability was assessed using the test-retest method. The respondents were required to indicate their opinions on a modified four-point scale of: Very Low Extent (VLE) 0 - 1.49; Low Extent (LE) 1.50 – 2.49; High Extent (HE) 2.50 – 3.49 and Very High Extent (VHE) 3.50 - 4.00 with a criterion mean of 2.50. Cronbach alpha was used to ascertain the reliability index for internal consistency, with a reliability index of 0.71 and 0.85. 164 copies of the questionnaires were distributed and retrieved, with only 159 copies valid representing approximately 96.7% response rate. Mean and standard deviation was used to answer the research questions, while t-test statistics was used to test the hypotheses at a 0.05 level of significance, with the aid of SPSS version 23.0.

RESULTS

Research Question 1: To what extent does classroom organization as an element of managing learning environment enhance students' academic performance in public senior secondary schools in Obio/Akpor local government area of Rivers State, Nigeria?

Table 1: Mean and standard deviation on the extent to which classroom organization as an element of managing learning environment enhance students' academic performance in public senior secondary schools in Obio/Akpor local government area of Rivers State, Nigeria

S/n	Items	Principal (N = 26)		Teacher (N = 133)		Overall mean (N = 159)	Remark
		\bar{X}	S. D	\bar{X}	S. D		
1	The organization of the classroom plays a pivotal role in shaping students' ability to concentrate	2.71	1.12	2.52	1.16	2.61	HE
2.	The accessibility and availability of materials and resources within the classroom are fundamental in enriching students' learning	3.04	.98	2.54	1.55	2.79	HE

	experiences						
3	When materials are easily accessible, students can independently engage with learning resources.	2.84	1.11	2.51	1.44	2.67	HE
4	Clear communication of classroom rules and expectations is paramount for creating a structured and respectful learning environment	3.08	1.02	2.56	1.13	2.82	HE
5	The seating arrangement in the classroom can significantly impact students' academic performance and behavior	2.56	1.08	2.55	1.10	2.55	HE
	Grand mean	2.84	1.06	2.53	1.27	2.68	HE

Table 1 presents mean and standard deviation on the extent to which classroom organization as elements for managing classroom environment enhance students' academic performance. The result of analysis shows that all the items listed relating to classroom organization to a High Extent enhance the managing classroom environment in public senior secondary schools in Obio-Akpor local government area of Rivers State. The result further showed that classroom organization as elements of managing classroom environment with a grand mean score of 2.68 enhance students' academic performance in public senior secondary schools in Rivers State.

Ho1: There is no significant difference between the mean ratings of principals and teachers on the extent to which classroom organization as an element for managing learning environment enhance students' academic performance in public senior secondary schools in Obio/Akpor local government area of Rivers State.

Table 2: t-test summary showing significant difference in the mean ratings of principals and teachers on the extent classroom organization as an element for managing learning environment enhance students' academic performance in public senior secondary schools in Obio/Akpor local government area of Rivers State, Nigeria

Category	N	Mean	SD	Df	t-cal	p-value	Decision
Principals	26	2.71	1.12	157	1.67	0.09*	Ho
Teachers	133	2.84	1.11				Accepted

*Not Significant; $p > 0.05$

Table 2 shows the t-test summary of the significant difference in the mean ratings of principals and teachers on the extent classroom organization as an element for managing learning environment enhance students' academic performance in public senior secondary schools in Obio/Akpor local government area of Rivers State. The result reveals that the calculated t-value 1.67 is less than the critical value of 1.96 at 157 degree of freedom and 0.05. level of significance, therefore the null hypothesis is accepted. The implication of the result is that there is no significance difference between the responses of Principals and Teacher on the extent to which classroom organization as an element for managing learning environment enhance students' academic performance in public senior secondary schools in Obio/Akpor local government area of Rivers State, Nigeria.

Research Question 2: To what extent does discipline as an element for managing learning environment enhance students' academic performance in public senior secondary schools in Obio/Akpor local government area of Rivers State, Nigeria?

Table 3: Mean and standard deviation showing the extent to which discipline as an element for managing learning environment enhance students' academic performance in public senior secondary schools in Obio/Akpor local government area of Rivers State, Nigeria.

S/n	Items	Principal (N = 26)		Teacher (N = 133)		Overall mean (N = 159)	Remark
		\bar{X}	S. D	\bar{X}	S. D		
6	The maintenance of discipline in the school setting is crucial for creating a conducive learning environment and enhancing students' academic performance.	2.78	1.09	2.50	1.11	2.64	HE
7	When discipline is effectively maintained, students are more likely to adhere to rules and regulations, leading to a more orderly and respectful atmosphere.	2.65	1.09	2.51	1.07	2.98	HE

8	The implementation of fair and consistent discipline policies in the school can contribute to a positive learning environment.	2.63	1.23	2.50	1.16	2.56	HE
9	When students perceive discipline policies as fair and applied consistently, they are more likely to comply with rules and expectations.	2.86	1.08	2.59	1.11	2.72	HE
10	Effective disciplinary actions taken by teachers and school authorities can help address behavioral issues promptly and effectively.	3.08	1.02	2.53	1.13	2.80	HE
Grand mean		2.80	1.10	2.52	1.11	2.66	HE

Table 3 presents mean and standard deviation on the extent to which discipline as an element for managing learning environment enhances students' academic performance. The result of analysis shows that all the items listed relating to discipline to a High Extent enhance managing classroom environment in public senior secondary schools in Obio-Akpor local government area of Rivers State. The result further showed that discipline as an element for managing classroom environment with a grand mean score of 2.66 to a High Extent enhance students' academic performance in public senior secondary schools in Obio Akpor local government area of Rivers State, Nigeria.

