UNIVERSITY OF CAPE COAST

SOCIAL LEARNING ENVIRONMENT AND STUDENTS' ACADEMIC PERFORMANCE AT OUR LADY OF APOSTLES AND HOLY CHILD COLLEGES OF EDUCATION

KATE IVY WILSON

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BY

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DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: ……. Date: .....

Name: Kate Ivy Wilson

Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of the thesis laid down by the University of Cape Coast.

Supervisor's Signature: …… Date: .....

Name: Dr. Dora Baaba Aidoo

Co-Supervisor's Signature: ……..... Date: ……...……

Name: Dr. Michael Boakye-Yiadom

ABSTRACT

The study examines social learning environment on students' academic performance at OLA and Holy Child College of Education. The study explored an explanatory research design, in the light of the quantitative research approach, was employed. With respect to sampling method, proportionate random sampling techniques were employed to select the 295 participants from the accessible population. The main tool used for primary data collection for this study was the structure questionnaire containing closed-ended questions. The data extracted were analysed using descriptive. Specifically, descriptive statistics such as frequency, percentage, mean and standard deviation, were used to analyse the study objectives. The study found that the Overall, both OLA Colleges of education (OCE) and Holy Child College of education (HCCE) students have a generally positive perception of their learning environments. The findings revealed that OCE and HCCE students recognize various factors influencing their learning outcomes. The study found that both OCE and HCCE students have a strong belief in the positive impact of various factors on their academic performance. The study also recommends that both institutions should prioritize efforts to address socio-economic factors that may impact student academic performance.

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DEDICATION

To my son Sam Jeremy Kobina Annan

TABLE OF CONTENT

LIST OF TABLES

LIST OF FIGURES

CHAPTER ONE

INTRODUCTION

The influence of social learning environments on students' academic achievement is a multifaceted and critical area of research within educational psychology. Social learning environments encompass the social interactions, collaborative activities, and community-based learning experiences that occur within educational settings. These environments are shaped by the relationships among students, teachers, and the broader school community, and they play a pivotal role in shaping educational outcomes. Hence, it is imperative to examine the social learning environment on students' academic performance at OLA and Holy Child College of Education. This chapter presents the background to the study, statement of the problem, the purpose of the study, research objectives, research questions, the significance of the study, definitions of terms, limitations, delimitations, organization of the study, and the chapter summary.

Background to the Study

Globally, the academic achievement of students is not only determined by their intellectual capabilities of students but it also influence by their learning environment. According to Lizzio, Wilson, and Simons (2002), several learning environment elements are frequently linked to a student's academic progress. According to Shamaki (2015), the teaching and learning environment should implement six (6) roles: informing, communicating, collaborating, producing, scaffolding, and managing. According to research, a student's learning environment encompasses not just the physical space in

which instruction takes place but also the social and psychological context in which it takes place.

In 2009, the Organization for Economic Co-operation and Development defined a learning environment as "a place where people can study, work, or otherwise spend time in conditions that are conducive to learning by virtue of their physical surroundings" (OECD, 2009 pg4). According to Akhtar's (2010) writings, a good school helps students develop a sense of learning as an ongoing process and leads them to identify personally meaningful and socially relevant value systems that can serve as a compass in their journey toward greater self- and national awareness.

A social learning environment that is conducive to academic achievement is one that is supportive and caring, where students feel connected to their peers and teachers. A positive school climate has been associated with fewer behavioral and emotional problems for students. Students who experience their school as a caring community become more motivated, engaged and have a sense of belonging (Darling-Hammond, & Cook-Harvey, 2018).

The social environment significantly impacts student's academic performance. Research shows that family, peer and work environments play crucial roles. Positive family support correlates with better academic achievement as does supportive peer relationships (Uslu, & Gizir, 2017). Both Devis and Mayuri (2003) and Obong (2007) found that students' academic performance was positively related to the quantity and quality of learning resources offered in their classrooms. Eamon (2005) argues that students' relative social class influences their academic performance and that children

from low socio-economic backgrounds who attend underfunded schools typically do not do as well as students from better social classes. It is well acknowledged that a student's level of intrinsic motivation is a major factor in both the quantity and quality of their learning (Mitchell, 2002).

The learning environment, encompassing physical setting, teacher effectiveness, behavior control, and instructional time management, cannot be isolated. Htike, Margrain, Lai, and Eslambolchilar, (2020) asserts that a well-designed classroom enhances academic performance for all students, regardless of age or grade level. Classroom management is crucial for high-quality education, with well-organized lesson preparation and a positive learning environment enhancing academic performance. Teachers have the most control over conditions affecting students' learning, and a disordered and poorly managed environment hinders students' full potential performance (Matsepe, 2022).

According to Duruji, Azuh, and Oviasogie (2014), teachers and students are crucial to the teaching-learning process in a learning environment that includes space planning, administrative places planning, circulation spaces planning, spaces for conveniences planning, and general infrastructure planning. How much students learn depends on a number of factors, including where on campus they are, what kind of classroom they are in, and how easy it is to get their hands-on relevant materials. It is believed that a healthy learning environment in a school helps to create the intended learning outcomes that would enable high academic success by fostering efficient teaching and learning (Duruji, Azuh & Oviasogie, 2014).

Further, the social learning environment in education encompasses the amalgamation of social, cultural, and contextual elements that impact the process of teaching and learning. It includes the exchanges among students, teachers, and the wider society, as well as the cultural and institutional settings in which education takes place. Establishing positive relationships with peers promotes cooperative learning and has a substantial impact on academic achievement. Johnson and Johnson (2009) found that collaborative learning environments, in which students collaborate to achieve common objectives, enhance both academic performance and social competencies. The teacher-student interactions' quality is essential for learning to be effective. Pianta, Hamre, and Allen (2012) highlight the significance of helpful and responsive teacher-student interactions in fostering engagement and motivation, both of which are crucial for achieving academic success. The classroom's social climate, encompassing factors like as mutual respect and explicit expectations, has a significant impact on student behaviour and academic progress. According to Marzano (2003), creating an efficient classroom management system that promotes a healthy social environment is crucial for enhancing student academic performance.

Similarly, Students' cultural backgrounds influence their learning styles and communication patterns. Gay (2010) argues that culturally responsive teaching, which acknowledges and incorporates students' cultural references, enhances learning by making it more relevant and effective. Language diversity in the classroom requires strategies for inclusive communication to ensure all students can participate fully. Cummins (2000) notes that supporting students' first languages and providing bilingual

education can improve academic performance and linguistic skills. Cultural values and beliefs about education impact students' attitudes and behaviors. Alqarni, (2022) explains that understanding cultural differences in educational settings helps educators develop more effective teaching strategies.

Parental involvement and support are critical for student success. Epstein, and Sheldon, (2016) finds that strong family-school partnerships enhance students' academic achievement and social development. Socioeconomic factors significantly affect educational opportunities and outcomes. Sirin (2005) demonstrates that higher socioeconomic status is associated with better academic performance due to greater access to resources and supportive learning environments. The broader community context, including social norms and resources, influences the educational environment. Hayes, O'Toole, and Halpenny (2022) illustrates how different environmental layers, from immediate family to broader societal influences, impact child development and education.

A positive school culture and inclusive policies are fundamental for creating a supportive learning environment. Overstreet, (2020) asserts that effective school leadership and a shared vision contribute to a positive school culture that promotes student success. Effective classroom management strategies are vital for maintaining a conducive learning environment. Jones, (2018) stress that clear rules, consistent routines, and a focus on student engagement are key components of successful classroom management. Ongoing professional development for teachers in areas such as cultural competence and social-emotional learning enhances their ability to create supportive learning environments. Darling-Hammond, Hyler, and Gardner

(2017) argue that high-quality professional development leads to improved teaching practices and better student outcomes.

