

Effect of Study Environment towards Learning

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Abstract: The study seeks to unveil the effect of students' study environment on their learning considering productive performance of school students study environment when compared to unproductive study environment. School learning environment is limited by a number of factors employed to address the relationships between characteristics students' learning environment in the context of the individual student. Do specific nature of students' study environments within which students learn (such as study location, study time, silence, noise etcetera) have any real impact on the quality of learning outcomes or will students do well irrespective of their study environments? Such questions are not just theoretically interesting, but also have a practically significant for school educators seeking to understand the impact for their design approach to decisions on students' study environment. The research uses questionnaire in data collection where random sampling technique was administered to obtain the views of the students with regard to their study environment. The result shows significance to some of these factors while others do not.

Key word: Environment, Study, Effective and Learning.

I. INTRODUCTION

All the external factors influencing the life and activities of people, plants, and animals natural world: especially when regarded as being at risk from harmful influences on particular activity (usually in combination), home, learning etc is termed environment. Study environment being good study area/location that allows one to maximize learning efficiency. Effective time management, high motivation, good reading skills, and a good study environment serve as a catalyst for productive effort (Ahmad, 2012). Good study environment is a highly individualized matter. Modern knowledge-based systems demand for high-level skills substantially, transforming schools in many countries to a better learning system that identify and develop talents of all students (Aguisibo, 1998). The school act as a professional community with authority to act on necessary information to assist them in implementing changes (Akanbi, I. A., 2013).

In terms of personal and situational factors, study environment can influence students to adopt a particular approach to learning so as to mediate learning outcomes he may achieved. Alf *et al.* 2012, show the key element in the practical application of students' study environment as a motivation which determines how situational factors influence approaches to learning. There may be some diversity in the terms used, but there is a fair degree of empirical evidence that students adopt two basic orientations or approaches: a 'deep' approach to learning which is described as striving for improved understanding by applying and comparing ideas:

conversely, 'surface' learning involves reproductive strategies with little attempt to integrate information (Alf *et al.* 2012). Previously, depth, or accuracy of learning has been described through assessment scores that are grade point averages. The relationships between these elements and study environment can be conceived as an interactive system. The analysis have considered the relationships between the system components, such that the influence can be mediated or reciprocal propose elements of independently constituted components that are simultaneously present in students.

Alf *et al.* 2012, establish a relationship between learning and the school study environment based on the responses of school students. Their result show combined factor structured evidence of an association between students' school environment and their adoption of any aspects of learning having important contribution to learning which may vary across different student populations. The common goals of learning is giving high priority to satisfying learners' needs emphasizing different factors that will boost learning and need for highly supportive and respectful environment to enable learners to validate their personal goals towards desired goals. Educational development is a vital tool for development, the study environment become a source of concerns (Agina, 2005). The study environments hamper the effectiveness and efficiency in the process as well as the students. The study investigates effects of some factors on the learning of secondary school students. An example demonstrated by the character of some students whom require really quiet environment, because they are attracted by any sound and their attention will be diverted or because they cannot "tune out" noises (Adebimpe, 1997).

1.1 Objectives

The study addresses some factors that affects students' learning by environmental influence towards the goals of enhancing or reducing learning and to maximizing the potential on student's outcome.

II. METHODOLOGY

A survey of students from the secondary schools was conducted, with students being randomly selected from within the school to represent approximately equal numbers in all years of study. Questionnaires administered to individual students' for response directly to the researcher with a sample size enough to cover the study levels for analysis. It was designed to assess the impact of the school study environment, structured towards the selected factors considered by this research. The factor elements were

measured separately across the scales related to environment to enable a more precise examination of relationships between them.

Averages of ten students were selected from each study level that is from junior secondary school 1 to senior secondary school 3 so that a unified view of response is obtained. This range will give an average age spread across with varied opinions of the affected age groups, this gives all the study levels of the schools are fairly represented in the research. The students were made to select answer from the options provided in the structured administered questions containing some variables considered to be factors that affect study environment. A total of 14 questions is required to be answered by each respondent selected. The respondents are required to indicate their agreement or disagreement i.e Yes (Y), No (N), and others identified by the respondents, a space was provided for the respondent to state what he feels or wants to express.