Ho2: There is no significant difference between the mean ratings of principals and teachers on the extent discipline as an element for managing learning environment enhance students' academic performance in public senior secondary schools in Obio/Akpor local government area of Rivers State

Table 4: t-test summary showing significant difference in the mean ratings of principals and teachers on the extent discipline as an element for managing learning environment enhance students' academic performance in public senior secondary schools in Obio/Akpor local government area of Rivers State, Nigeria.

Category	N	Mean	SD	Df	t-cal	p-value	Decision
Principal	26	2.78	1.09	157	4.05	0.04*	Ho
Teacher	133	2.63	1.23				Rejected

*Significant; $p < 0.05$

Table 4 shows t-test summary of the significant difference in the mean ratings of principals and teachers on the extent discipline as an element for managing learning environment enhance students' academic performance in public senior secondary schools in Obio/Akpor local government area of Rivers State. The result reveals that the calculated t-value 4.05 is greater than the critical value of 1.96 at 157 degree of freedom and 0.05. level of significance, therefore the null hypothesis is rejected. The implication of the result is that there is a significance difference between the responses of Principals and Teacher on the extent to which discipline as an element for managing learning environment enhance students' academic performance in public senior secondary schools in Obio/Akpor local government area of Rivers State, Nigeria.

Research question 3: To what extent do adequate instructional materials as an element for managing learning environment enhance students' academic performance in public senior secondary schools in Obio/Akpor local government area of Rivers State, Nigeria?

Table 5: Mean and standard deviation showing the extent to which adequate instructional materials as an element for managing learning environment enhance students' academic performance in public senior secondary schools in Obio/Akpor local government area of Rivers State, Nigeria.

S/n	Items	Principal (N = 26)		Teacher (N = 133)		Overall mean (N = 159)	Remark
		\bar{X}	S.D	\bar{X}	S. D		
11	The availability of instructional materials in the school setting is essential for creating an enriching and effective learning environment.	2.73	0.65	2.57	1.12	2.65	VHE
12.	Adequate instructional materials provide students with the resources they need to engage with the curriculum, explore concepts, and deepen their understanding of the subject matter	2.71	1.15	2.54	1.12	2.62	HE
13	The sufficiency of instructional	3.10	1.04	2.51	1.09	2.80	VHE

	materials in the classroom can significantly impact students' learning experiences						
14	When instructional materials are sufficient, students can access resources independently, engage more actively in their learning, and explore concepts in greater depth	2.76	1.02	2.53	1.12	2.64	HE
15	The quality of instructional materials in the school setting can affect students' academic performance.	2.60	1.05	2.51	1.12	2.55	HE
	Grand mean	2.78	1.19	2.53	1.11	2.65	HE

Table 5 shows mean and standard deviation on the extent to which adequate instructional materials as an element for managing learning environment enhance students' academic performance. The result of analysis shows that all the items 11 and 13 to a Very High Extent enhance managing learning environment whilst items 12, 13 and 15 to a High Extent enhance managing classroom environment in public senior secondary schools in Obio-Akpor local government area of Rivers State. The result further shows that adequate instructional materials as an element for managing classroom environment with a grand mean score of 2.65 to a High Extent enhance students' academic performance in public senior secondary schools in Obio Akpor local government area of Rivers State, Nigeria.

Ho3: There is no significant difference between the mean ratings of principals and teachers on the extent adequate instructional materials as an element for managing learning environment enhance students' academic performance in public senior secondary schools in Obio/Akpor local government area of Rivers State, Nigeria.

Table 6: T-test summary showing significant difference in mean ratings of principals and teachers on the extent adequate instructional materials as an element for managing learning environment enhance students' academic performance in public senior secondary schools in Obio/Akpor local government area of Rivers State, Nigeria

Category	N	Mean	SD	Df	t-cal	p-value	Decision
Principal	26	2.73	1.16	157	2.26	0.02*	Ho
Teacher	133	3.10	1.01				Rejected

*Significant; $p < 0.05$

Table 6 shows the t-test summary of the significant difference in the mean ratings of principals and teachers on the extent adequate instructional materials as an element for managing learning environment enhance students' academic performance in public senior secondary schools in Obio/Akpor local government area of Rivers State, Nigeria. The result reveals that the calculated t-value 2.26 is greater than the critical value of 1.96 at 157 degree of freedom and 0.05. level of significance, therefore the null hypothesis is rejected. The implication of the result is that there is a significance difference between the responses of Principals and Teacher on the extent to which adequate instructional material as an element for managing learning environment enhance students' academic performance in public senior secondary schools in Obio/Akpor local government area of Rivers State, Nigeria.