Teaching and learning environments in Ghana are not uniform or situated in a common background but are housed in different environments within the country. As such, teaching and learning occur in different environments provided by the government and private organizations or institutions. The variations in a learning environment may affect students' performance apart from other traditional known factors like intelligence and students' socio-economic backgrounds (Ferri, Grifoni, & Guzzo, 2020).

The government, commercial organisations, and Ghana's citizens have contributed to the proliferation of colleges around the country. That is why classes and lectures are held in a variety of settings. According to Shamaki (2015), despite differences in geography, infrastructure, and teaching methodology, all pupils are held to the same standardised assessment requirements (i.e., End of Semester Examination organized by the Institute of Education) at the end of a semester or academic year. Since all the candidates were educated using the same curriculum and syllabus, it would be logical to expect a level of performance from all of them. However, some schools consistently perform better than others.

Duruji, Azuh, and Oviasogie (2014) argue that the learning environment has been largely neglected, despite the focus on teacher quality. They also highlight that students' lack of concentration to their studies is caused by distractions that hinder learning. The learning environment consists of various components such as classrooms, libraries, information centres, technical workshops, ICT facilities, multi-purpose halls, performing arts

spaces, laboratories, health and physical education areas, and play areas. These components have an influence on student learning and academic performance, as stated by Duruji, Azuh, and Oviasogie (2014). It is also important to consider factors such as convenience, sanitation, maintenance culture, and aesthetics in order to create an optimal learning environment.

The social learning environment in education encompasses the amalgamation of social, cultural, and contextual elements that impact the process of teaching and learning. It includes the exchanges among students, teachers, and the wider society, as well as the cultural and institutional settings in which education takes place. Establishing positive relationships with peers promotes cooperative learning and has a substantial impact on academic achievement. Johnson and Johnson (2009) found that collaborative learning environments, in which students collaborate to achieve common objectives, enhance both academic performance and social competencies. The teacher-student interactions' quality is essential for learning to be effective. Pianta, Hamre, and Allen (2012) highlight the significance of helpful and responsive teacher-student interactions in fostering engagement and motivation, both of which are crucial for achieving academic success. The classroom's social climate, encompassing factors like as mutual respect and explicit expectations, has a significant impact on student behaviour and academic progress. According to Marzano (2003), creating an efficient classroom management system that promotes a healthy social environment is crucial for enhancing student academic performance.

Ghana’s education system has undergone many reforms for the growth and betterment of its citizens and development of the country in general. The

colleges of education in Ghana began a 4-year Buchelor of Education programme in 2018 to equip the students coming out as professional teachers. In 2017, when the programme was being piloted/discussed there were forty-one colleges of education in Ghana, currently the colleges have increased to forty-six and the first product of the bachelor students have begun work as teachers having completed in the year 2022 and had their National Service programme.

Statement of the Problem

The social learning environment provides students with the chance to engage in discussions about different topics, allowing them to share their own ideas while also listening to the viewpoints of others. Raspopovic, Cvetanovic, Medan, and Ljubojevic (2017) define a social learning environment as a context in which students actively contribute to the creation of knowledge through collaborative discussions, written work, and active involvement. The school environment serves as the cohesive element that links together the diverse activities within the school. This thread is invisible in many ways, but its impact is felt by everyone. According to Obienu and Amadin (2018), external factors in the school environment can impact students' academic achievement, regardless of their level of intelligence. The school environment plays a significant role in teaching and learning. It has the ability to facilitate positive relationships between individuals of various ages, offer opportunities for change and choice, and foster social and emotional learning. (Pererva, Lakomova, Zavalniuk, & Tolmachev, 2020).

Further, the various components of the school environment, such as classrooms, libraries, technical workshops, labs, the quality of teachers, school

management, teaching methods, peers, and other factors, are variables that have an impact on students' academic achievement (Godstime & Joseph, 2019). Therefore, it is crucial to thoroughly examine and effectively oversee the school environment in order to improve kids' academic achievement. The school environment includes the design of instructional spaces, administrative areas, facilities, equipment, and the presence of both teachers and students, all of which are crucial to the teaching and learning process. The degree to which student learning can be improved relies on factors such as their position within the school premises, the design of their classroom, and the availability of instructional resources and equipment. According to Oselumese, Omoike, and Andrew (2016), a well-designed school is thought to enhance desired educational outcomes, promote social, political, and economic progress, facilitate effective teaching and learning, and improve students' academic achievement.

Several, studies have been conducted on the social learning environment on students' academic performance (Lefgren, & McIntyre, 2015; Adeyemi, & Adu, 2017; Altermatt, & Pomerantz, 2018 Tai, & Sadler, 2019; Barkley, & Major, 2020). However, none of the above studies are conducted in the geographical location of the current study. Again, in the context of colleges of education, such as OLA and Holy Child Colleges, the social learning environment plays a pivotal role in shaping the academic journey of student teachers. These institutions are responsible for preparing future educators, making it essential to scrutinize how their social learning environments impact teaching and learning processes, as well as students' academic achievements. Therefore, considering the issues raised and the gaps

identified, there is the need to examine the social learning environment on students' academic performance at OLA and Holy Child College of Education.

Purpose of the Study

The main purpose of the study is to examine the social learning environment on students' academic performance at OLA and Holy Child College of Education. Specifically, the study sought to:

1. to examine the social learning environment at OLA and Holy Child Colleges of education.
2. to examine the perceived relationship between social learning environment and academic performance of students of OLA and Holy Child Colleges of Education.
3. to examine the effects of social learning environment on the academic performance of students of OLA and Holy Child Colleges of Education.

Research Questions

1. What are the social learning environment of OLA and Holy Child Colleges of Education?
2. What are the perceived relationship between social learning environment and academic performance of students of OLA and Holy Child Colleges of Education?
3. What are the effects of social learning environment on the academic performance of students of OLA and Holy Child Colleges of Education?

Significance of the Study

The results of the study would give information as to whether the improved social learning environment enhances the performance of students or not. The findings of this study are expected to be useful for educational leaders, policymakers, and the general public. The findings of this study will hopefully be used by policymakers, administrators, and educators at both OLA and Holy Child Colleges of Education to improve the quality of the social learning environment in which their students thrive. The study would add to what is already known and point the way for additional studies on the relationship between students' peer groups in the classroom and their academic success. Government officials, policymakers, and academics would benefit from reading the results. This research is important because it contributes to the body of knowledge on the subject and can be used as a resource for other researchers and academics. Additionally, the findings will add to the scholarly discourse on social learning environments.

It is crucial to demonstrate to policymakers and practitioners how this research has informed practice and policy. The findings of this study are expected to be useful for educational leaders, policymakers, and the general public. Researchers hope these findings will inspire policymakers and educational institutions to lessen the toll. This research would not only improve our understanding of the relationship between students' social contexts in the classroom and their academic outcomes but also point the way toward new avenues of inquiry in this area.

Delimitation

The research focused on examining the social learning environment and its impact on students' academic performance specifically at OLA College of Education and Holy Child College of Education. The study was confined to OLA College of Education and Holy Child College of Education. The study was also delimited to the study variables: to examine the social learning environment at OLA and Holy Child Colleges of education, to find the relationship between social learning environment and the teaching and learning process and to determine the relationship between social learning environment and students' academic achievement. Quantitative analysis was the primary method used to evaluate the relationship between the social learning environment and academic performance.