2.1 Study Area

The study was carried out in General Hassan Usman Kastina Unity College located at Yelwa in Bauchi metropolis of Bauchi local government area Bauchi state Nigeria. The population for the study consisted of the junior and senior secondary classes. They were about 300 in the 2010/2011 academic session when this study was conducted. Students were selected by study level administered with the questionnaire through copies of the instruments.

2.2 Factors Considered in this Study

The research considers some factors element as affecting study environment where a structured instrument was used in obtaining the response to each of the individual factor element, they include:

- i. *Study Location:* The study locations are appropriate environment to work. The view of some locations that might be beneficial include dorm room, school library, public library, private studies/lounges in dorms, empty classrooms, or even star bucks. Each one has a unique character exhibited by it on individual as a spot that seems comfortable. Study location can be "closed" or "open" structure paying attention to these details can be a vital step in creating desirable study environment.
- ii. *Study Atmosphere:* The study atmospheres include:
 - Lighting:* the lighting can be in form of harsh light, bright light or pleasant light, the soft, ambient light can be sleepy.
 - Temperature:* The room temperature or a place with a fairly consistent temperature can keep the zeal to study more comfortable.
 - Private or Group Studying:* This is the aspect working best alone or in a group considered by Aly (2010) as motivating the study environment.

- iii. *Background Noise:* Distractions create an environment that hampers focus and productive study. Aly (2010) considered many background noises being distracting making it difficult to keep attention and focus to study, it is not just about volume screen out other distractions, but a leaky faucet with its intermittent drips may drive a student.
- iv. *Smells:* Smell of a popped dinner in oven or during the down time while it cooked, tried to sneak in a reading making one such a delicious and keep pulling focus away.
- v. *Something Funny or Interesting:* Aly (2010) opined that face-book, email, smart phone, a ball, or a simple stapler sitting on desk can make one boring, playing it may seem even slightly more interesting than reading the next chapter.
- vi. *Comfort:* Sitting while on study may be complete or blur. Sitting materials such as desk, table, bed, or couch are aided materials to study. Places like beds and sofas might be more conducive to sleeping than study, so one should not get too comfortable.
- vii. *The Time:* Aly (2010) opined that when studying, the study time can be best friend or worst enemy. Timing of when to study, when comfortable with study and when one can pay attention focusing at the task at hand can yield more result and better output compared to undetermined time of study. Keeping an eye on the time can give a sense of urgency and remind one that you got one hour left of study time so one has to make the most of it. Or it can be that thing you keep glancing at, wondering, "has it really only been 15 minutes?" or thinking, "my favourite television show starts in just six hours."
- viii. *Learning Task:* The nature of the learning task sometimes dictates a particular study environment. If heavy-duty memory work is called for, one may want to study alone for awhile and then get together with someone else for a recall drill. For problem-solving, a study group may be favourite choice.
- ix. *Study Resources:* According to Aly (2010), the resources one will need to study can improve study. If one needs to use computer or to work online, make sure the study environment has internet access and electrical outlets. If one studies in room, he should make sure all materials are easily accessible, and if one studies outside room, remember to carry textbooks, notes, paper, pens, highlighters, etc. One may also wish to have a snack on hand for your study breaks.

III. RESULT

Statistical graph was used to present the response of students. Results of questions responded by individual student

on effects of their study environment towards learning on the factor elements considered where shown and the varied degree of the combined effect on the factor element. Because of the individuality of the behaviour exhibited by respective student, the result shows the average of each of the factor given the population in consideration. The copy of the administered question was given in the appendix. To ascertain the effect of a factor element, each responded question was analysed as follows:

How do you find your school environment? The result of response to this question as shown in statistical graph in Figure 1, 73% of respondents see their academic environment to be good for their academic activities. This indicates that the school has attained relative standard, only 3% were seeing it to be fair. The level of structures (such as classes, library, hostels, and etc) suffices above average expected by the students.