DISCUSSION OF FINDINGS

Classroom Organization as an Element of Managing Classroom Environment and Students' Academic Performance

The mean score result analysis on classroom organization as an element of managing classroom environment with a grand mean score of 2.68 showed that classroom organization as an element of managing classroom environment enhance students' academic performance in public senior secondary schools in Rivers State, Nigeria. The result on the test of hypothesis revealed that the null hypothesis was accepted indicating that there was no significance difference between the responses of Principals and Teacher on the extent to which classroom organization as an element for managing learning environment enhance students' academic performance in public senior secondary schools in Obio/Akpor local government area of Rivers State, Nigeria. These results are in consonance with the findings of Slavin (2014) which state that the arrangement of furniture and resources in the classroom can impact students' ability to access learning materials and participate in activities. Classrooms that are organized to promote student interaction and engagement can help foster a sense of community and belonging among students, which can positively impact their academic performance. Additionally, classroom organization can affect students' academic performance by influencing their motivation and engagement. Weinstein (2014) added that a well-organized classroom can create a sense of purpose and direction for students, which can increase their motivation to learn. This follows that a well-organized classroom can create a conducive learning environment that promotes engagement, motivation, and positive teacher-student relationships.

Discipline as an Element of Managing Classroom Environment and Students' Academic Performance

The mean score analysis on discipline as an element of managing classroom environment with a grand mean score of 2.66 showed that classroom organization as an element of managing classroom environment to a high extent enhance students' academic performance in public senior secondary schools in Obio Akpor local government area of Rivers State. The result on the test of hypothesis revealed that the null hypothesis was rejected indicating that there is a significance difference between the responses of Principals and Teacher on the extent to which discipline as an element for managing learning environment enhance students' academic performance in public senior secondary schools in Obio/Akpor local government area of Rivers State, Nigeria. The results of the study are in line with that of Okorodudu (2010) argued that discipline in schools provides students with a clear understanding of acceptable behaviors, which reduces the likelihood of disruptions and enhances the overall learning experience. This organized environment promotes academic engagement and achievement. Bear (2015) also asserted that discipline goes beyond punishment for misbehavior and should be seen as a proactive strategy for maintaining a conducive learning environment. It is believed that effective discipline policies incorporate positive behavior support systems that encourage good conduct, rather than relying solely on punitive measures.

Adequate Instructional Materials as an Element of Managing Classroom Environment and Students' Academic Performance

The mean score analysis on adequate instructional materials as an element of managing classroom environment with a grand mean score of 2.65 showed that adequate instructional materials as an element for managing classroom environment to a high extent enhance students' academic performance in public senior secondary schools in Obio Akpor local government area of Rivers State. The result on the test of hypothesis reveals that the null hypothesis was rejected indicating that there is a significance difference between the responses of Principals and Teachers on the extent to which instructional material as an element for managing learning environment enhance students' academic performance in public senior secondary schools in Obio/Akpor local government area of Rivers State, Nigeria.

Owoeye and Yara (2011) opined that instructional materials, such as textbooks, visual aids, laboratory equipment, and other learning resources, are essential for enhancing the teaching-learning process. Usman (2015) added that instructional materials provide a concrete foundation for learning by making abstract concepts more understandable. He suggested that students who are exposed to sufficient and diverse instructional resources tend to perform better academically compared to those who lack these resources. Furthermore, Adebayo and Oladeji (2014) asserted that the provision of adequate instructional materials is particularly crucial in subjects like science, technology, and mathematics, where students need practical experience to grasp complex topics.

CONCLUSION

The study concludes that classroom organization, discipline and the availability of adequate instructional materials to a high extent enhance managing classroom environment in public senior secondary schools in Rivers State. The findings of the study underscore the importance of a well-managed learning environment, as it directly influences the quality of instruction and the overall learning experience for both teachers and students. Proper classroom organization and discipline promote a focused learning atmosphere, while the availability of instructional materials fosters deeper understanding and active participation in teaching and learning activities.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are put forward:

The Rivers State Ministry of Education should take the lead in regularly assessing and improving the management of the learning environment in public senior secondary schools. Emphasis should be placed on critical areas such as classroom organization, discipline strategies and the provision of adequate instructional materials to enhance students' academic performance.

Policy-makers should prioritize the formulation and implementation of educational policies that support the effective management of learning environments. They should advocate for regular workshops and training sessions focused on classroom management, discipline techniques and the use of instructional materials.

School administrators should actively organize and facilitate professional development programs for teachers, ensuring these programs cover essential aspects such as classroom organization, discipline enforcement, effective use of instructional materials, and methods for strengthening teacher-student relationships. Administrators should also encourage a culture of continuous learning among teachers.

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