Limitations

Some limitations were identified. There might be a risk of response bias where participants may provide socially desirable responses rather than their true feelings or experiences, affecting the reliability of the data collected. Again, the tools used to measure the social learning environment on students' academic performance may not capture the nuances of these constructs accurately, leading to potential measurement errors and affecting the validity of the study's results. Nevertheless, these were expected to be on the minimum and the researcher made sure that the final results were not significantly impacted.

Definition of Terms

Learning: Learning can be defined as the acquisition of knowledge, skills, behaviors, or attitudes through study, experience, or teaching.

Learning environment: The learning environment encompasses all aspects of the physical, social, emotional, and instructional context in which learning takes place. It plays a crucial role in shaping students' experiences, attitudes, and academic outcomes (Jones, & Bouffard, 2012).

Social learning environment: The social learning environment refers to the collective interactions, relationships, and social dynamics that occur within a learning community. It encompasses the ways in which individuals learn from and with others, as well as the social context that shapes their learning experiences (Schusler, Decker, & Pfeffer, M. 2003).

Academic performance: Academic performance refers to the level of achievement, success, or competence demonstrated by students in their academic endeavors. It encompasses various aspects of student learning, including grades, test scores, class participation, attendance, and overall mastery of subject matter (Zimmerman, 2013).

School environment: The term "school physical environment" refers to both the buildings and the surrounding area of a given educational institution.

Organisation of the Study

The study was organised into five chapters. The introduction, which was the Chapter One, highlighted the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitation of the study, limitation of the study, and finally, the chapter summary. In the Chapter Two, the underpinning theories, concepts and related empirical studies were reviewed, as well as the conceptual framework. Chapter Three discussed the research methods employed for this study. Chapter Four focused on analysis and discussion of

results. The final chapter, Chapter Five, concluded the dissertation by highlighting the summary, key findings, conclusions, and recommendations as well as suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter focuses on the reviews of relevant literature in relation to Social Learning Environment and Academic Performance of students. The chapter is divided into four components – conceptual review which focuses on Learning, Learning Environment, Academic Performance, Types of Learning Environments, Social Learning Environment, Importance of Social Learning Environment on Academic Performance; theoretical review which considers the theories underpinning the study; empirical review which focuses on empirical studies related to Social Learning Environment; and conceptual framework. The chapter finally presents a summary.

Theoretical Review

To well situate this study in literature, an eclectic of theories has been employed to underpin the objectives formulated. The theories employed include the Albert Bandura's "Social Learning Theory, Socio-cultural Theory of Learning, Behavioural Theory of Learning and Bronfenbrenner.

Social Learning Theory

Social learning theory, developed by psychologist Albert Bandura, holds that we pick up knowledge from one another through observation, imitation, and modelling. The behaviour of humans is largely modelled after that of other species. A person can learn how to do a new behaviour by seeing others and then using that knowledge as a guide when attempting it themselves. Human behaviour is explained by social learning theory as the

result of a dynamic interplay between a person's own cognitive and behavioural effects and the external world (Jacobson, & Margolin, 2019).

Here at Knowledge Point, we can foster an atmosphere conducive to collaborative social learning so that our in-house experts may impart their wisdom and help everyone advance to a higher level of knowledge. However, how exactly should one go about creating such a communal educational setting? Focus, memory, replication, and drive are crucial in this context. Critical features to incorporate into your social learning environment are opportunities for students to interact with one another and to actively participate in the learning process. "It is ideal to do this in a social learning setting. Students should have access to synchronous and asynchronous collaboration and participation tools and a flexible learning environment where they can engage with the material as time permits.

Using the internet, a group of people can work on educational content and discuss what they have learned with one another in a virtual social learning environment. If you are looking for a way to foster teamwork in the workplace, social learning environments that facilitate activities like file sharing and networking could be the best fit. People pick up new abilities by observing and emulating others around them, as proposed by Bandura's social learning theory. This theory is often seen as a link between behaviourist and cognitive learning theories because of the breadth with which it addresses issues of focus, memory, and motivation. The four requirements for learning that Albert Bandura proposed as a result of fusing these two schools of thought are "exposure" (environmental), "memory" (cognitive), "practice"

(cognitive), and "drive" (motivation) (both). The theory of social learning can sum up this all-encompassing technique of teaching.

The premise of Bandura's social learning theory is that people pick up new skills and knowledge from one another by emulating the actions of others they see in social settings. It has been considered a "bridge" between behaviourist and cognitive learning theories due to its ability to account for all aspects of learning, including attention, memory, and motivation. The concept of "social learning theory" refers to the idea that one might pick up useful information just by witnessing the actions of others. Social learning theory, which has its roots in the work of psychologist Albert Bandura in the 1960s, explains how individuals acquire new norms and perspectives. A teenager, for instance, might pick up slang by listening to and watching other teens. The four key elements of social learning theories are: observational learning, reciprocal determinism, self-regulation and self-efficacy

People can learn with and from one another in social learning contexts. It is hypothesised in the idea of social learning that individuals pick up new skills by seeing and emulating the actions of those around them. Consider how much a young youngster can pick up by observing his or her parents. Skills essential to survival have always been learned and passed on throughout the human race; for example, the ability to build and tend a fire for heating and cooking has been passed down from generation to generation since long before written language was invented.

Socio-cultural Theory of Learning

Russian psychologist Lev Vygotsky, whose career began in the wake of the Russian Revolution of 1917, is most often linked to sociocultural

theory. “The social dimension of consciousness is primary in time and truth,” Vygotsky argued. According to Lev Vygotsky’s sociocultural theory of development, a child’s mind is shaped by their interactions with their language, culture, and society. According to Vygotsky’s theory, culture, social contact, and language all directly affect each other and a child’s cognitive development. According to this view, kids use several mental strategies to make sense of the world.

Intelligence and the whole process of learning, according to Vygotsky’s sociocultural theory of human learning, have their origins in a person’s larger social and cultural settings. Vygotsky’s central hypothesis is that interpersonal relationships are crucial to learning. According to Vygotsky, there are two tiers to the learning process (Topçiu, 2015).

Behavioural Theory of Learning

Behaviorist learning theories may have originated with the rise of “associationistic” learning concepts in the late 19th and early 20th centuries. John B. Watson first proposed the concept in 1913. With behaviourism, knowledge is reduced to observable actions. Behaviourist learning, with its focus on the causal triangle of stimulus > response > reinforcement, is important to successful transfer, as argued by (Sims,2000). According to this school of thought, pupils will put effort toward goals that make them happy. Therefore, a token system can reward good behaviour in the classroom. Students can practice the art of repetition if they want to ensure that what they learn sticks in their heads. A series of progressively more difficult mini-tasks maintain students’ attention throughout the learning process.

Some educators, for instance, use group contingencies (a regular form of reinforcement delivered to a group) to encourage students to behave in class. If a kindergarten class has finished putting away their belongings, the teacher may take them to the playground ten or fifteen minutes early. Teachers often use the token economy to implement group contingencies (Ayllon & Azrin, 1968). Real-world application of this principle occurs when a teacher presents a long set of practice problems for students to go through as they learn Algebra. The result is improved student achievement in the classroom.

Bronfenbrenner Ecological Theory

Bronfenbrenner's bioecological theory of human development is one of the most widely-used theoretical frameworks in the social sciences, and it is taught and applied in a variety of disciplines. Examples include the nearly 20 years of application of Bronfenbrenner's theory in early childhood education (Darling, 2007). A decade after its groundbreaking inception, the model became widely used in the 1980s (Bronfenbrenner, 1977).