Do you have any preferred study location? The shown in Figure 2, have 100% of respondents having a preferred study location. This implies that all students can study favourably in certain location and that study location has significant effect on learning process hence there is serious need to emphasize on the provision of good study location as may be desired by students. These locations as considered in this paper include library, hostels, classroom, and etc. Good study location will therefore boost academic excellence and allow student to focus more in their academic excellence in other way, if is studying in a location which is not prepared by him may slower his assimilation and reduce concentration.

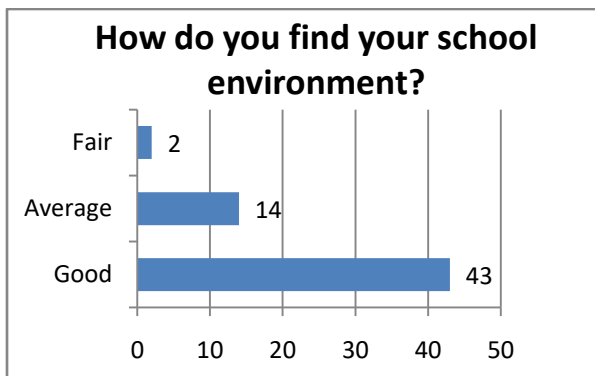


Figure 1

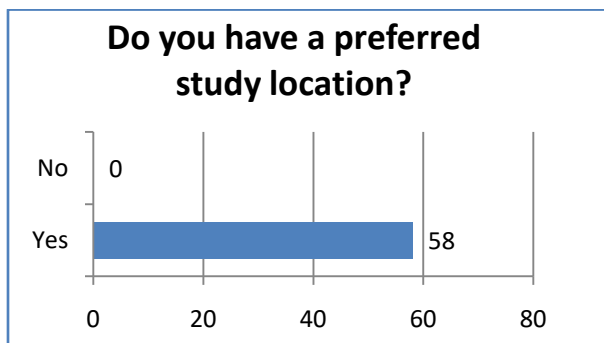


Figure 2

Where is your favourite study location? The result shown in statistical graph Figure 3, 76% of respondents use/like classroom as their preferred study location. Library account for only 17%, hostel is having the least of 7% of the respondents. This implies that most students can study favourably in their classes more than any other location within their school premises. So classes should be a primary consideration when designing or setting up a school to make it more assessable and fairly to attract the students.

Are you affected by study atmosphere during studies? The result shown in Figure 4, 52% of respondents were not affected by study atmosphere during their studies while 48% were affected by atmosphere during their studies. So the significance of the study atmosphere on the effect of study environment towards effective teaching and learning process is relative low compared to other factors. This implies that most students can study favourably in all atmospheres within their school premises.

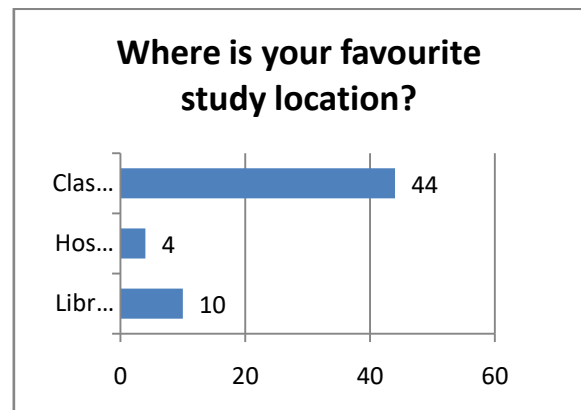


Figure 3

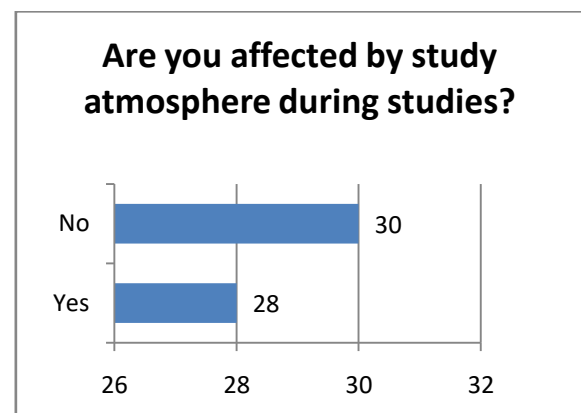


Figure 4

What is your best way of study? The result shown in the statistical graph in Figure 5, 86% of respondents prefer group study, 10% prepare to study individually and 4% have chosen either combination of the two or other method of study. Group study has a significant affect towards effective learning process of students in school hence the need to strategise and enlighten student towards the enhancement and

improvement on the modes and methods of group studies, this in turn will revive the deplorable quality of educational system. So the significance of the mode of study on the effect of the study environment towards effective learning process is very relevant to educational system.