In this idea, a child's environment is seen as a system of relationships that shapes his or her growth and development. According to Bronfenbrenner's hypothesis, a child's development is affected by many different "layers" of their surroundings. The term "ecological systems theory" has been recently introduced to better express the idea that a child's biology is a primary environment fueling her development. The child's changing biology, the context of their immediate family and community, and the larger social environment all shape and drive their development. A disagreement or adjustment on one layer will have repercussions on the others. This notion has profound implications for how we conduct instruction. Is it conceivable for

our school system to make up for the damage done to kids by their families' disintegration? Long-term, stable relationships between students and teachers are essential in today's classrooms. However, according to Bronfenbrenner, the most important relationship is with someone who can provide a lasting sense of love and security. An adult or adult must nurture this connection in the child's immediate sphere of influence. While they play a crucial supporting role, schools and teachers cannot replace primary adults' complex interactions. If the educational establishment takes on a leading role, it will aid society in maintaining its denial of the true problem.

When parents and teachers cannot find a way to work together, it causes tension in the home and the classroom. Teachers and administrators should do what they can to make schools and classrooms warm and welcoming places for families. Further, Bronfenbrenner's (1979) bio-ecological framework posits that human development takes place progressively through more complex reciprocal interactions between active, biopsychological processes are the interactions between the individual and the many bio-ecological systems in which they are rooted (Bronfenbrenner 1979). One of the defining characteristics of school climate research is the way individual behaviors are shaped by the school environment, and the very foundation of the bio-ecological theory is the multidimensional nature of the environmental contexts in which each child is embedded (Koth, Bradshaw, & Leaf, 2008; Kuperminc, Leadbeater, Emmons, & Blatt, 1997; Wang 2009). Shifting from the distal layers of the school context to the more proximal processes, the bio-ecological theory asserts that everything from the conditions and structure of the outside building to the disciplinary and curriculum

practices of the school to the interpersonal relationships between students and teachers will influence student development (Way, Reddy, & Rhodes, 2007). For these reasons, the bio-ecological theory is one of the theoretical pillars of school climate research. Its emphasis on multi-contextualism, proximal processes, and growth over time aligns with the notion that multiple domains and features of the school environment can interact to impact student development across different age periods.

Conceptual Review

The study reviews the following concepts; Learning, Learning Environment, Academic Performance, Types of Learning Environments, Social Learning Environment, Importance of Social Learning Environment on Academic Performance.

Learning:

To learn is to undergo a lasting transformation in one's level of performance or one's capacity for future performance as a result of one's engagement with one's environment (Driscoll, 1994). The generally permanent change in one's knowledge or behaviour as a result of experience is what Weinstein and Mayer (1986) call learning. In keeping with the foregoing, Shuell (1986) defined learning as an irreversible shift in behaviour or the development of the ability to act in a previously unattainable way as a direct result of exposure to new situations.

Learning Environment

A learning environment, as defined by the OECD (Organization for Economic Co-operation and Development) in 2009, is a physical setting that supports multiple and diverse teaching-learning programmes, including modern technologies, one that demonstrates optimal performance and operation over time, one that values and is in harmony with the environment, one that encourages social participation, and one that offers a healthy, comfortable, safe, secure, and stimulating environment. The best educational settings encourage students to view education as an ongoing process and help them identify core beliefs that will serve as a moral compass as they grow into independent adults and contributing members of society. According to Shepard, (2019), the classroom is where kids may envision their futures and acquire the knowledge and abilities they will need to make their dreams a reality. Students' intellectual development occurs in the classroom, so it is crucial to know how it influences the classroom setting for optimal teaching (Shepard, 2019).

According to Usman, and Madudili,(2019) learning environment encompasses learning resources and technology, means of teaching, modes of learning, and connections to societal and global contexts. The term also includes human behavioral and cultural dimensions, including the vital role of emotion in learning. The learning environment is a composite of human practices and material systems, much as an ecology is the combination of living things and physical environment (Nørgård, 2021). Contemporary learners deserve learning spaces that meet their individual and collective needs. To meet this challenge, educational leaders must provide physical and

cultural environments that are empowering and engaging (Tannehill, & MacPhail, 2017).

Learning environments vary from classroom to classroom and context to context each with unique elements. According to Nørgård, (2021) learning environments can be learner-centered; knowledge - centered; assessment - centered; and community - centered. Learner-centred environments are designed for the active construction of knowledge by and for learners (Federation University, 2018). Knowledge-centred learning environments are those which support students' deep investigations of big ideas through generative learning activities. Assessment-centred learning environments provide frequent, ongoing, and varying opportunities for assessment, including opportunities for revision and self and peer assessment (Wang, 2007). Community-centred environments value collaboration, negotiation of meaning, respect for multiple perspectives around which knowledge is constructed, and connections to the local community and culture (Raccoon 2018).

Learning environment is composed of some components that influence the student's learning curve. These components according to Nørgård, (2021) include; people; teaching materials, technical tools, and learning resources; curriculum, training, and instruction, and physical environment/learning space. The people are the individuals that affect the student directly or indirectly through connection or relationship which can contribute to students' growth and success in their career aspect. The teaching materials, technical tools, and learning resources are the teaching materials, highly advanced tools or others instructional resources that are aligned with the curriculum as a part of student

learning support. The curriculum, training, and instruction are the core foundations of the learning process; they influence one another and play vital roles to facilitate the flow of knowledge and delivery of instructional content/curriculum. The physical environment/learning space refers to the physical setting of the learner's environment which should evoke positive responses and hold the interests of those who inhabit it (Nørgård, 2021).

Academic Performance

According to the 2010 Academic Performance Index results, students' academic performance is determined by how they handle their coursework and the tasks assigned to them in the classroom. Success in schoolwork, especially in the fundamental subjects, is what Louis (2012) calls academic performance. The goal of the research is to ascertain if a collaborative learning setting has the potential to boost academic achievement.

Further, academic performance and achievement of students in any country are a good indicator of the success of the educational system in terms of goals set and attention to satisfying the specific requirements of each individual (Madani, 2019). As a result, an educational system can be regarded as effective and successful when the academic performance of its students across a variety of subjects reaches the highest level possible. The study of factors impacting academic performance has gained much attention in the last three decades. This has resulted in researchers putting a special emphasis on the necessity to pay attention to the predictors of academic success in today's world (Ghorbani, Zahrakar, & Mohsenzadeh, 2020). It has been argued by MacCann et al. (2020) that intelligence test scores are insufficient for

predicting academic success on their own, and that additional information on personality, motivational-emotional, and cognitive qualities is required.

Many people shell out significant sums of money to ensure that they or their children attend reputable educational institutions. Those who are of good standing also put significant resources into obtaining much higher education in other countries in the belief that doing so will improve academic performance, which further provides an advantage when it comes to finding gainful employments. Opinions diverge regarding factors that contribute to the academic success of some students while others appear to be academic underachievers. Numerous psychologists, notable among them are Sigmund Freud in the early 1900's, Gordon All port (1961), Cattell (1967), Feldman (1994), McCrae and Costa (1987) and a host of others. have, time and time again, looked into the factors that are the most important in determining an individual's level of academic success. A significant amount of research has been done to investigate the factors that are responsible for academic performance, particularly in secondary school students. These factors include intelligence, self-concept, gender, study habits, maturation, and home background, to name just a few of the many that have been investigated (Eyong, David, & Umoh, 2014).

For a long time, pedagogy professionals in a variety of educational spaces have been concentrating on methods of instruction and learning that are tailored to meet the requirements of individual students. Understanding individual differences in academic performance is essential to successfully meeting the needs of today's diverse learners and addressing the challenges they present. Students differ in the personal values or intellectual content that

guide their decisions and they also receive and process information in unique ways. Knowledge of the factors that influence academic performance has significant implications for education and learning. These implications include the ability to tailor teaching methods to the unique learning styles of individual students as well as the design of educational curricula (Haggis, 2016).