Do your studies been influenced or affected by background noise/music? The result of the respond to this question given in the statistical graph in Figure 6, shows the effect of background noise on the effective learning process account for 34% of respondents, 66% are not affected by of background noise during their studies. So the significance of background noise on effect of the study environment towards learning process is low. Majority of student are not affected by environmental background noise.

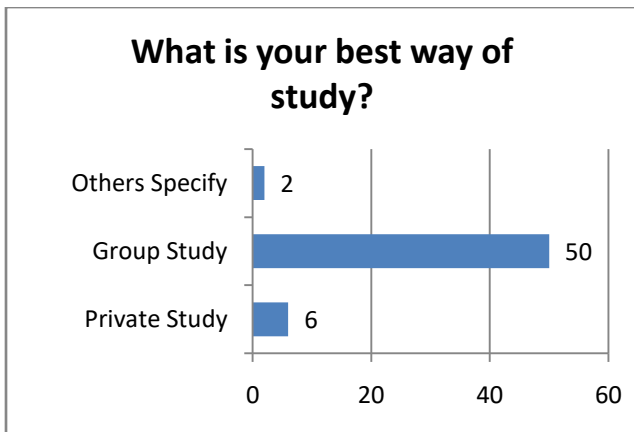


Figure 5

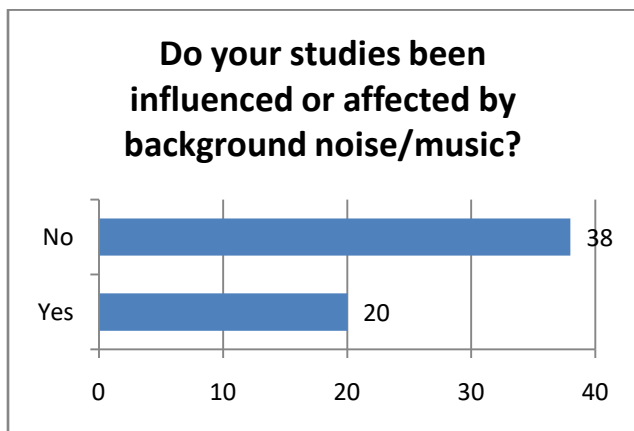


Figure 6

What type of study environment do you prefer?

The result shown in the statistical graph Figure 7, shows 66% of respondents prepare to study in silent environment, 31% prefer to study in quite environment and only 3% can study in noisy/busy environment. To improve effective learning, a need for the provision of a relatively quiet and silent study environment is necessary. This implies that school have to be sited and located far from public disturbances such as market areas, industries, etc and that most students cannot study

favourably in an environment which is very noisy environment.

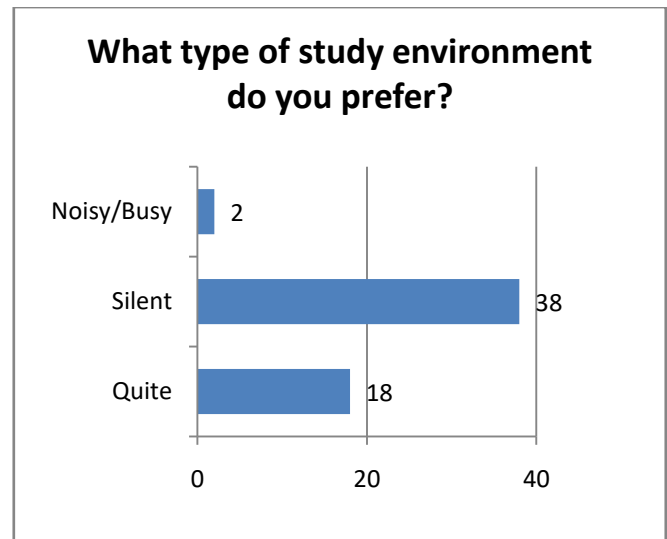


Figure 7

Do smell/ odour affect your reading? The result shown in Figure 8, shows that, the effect of smell/odour on the effective study/learning process account for 31% of respondents, 66% are not affected by smell/odour during their studies and 3% in between that is sometime it does affect but sometimes it does not. So the significance of smell/odour in effective teaching and learning process is not much significant. This implies that most students can study favourably in an environment where smell/odour is or close to places where food selling and school kitchen is located.

Is there something of interesting or fun that affects your reading? The result shown in the statistical graph in Figure 9, 69% of student have something interesting that effect their studies if it is done, played or viewed by while carrying out their studies, 31% are not affected by anything interesting around them.

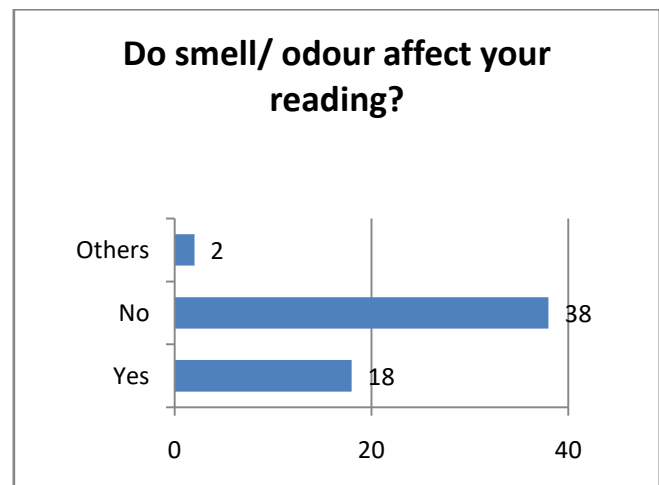


Figure 8

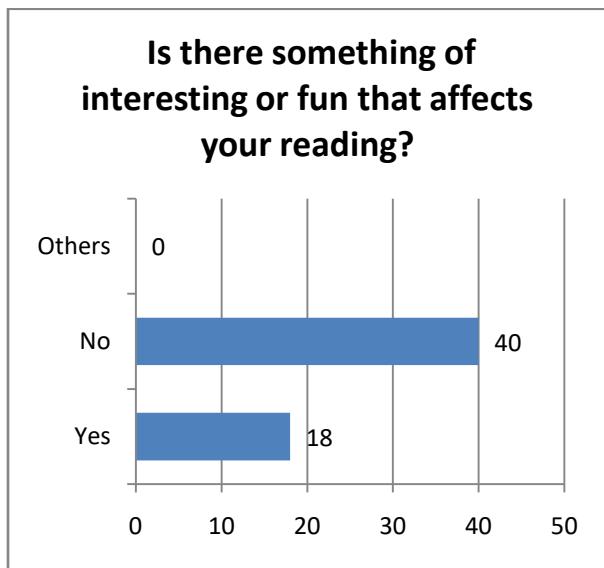


Figure 9

Is your position, sitting posture, chair or table comfort do affect your studies? The result of responds to this question shown in graph of Figure 10, shows sitting posture, chair or table comfortability on the effective learning process account for of 41% respondents while 59% are not affected by sitting posture, chair or table comfortability during their studies. So the significance of sitting posture, chair or table comfortability on the effect of the study environment towards effective learning process is relatively of average significance.

Do you have preferred time of reading/study? The result shown in the statistical graph in Figure 11, shows the effect of study time on the effective teaching and learning process account for 97% of respondents, 3% do not have any study time during their studies. Timing of school activities and programmes should be harmonised so that most preferred time of student's studies cannot be affected.