Types of Learning Environments

According to learning type theory, considering students' varying perceptual styles improves their academic achievement. Nasreen, (2014) argues that all content, regardless of its degree of difficulty, may be learnt in various ways that cater to different learning styles. Nasreen, categorises these forms of knowledge acquisition as auditory (by hearing and talking), visual (through observation), haptic (via manipulation of the body's sensory systems), and intellectual. A careful evaluation is required for this sort of categorization. The type of receptive channel (sensory mode) for information varies between types 1 and 3. However, Nasreen, writing implies that the fourth form of learning does belong here, despite the obvious fact that this is not the case.

Social Learning Environment

The social learning environment includes the teacher's and students' actions (verbal and nonverbal), as well as the teaching and learning methodologies, classroom management practices, teaching and learning styles, attitudes, personality traits, beliefs, group dynamics, socioeconomic status of the students, and cultural diversity of the classroom.

Importance of Social Learning Environment on Academic Performance

Students' motivation is boosted by a conducive learning environment, which in turn improves their academic performance. There is a positive link between students' learning outcomes and their early-career performance. The student-teacher dynamic, classroom administration, student diversity, and pedagogical strategies are now all required components of every modern classroom. A teacher's influence on the atmosphere in the classroom is crucial. He is the one who provides direction, keeps tabs on progress, and makes adjustments to the way things are done. Students who actively participate in class report higher happiness and a sense of progress. According to Nijhuis's (2005) research, teachers and students benefit from a well-designed learning space since the former allows for more effective instruction while the latter fosters more fruitful intellectual growth.

A healthier school climate, according to Hausen and Childs (1998), boosts academic and professional standards, which in turn improves student performance (Godlard et al., 2000; Heck, 2000). We need to consider the perspectives of both students and teachers since teachers often play a significant role in inspiring students to learn. A teacher who does their share to improve the classroom setting can do even more for a student eager to learn. Motivating a student to study is their genuine interest in gaining knowledge, abilities, and character traits that will improve their life.

A learner's intrinsic motivation to learn is distinguished from their extrinsic motivation by their sincere desire to develop and lasts for a longer time. However, test scores or awards have traditionally been relied upon as the primary source of extrinsic motivation in students' desire to learn. To a greater

extent, success in learning is rewarded as students increase their scores. But teachers can encourage that kind of drive in their students by stressing the importance of creative and (constructive) problem-solving over grades (Victorian Institute of Teaching).

Wordu and Iwok (2018) conducted research in Akwa-Ibom State, Nigeria, to examine the impact of students' gender and classroom climate on their Math grades. The study's specific aims were to investigate the effect of the learning environment on students' performance in mathematics at the end of secondary school and the effect of gender on students' performance at the end of secondary school.

The study examined the hypothesis that high school students in urban and rural areas do not differ significantly in their mathematics performance and the corresponding hypothesis that there is no statistically significant difference between the mean scores of male and female students in mathematics. In this study, researchers employed a descriptive survey approach. 1620 students from eight randomly selected urban and rural schools made up the study's population. Using the Proportional Sample Technique, we collected data from a representative population subset (n = 324) to conclude that subset's characteristics. The researcher used a questionnaire she developed and teacher records of students' cumulative grades to compile her results. A reliability coefficient of 0.81 was calculated when the questionnaire was evaluated. The study was guided by two hypotheses and a set of research questions. The mean was employed for the data analysis, and the t-test was used to check the hypotheses. High school students' gender, learning conditions, and mathematical achievement interacted significantly. The

findings supported the call for school administrators to make mathematics more of a priority for both sexes. It was also recommended that the same research be conducted in all of Akwa- Ibom State's junior and senior secondary schools to better equip students with the necessary knowledge and abilities to succeed academically.

Gustavsen (2019) did a study to determine what factors, such as students' gender, teachers' gender, and the gender ratio of classes, contributed to the differences between boys' and girls' teacher-assessed academic achievement in Norwegian, Mathematics, and English. This investigation answered the following research questions. How far do differences in instructors' evaluations of students' performance in Norwegian, mathematics, and English reflect their own biases about the relative social skills and academic competence of males and girls in the classroom?

Data were collected from 153 classes spanning first through tenth grades across 27 Norwegian schools in the fall of 2012 and 2014, with students' ages, cultural backgrounds, social skills, and academic achievement all taken into account individually. Overall, the results demonstrated that individual differences in English and math scores among boys and girls could be explained by their prior academic ability in the classroom. The only factor that could be used to explain a girl's later academic success in Norway was her class's performance. It appeared that prior academic success had a more significant impact on female students than male students. For girls, the gender of the teacher appeared to account for part of the variation in their academic performance in Norwegian and English, but not for males. In addition, neither

the gender ratio nor students' social abilities had any bearing on how well boys and girls did in class.

Goni, Yagana, Ali, and Bularafa (2015) conducted a study in Borno State, Nigeria, to examine the gender gap in educational attainment among students at colleges of education. This research aims to analyse if there are any disparities in academic performance between male and female pupils. The study tested the hypothesis that there is no significant difference in academic performance between male and female students in teacher education programmes.

This study used a survey as its primary research method. All of the 4,517 students currently enrolled in teacher education programmes in Borno State were included in the analysis. The Ministry of Higher Education, Borno State, reported that in 2013–14, 4,517 students were enrolled in Nigeria Certificate of Education programmes at colleges of education in Borno State (2014). College of Education in WakaBiu, Kashim Ibrahim College of Education in Maiduguri, and Umar Ibn Ibrahim College of Education Science and Technology in Bama. Students from Kashim Ibrahim College of Education in Maiduguri (n=186) and Umar Ibn Ibrahim College of Education, Science, and Technology in Bama (n=136) were recruited using proportionate approaches and the Krejcie and Morgan method of sample selection, respectively, for a total of 322 participants.

The researchers employed the Academic Performance Aptitude Test (SAPAT), which had a correlation coefficient of r=0.62. The hypothesis in this research was evaluated using a T-test. The findings supported the acceptance of the null hypothesis that there are no gender-based disparities in academic

performance among students in colleges of education in Borno State. As a result, it was proposed that the state government boost the male students' annual scholarships to help finance their extracurricular activities.

Empirical Review

The Social Learning Environment

The study reviews previous literature relative to The Social Learning Environment. For instance, Malik and Rizvi (2018) studied Pakistani secondary school mathematics classrooms to examine how students felt about their learning environments and how that affected their performance. The researcher hypothesised that students would have different impressions of their classrooms based on their prior performance. This study attempted to see if there was a connection between how students felt about their classrooms and how well they did on standardised math tests in high school. Twenty-four schools, both suburban and rural, were chosen at random. Five hundred and sixteen pupils from twenty-seven math classes were randomly selected from these schools. The sample students from these classes were then ranked from lowest to highest based on their average and highest test scores. There were 96 items spread across 9 scales on the Classroom Environment Instrument (CEI).

The questions and phrases were presented to the students, and they were asked to rate their frequency of occurrence on a five-point Likert scale, from "Almost Never Happens" to "Almost Always Happens." The researcher ensured a sufficient response rate by physically administering the survey. The comments were examined using 10th graders' mean scores and standard deviations on the subject's annual exam.

The Pearson 'r' value ranged from 0.142 to 0.244, indicating that student cohesion, involvement, personal relevance, and emphasis on comprehending subscales each have a favourable effect on students' academic progress. This suggests that students who actively participate in investigations either do not have the time to completely comprehend the subject matter or are not encouraged to do so by our current assessment system. Student views of the classroom learning environment and academic performance were analysed using regression analysis to see whether or not there was a causal relationship between the two. Students' involvement, attention on understanding, and personal relevance all played positive and successful roles in their academic performance, as measured by the study's three subscales (Involvement, Personal Relevance, and Emphasis on Understanding). There was a negative correlation between the Academic Engagement scale and the three other subscales (Investigating, Equity, and Student Cohesiveness).

Students' grades showed no correlation to the degree to which they exercised autonomy or worked together. Since at least one element was helping students succeed in Math at the secondary level, the results suggest that the students' perceptions of the classroom learning environment have no bearing on their performance. However, with 96 items, the CEI may be too lengthy for students, potentially leading to survey fatigue and affecting the reliability of responses. Shortening the instrument or using a more focused set of scales might yield more reliable data. Further, while regression analysis was used to examine causality, the study does not convincingly establish a causal relationship between classroom environment perceptions and academic

performance. Longitudinal data or experimental designs would better establish causality.

Shamaki (2015) examines the impact of classroom setting on students' performance on a standardised mathematical knowledge test administered to high school seniors. This research focused on how senior-level secondary school classroom settings affected students' mathematical performance. As a result, the research looked into how the classroom setting could affect students' performance in math. The following null hypothesis was developed and tested at the (α) 0.05 threshold of significance. Using a combination of survey data and controlled experiments, this study aimed to better understand the impact of school climate on students' ability to grasp and apply mathematical concepts.

From a total of 1682 pupils, a random sample of 337 students from SS II was picked. A structural questionnaire directed the study, and an achievement exam was used to collect data. There were 16 questions total on the survey, 4 each pertaining to the different aspects of the classroom setting. In this case, we employed a 5-point Likert scale with a set of statements to which the students were asked to reply. The data were analysed using t-tests and descriptive statistics. At the.05 levels of statistical significance, the results demonstrated that students' average performance was significantly higher when exposed to an engaging classroom setting than a less stimulating one. Results demonstrate no statistically significant gap between average performance in optimal and dull learning environments.

However, the results are somewhat contradictory. While the study claims a significant difference in performance between engaging and less

stimulating classroom settings, it also notes no significant gap between optimal and dull learning environments. This inconsistency requires clarification and further exploration. The survey includes only 16 questions, which may not be sufficient to capture the full complexity of the classroom environment. Expanding the survey to include more comprehensive aspects of the classroom setting could provide deeper insights.

Productivity in the classroom, student engagement, and teacher efficacy were all areas that Vermeulen and Schmidt (2008) looked into. The study also examined how different variables, including the school's learning environment, affected students' ability to learn and retain information and their subsequent professional success. All grads of the university's full-time degree programmes were surveyed using a questionnaire (nearly 18,000). There was a total return of 3,676 surveys (19% response rate). There were 64% males and 36% females in the sample. About 31% of those polled had graduated high school in the 1980s, 45% in the 1990s, and 24% since 2000. Path analysis was used in the structural equation modelling software to analyse the data samples. The results suggest that a positive learning environment positively affects student motivation, improving academic performance. The success of students in their first jobs is strongly correlated with their academic achievement.

But with a response rate of only 19% (3,676 out of nearly 18,000), there is a significant potential for response bias. The views of the non-respondents might differ, which could affect the study's conclusions. The sample consists of 64% males and 36% females, which may not accurately represent the general population of university graduates. This imbalance could

influence the findings, particularly if gender plays a role in the variables studied.

Relationship Between Social Learning Environment and the Teaching and Learning Process

The academic success of Nigerian students majoring in Agricultural Science was analysed in a study by Nsa, Offiong, and Ikot (2014). The research aimed to determine if there was a connection between students' Agricultural Science grades and certain aspects of their educational environment. The research was guided by two primary goals and two null hypotheses assessed at the 5% significance level. Students from all thirteen public secondary schools in the Oron Educational Zone of AkwaIbom State, a total of 3002 people, served as the study's population. This research used a survey-based correlational approach. In this investigation, we used a systematic random sampling method. Oron Educational zone's secondary institutions were divided between urban and rural campuses. Ten schools participated in the research at random. Three hundred students were chosen at random for the study.

The researchers here used two pieces of self-made equipment to get their information. The research team created the Agricultural Academic Performance Test (AAPT) and the Agricultural practical checklist. The knowledge of three researchers backed the instruments, and PPMC was used to calculate reliability values of 0.82 and 0.78. PPMC was used for data analysis and testing of null hypotheses. The results showed that having access to laboratories had a major impact on students' achievement in Agricultural Science. There was also a statistically significant correlation between pupils'

access to farming resources and classroom performance. It was suggested that secondary schools improve their settings so students can learn and grow in cognitive, psychomotor, and effective ways.

Although the instruments were reliable, they were self-constructed, which may raise concerns about their validity. Established, standardized instruments might have strengthened the study's credibility. The study focuses on specific aspects like access to laboratories and farming resources, potentially overlooking other significant environmental factors (e.g., teacher quality, peer influence, school infrastructure) that could also impact academic performance.

Wordu and Iwok (2018) conducted research in Akwa-Ibom State, Nigeria, to examine the impact of students' gender and classroom climate on their mathematical performance. This study analysed the correlation between students' gender and their mathematical achievement at the end of secondary school, as well as the correlation between students' mathematical achievement and their learning environments. The study's aim was to test two null hypotheses: (a) that high school students in urban and rural areas do not differ significantly in their mathematical performance, and (b) that there is no statistically significant difference in the mean scores of male and female students in mathematics. This research used a descriptive survey approach.

Students in grades nine through twelve from eight randomly selected urban and rural schools in the AkwaIbom State made up the study's population. The total sample size was 323, determined by randomly selecting 20% of the population using the proportionate sampling method. The researcher used a questionnaire she designed and teacher records of students'

cumulative grades to acquire this data. Both the validity and reliability of the questionnaire were calculated to be 0.81. This study was guided by two research questions and two hypotheses.

Mean was used for the research question analysis, and t-tests were used for the hypothesis testing. According to the study's findings, there is a large gender and learning environment gap in mathematics proficiency among high school seniors. In light of the results, it was suggested that educators should make an effort to increase female students' interest in mathematics. It was also recommended that similar studies be performed throughout the state's local government areas in order to better prepare students at the secondary school and university levels in Akwa-Ibom.

Gustavsen (2019) conducted research to determine what factors if any, explained instructors' perceptions of differences between boys' and girls' performance in Norwegian, mathematics, and English. This investigation answered the following research questions. How much variation exists in instructors' evaluations of students' performance in Norwegian, Mathematics, and English, and how much may be attributed to teachers' gender and the gender ratio in the classroom?

The data was collected from 153 classes across 27 Norwegian schools between the fall of 2012 and the fall of 2014, and it included 2,266 students in grades one through ten. The data were adjusted for students' ages, ethnicities, socialisation and academic preparation levels, and class sizes. The findings demonstrated that the differences between boys' and girls' English and arithmetic scores might be explained by their prior classroom performance. In Norway, a girl's subsequent academic success could be explained only by her

class's performance. The gender gap in the impact of prior academic achievement appeared to be wider for girls than for males. The gender of the teacher seems to account for part of the variation in the students' performance in Norwegian and English, but not in the case of the boys. Furthermore, in the school setting, social abilities and gender ratio did not significantly affect the academic performance of boys and girls.

Goni, Yagana, Ali, and Bularafa (2015) wanted to know if there was a large sex disparity in the academic performance of students attending universities of education in Borno State based on their assumptions about how students would do in education-related courses based on their gender. The goal of this research is to determine if there is a significant gender gap in academic achievement among college freshmen. In this study, we examined the possibility that college-aged men and women do not differ significantly in their ability to learn and succeed.