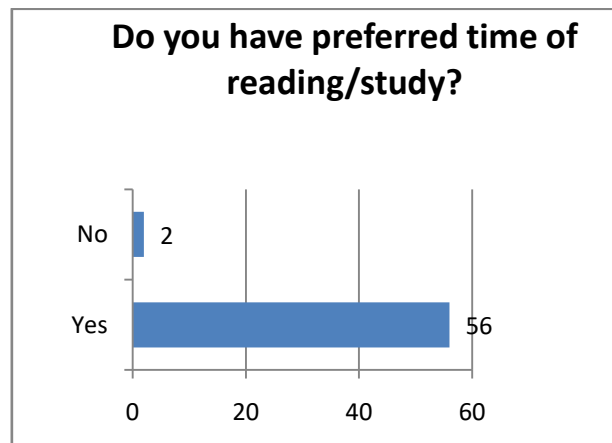


Figure 11

What is your favourite Study time? The result of responds to this question given in Figure 12, out of the 58 respondents 69% of them enjoys reading favourably in good condition during prep time from 8 pm, 28% prepare night from 10 pm upwards, 3% evening time and 0% in the morning. Time is very important in effective teaching and learning process during their studies. So the significance time on the effect of the study environment towards effective teaching and learning process should not be under estimated by the school authorities so that priority should be given in arranging prep time in relation to other extracurricular activities in our schools.

Do you have a learning task that slows or affect your reading? The result shown in the statistical graph in Figure 13, 76% of respondents do not have any particular learning task or activity that affect learning process 21% of respondents have a particular learning task or activity that affect learning process while 3% have mathematics and physics that affect their studies respectively. So the significance of particular learning task or activity on the effect of environment towards effective teaching and learning process is relative low compared to other factors.

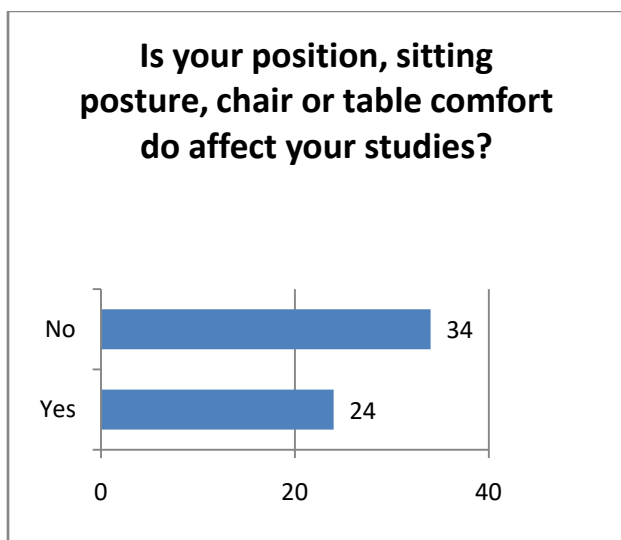


Figure 10

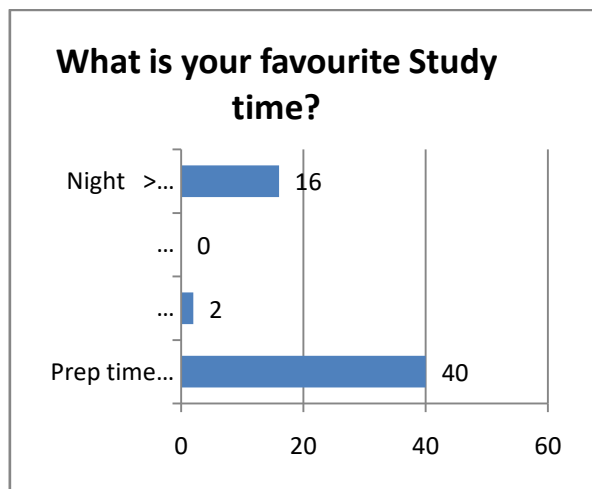


Figure 12

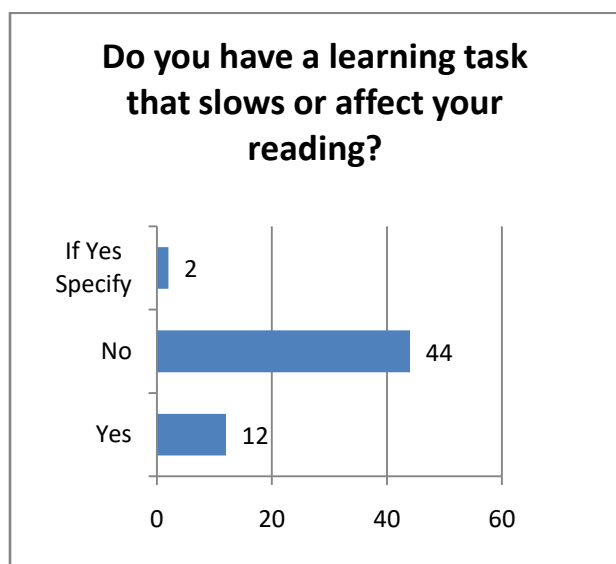


Figure 13

IV. SUMMARY

For study environment to be productive, priority should be given to these factor elements that show a very significant result as shown from the findings and analyses on their relevance towards students' studies and learning process. Thus, the extent to which study environment directly impact on their learning irrespective of the environment they themselves to be in, or will their study environment found to be a significant. Hence good study environment influence students towards deep approaches to studying, and conversely, students' in bad unfavourable study environment slows their rate of assimilation and focus towards study approaches. Study environments influence learning and indirectly changes in study environments may have an impact on students' learning. Thus, study environments make a clear contribution to learning of a student.

4.1 Conclusion

The place of better study environment in the effective implementation of any education programme cannot be under-mined. Study environment perform functions such as extension of range of experience available to learners, thereby making learning experience richer and providing a wide variety of learning activities. The various factors so far need analyzed objectively have their relative importance in determining various study location, nature of study environment, time of study, available resources and etc. This will provide an avenue to blend the problems and solution to improving standard in educational system. This clearly indicate that there is significant effect of the study environment towards effective learning process in our respective schools, so government, educational authorities, and policy makers should not under estimate the role played by the study environment in accelerating the rate of effective assimilation of knowledge and learning in schools.

4.2 Recommendations

- i. To plan study environment, knowledge and prior experiences of individual learners should be taken into account to accommodate learners' strengths and interests toward developing students' deep learning. Learning provides students with the knowledge, skills, and attitudes needed for the successful application and transfer of that learning. Effective study environment is supported by research findings that students who are active in and take charge of their learning can better regulate and improve their efforts.
- ii. In a group study environment, students feel safe to ask questions and to reveal their ideas and difficulties they have in understanding the subject matter, but also to develop norms of behaviour that contribute to successful learning in that learning environment.
- iii. Planning and design of effective study environments helps to appropriate learning opportunities that apply strategies to support the diverse needs of learners.
- iv. When planning study environments, there is need to identify and locate resources and evaluate them for accuracy and suitability in management learning activities within a given environment.
- v. Time of study is very important in effective learning hence there is need to prioritize arrangement time of school activities.
- vi. Regular maintenance of study environment such as classrooms, library and hostel should be embarked on by the governments at all levels.

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Appendix

QUESTIONNAIRE

My name is Abubakar Ayuba F. carrying out a research on a topic titled “evaluation of study environment towards effective teaching and learning process” a case study of General Hassan Usman Kastina Unity College.

Please kindly assist in giving answers to the research question below.

Name:

Class: Age:

Research questions

1. How do you find your school environment?

Good Average Fair

2. Do you have a prepared study location yes no?

3. Where is your favourite study location?

Library hostel Class room Others specify

4. Are you affected by study atmosphere during studies such as temperature, light and private/group study?

Yes No Others specify

5. What is your best way of study?

Private Study Group Study Others specify

6. Do you have sufficient resources to carry out your studies?

Yes No

7. Do your studies been influenced or affected by background noise/music? Yes No others

specify

8. Do smell/odour affect your reading?

Yes No Others

9. Is there something of interesting or fun that affects your reading?

Yes No Others

10. Is your position, sitting posture, chair or table comfort do affect your studies?

Yes No

11. Do you have preferred time of reading/study?

Yes No If yes specify

12. Do you have a learning task that slows or affect your reading?

Yes No If yes specify

13. What time of study environment do you prefer?

Quite Silent Noisy/busy Others specify

14. What subject interest you studies.