A survey will be used as the research approach for this investigation. The sample size for the study was determined to be 4,517 students currently enrolled in teacher education programmes in Borno State. The Ministry of Higher Education in Borno State stated that 4,517 students registered in Nigeria Certificate of Education programmes in colleges of education during the 2013–14 school year (2014). These include the College of Education in WakaBiu, the Kashim Ibrahim College of Education in Maiduguri, and the Umar Ibn Ibrahim College of Education Science and Technology in Bama. The Krejcie and Morgan sampling method were used to pick 322 individuals, and proportional sampling was used to select additional 186 people at random.

The scientists relied on a SAPAT performance aptitude test correlation coefficient of r=0.62. In this study, a T-test was used to assess the hypothesis. Since the data did not show significant gender-based differences in performance between male and female students in the Colleges of Education in Borno State, the researchers decided to accept the null hypothesis. It was proposed that because male students do not receive enough annual scholarship funding from the state government, the state government should enhance this funding to benefit male students.

In a related development, Mudassir and Norsuhaily, (2015) conducted a study to examine how the school environment influences students' academic performance in selected secondary schools within Kuala Terengganu. The result of the study indicated that students from a school with adequate facilities, good teachers and favorable environment perform better than those from schools with fewer facilities, unqualified teachers and less enabling environment. Another research by Duruji, Azuh, and Oviasogie,(2014),which examines the impact of learning environment on students' performance in external examinations in secondary schools in Ota, Nigeria considering factors such as school facilities, class size, school location, and school plant planning, aesthetics, maintenance culture, sanitation, conveniences. The study established that" the state of the learning environment and quality of infrastructure, together with the extent to which they are being maintained has a strong bearing on academic performance among students".

Furthermore, Ezike, (2018) investigated classroom environment and students' academic interest as correlates of achievement in Senior Secondary Chemistry students in selected Public Secondary Schools in Ibadan, Oyo State,

Nigeria. The result showed significant relationships between classroom environment and academic achievement, while the combined contribution of the classroom environment and academic interest was equally significant. Gilavand (2016) in a study whose aim is to investigate the impact of environmental factors (schools' open space, noise, lighting and paintings in educational institutions) on the learning and academic achievement of elementary students, found that environmental factors (appropriate coloring, lighting of educational environment and schools' open space) have an impact on learning and academic achievement of elementary school students.

Eimuhi and Ogedegbe (2016) carried out research on the effect of environmental factors in teaching and learning in primary and secondary schools in Edo state of Nigeria examined environmental factors to determine the outcome of teaching and learning at all times and in all places and concludes that the more enriched the learning environments is, the greater and more widespread are the benefits for academic performance and other student outcomes. Similarly, Odeh, Oguche, and Ivagher, (2015) conducted research whose main thrust is to investigate the influence of school environment on the academic achievement of students in secondary schools. The results of the study indicate that school climate, discipline, and physical facilities have a significant influence on the academic achievement of secondary school students in Benue State, Nigeria. This implies that schools that fail to provide the necessary learning facilities and create a conducive atmosphere for teaching and learning may hardly put in the best in their students, especially in the area of academic achievement.

Adamu (2015) examined the impact of the learning environment on the Performance of Students in public secondary schools in Taraba State, Nigeria and the findings revealed a significant difference in the performances of the two groups (Experimental and Control) implying that a classroom building; class with adequate furniture; class with small class population and the use of instructional materials has a positive impact on the performance of students in junior Secondary schools. Shamaki, (2015) conducted a study to determine the influence of learning environment on students' academic achievement at the senior secondary school level in Yobe state, Nigeria, and found a significant difference between the mean performance of students taught in an ideal learning environment and that of students taught in a dull learning environment.

A study by Kötter, and Niebuhr, (2016) examined relationships between several variables and student academic achievement. His findings suggest that the elements of both school climate and family environment have a stronger direct effect on academic performance. Academic performance is typically assessed by the use of teacher ratings, tests, and exams. Students were usually more motivated by teachers who cared about student learning and showed enthusiasm. According to Kötter, and Niebuhr (2016), there is no significant effect on the relationship between individual motivation and its effect on academic achievement.

Relationship Between Social Learning Environment and Students' Academic Achievement

Kazu, and Demirkol, (2014) conducted a study on students' academic performance by comparing the blended learning environment and traditional

learning environment. It has been observed whether there is a significant difference between the academic achievement grade dispersions and the male-female students' grades. The study has been carried out in Diyarbakir Anatolian High School in 2010-2011 academic year first semester biology courses. For the study, two quantitive course sections have been selected among the classes formed by secondary school senior students. Cluster analysis has been conducted to provide objectivity when forming the experiment and control groups. The study has been conducted with 54 participants, 19 males and 8 females for the experiment group and 18 males and 9 females for the control group.

The experiment group continued its education in the blended learning environment and the control group continued its education in the traditional learning environment created learning environments focused on the genetics topic of the biology course and lasted for 6 weeks. During the study, pre-test and final-test have been used for the academic achievement analysis. According to the results acquired at the end of the study, a significant difference hasn't been found between the two groups at the end of the pre-test applied to experiment and control groups. Besides, in accordance with the averages of the final test grades, the experiment group has been found more successful than the control group. In both of the learning environments, female students have turned out to be more successful than the male students.

However, the study's sample size is relatively small (54 participants), which limits the generalizability of the findings. Larger samples would provide more robust and reliable results. The experiment group had a slight imbalance (19 males and 8 females) compared to the control group (18 males

and 9 females). While the difference is minor, ensuring equal representation could improve the validity of gender-based comparisons.

On a similar dimension, Asiyai (2014) reports that the classroom environment has a significant impact on the motivation and learning of students including. Maxwell (2016) also found that the student's performance is connected to the building condition mediated by the social climate and student attendance. Suleman and Hussain (2014) opined that a well-managed and vibrant classroom environment makes a positive impact on the academic performance of students. Htike, Margrain, Lai, and Eslambolchilar, (2020) also reports that students and teachers in a conducive classroom environment tend to perform well. Suleman and Hussain (2014) examined the effect of the classroom physical environment and the performance of control and experimental groups. The findings revealed that the students of the experimental group showed better performance as compared to the students of the control group. Sang (2013) established that pupils' textbook ratio and classroom size were the major contributors to poor performance in mathematics within the pioneer zone. Umar (2017) found that the classroom environment has a strong influence on the academic performance of the students.

Korir and Kipkemboi, (2014) examine the relationship between both school environment and peer influences on the one hand and students' academic performance on the other hand. The study assessed school environment factors and peer influences in terms of the level of psychological impact they have on learners. The study was based on Albert Bandura's Social Learning Theory, which considers leaning as an interaction between

environment, behaviour, and one's psychological processes. It was a correlation study carried out in Sabatia District of Vihiga County in twenty-one public secondary schools. The respondents were selected using simple random sampling technique. Questionnaires were used to collect data, which were analyzed by multiple regressions. The study established that school environment and peer influence made significant contributions to the student's academic performance. A school, as a learning institution and as a second home for learners, has a strong relationship with students' academic performance. The head teacher and the teachers through their specific roles either have negative or positive influence on students' academic performance. Therefore, the head teacher and the teachers should enhance a conducive learning environment in which the learners are free to consult them when in need, provide adequate learning facilities and arouse interest in the learners to work hard. Peer level factors also have a relationship with students' academic performance.

Although simple random sampling is used, the study does not specify the sample size, making it difficult to assess the representativeness and generalizability of the findings. A larger and more clearly defined sample would strengthen the study. The study is confined to one district in Kenya, which may limit the generalizability of the findings to other regions with different educational contexts and cultural settings.

Matoy, (2021) determine the relationship between classroom environment and the academic achievement. The respondents were 55 third year Radiologic Technology students enrolled in Cebu Doctors' University. They were made to rate their classroom environment by answering the

Classroom Environment Assessment Tool formulated by the researcher. The final grades of the students in each major course were used to determine the level of academic achievement. The study utilized the descriptive correlational design to determine the relationship between the classroom environment and academic achievement. It was found out that there was a significant correlation between the physical environment and the students' academic achievement in Computed Tomography Scan. The result showed that as the quality of the physical environment increased, the academic achievement of the student also increased. There was a significant correlation between the emotional climate and the Nuclear Medicine students' academic achievement. The findings suggest that the physical environment slightly influenced the academic achievement of the students in Radiologic Technology.

Conceptual Framework for the Study

The Conceptual Framework (see Figure 1) hypothesizes that the school's social learning environment Thus, in this study, social learning environment is characterized as the independent variable and can be measured at different levels, including teacher-learner relationship, quality of teachers, assistance from teachers, encouragement of friendly competition, and collaboration on projects, whiles the dependent variable is the learning outcomes exhibited by the students experiencing those social learning environment.

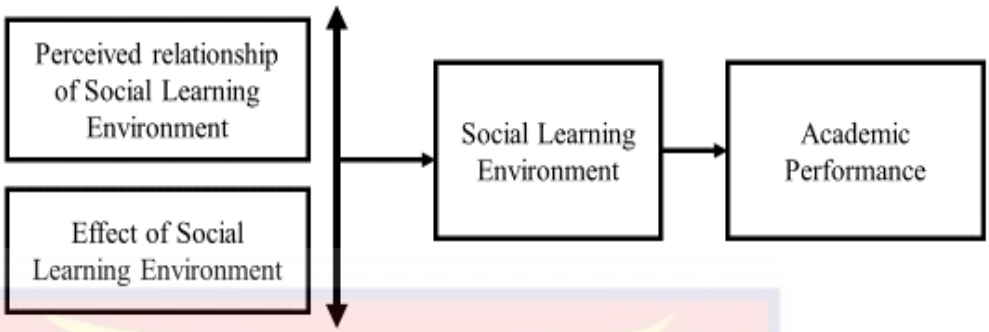

Figure 1: Conceptual Framework

Source: Authors Construct (2023).

Thus, the social learning environment, including the teacher- student's relationship, ICT facilities, income level, and socio-economic background, which has been proven to be very critical, will be used to explore their effects on students' learning outcomes, as shown in Figure 1.

Chapter Summary

This chapter discussed the underpinning theories of this study, concepts, empirical studies relating to the current study, and the conceptual framework. The theories employed were the Bronfenbrenner Ecological Theory, Behavioural Theory of Learning, Socio-cultural Theory of Learning, and Social Learning Theory. The related empirical studies reviewed showed that relationship exists between social learning environment and students' performance. Nevertheless, the empirical review revealed a number of gaps. With regards to location or geography, no study specifically considering the current objectives has been carried out in the current study locale; even those closely related to them were carried outside the current study country, Ghana. Also, sample size used in most of the prior studies was insufficient.

CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter presented the following: research philosophy, research approach, research design, study area, the population of the study, sample size and sampling procedure, data sources, data collection instruments, data collection procedure, data processing and analysis, ethical considerations, and chapter summary. The design section of the chapter discusses the philosophical stance underlying the study, the research approaches, and the methods. The study area focuses on the research setting, as the population and sample size consider both the unit of observation and the unit of analysis.

Research Philosophy

Research philosophy encompasses epistemological and ontological assumptions, as stated by. Epistemology is defined as a set of assumptions regarding the nature of knowledge, encompassing researchers' perceptions of reality and their expectations for the acquisition and recognition of knowledge. An ontology provides a clear definition of knowledge and reveals the underlying assumptions about reality. The aforementioned epistemological endeavors, ontological presumptions, and objectives about the essence of the world serve to enhance the development of research philosophy (Dainty 2007). They added that these research philosophies influence the selection of proper research methods and research approaches.

Saunders, Lewis, and Thornhill, (2003), also describe that research philosophy comprises two assumptions epistemology - “the researcher’s view about the acceptable knowledge” and ontology - “the researcher’s perception

about the nature of reality" (Ibid, p. 119). Dainty (2007) states that ontology has two theories, the "realist" and the "idealist". The realists dawn with a general stand of external reality with prearranged nature and construction whereas, idealists accept that "observers may have different viewpoints" and that, "What matters can vary from place to place and from time to time". And regarding the epistemology, Dainty (2007) explains that there are two fundamental "schools of thought" the "Positivism" and "social constructionism", the social constructionism derives from the point that "the reality is not objective and exterior", but is "socially constructed" and explained by individuals, who are conscious and have ideas about their environment around them (Robson, 2002). According to Saunders, Lewis, and Thornhill, (2003), positivism is a technical approach that advocates the idea of natural science.

They add that in the positivist approach, existing theories are used to generate hypotheses that will be verified to be accepted or rejected. Moreover, Williams (2003) declares that in the positivist approach, aspects of the actual world are clearly explained, and science aims to express the world and link it to the theories. Moreover, Bell, Bryman, and Harley (2022) state that, "Science must (and can) be conducted in a way that is value-free (that is, objective)". Furthermore, Bell, Bryman, and Harley (2022) explain that positivistic research involves an objective view of the studied phenomena, therefore the researchers have to describe and analyse the phenomena by considering the empirical data collected through interviews, surveys, or observation. Therefore, the researcher undertakes the study under the inspiration and guidance of the principles of positivism.

Research Approach

The researcher employed quantitative approach in organizing the data for the study. Zikmund, Babin, Carr and Griffin (2013) explained quantitative research methods as research techniques that address research objectives through empirical examination that involves numerical measurement and analytic approaches. Thus, quantitative researchers engage in channelling their efforts toward measuring concepts with scales which directly or indirectly generate some values. Also, quantitative methods subject research objectives to numerical analysis and generalization of findings thereafter (Crowther & Lancaster, 2008).

Additionally, quantitative research data can be verified and tested to enhance its credibility and reliability. It is also worth knowing that quantitative research provides straight forward results such that one can easily determine which statistical tools and techniques are appropriate for the analysis. This has over the years created some reputation for quantitative researchers, considering that very few people are knowledgeable in the usage of these statistical packages. It is against this background that researchers who employ the quantitative method are considered, genius.

However, DeVault (2020) suggest that quantitative research results could be misleading. The author argued that policymakers and other decision-makers may be swayed by figures, and that instead of focusing on the nuanced issues, decisions made will only revolve around the figures which could be misleading. Again, he refuted the assumption that since quantitative research is based on statistics, it is free from error. This signifies that, both quantitative

and qualitative research are subjected to error and bias; hence the researcher must take measures to curb these occurrences.

Quantitative research requires carefully formulated hypotheses so as to develop a model to suitably collect and analyse data. This is to avoid a ripple effect in that, an error in one stage can ruin the results of the research. A complex model may also be difficult to develop. Despite the flaws in quantitative research design, its outputs are verifiable; hence credible, reliable and could be inferred. Pallant (2020) observed quantitative methodology helps deepen the understanding of the study, enable comparisons and make room for replication of the study in the future (Nutassey, and Frimpong, 2020: Sukamolson, 2007). Consequently, the study adopted a pure quantitative methodology in testing the hypotheses so as to achieve the objectives of the study.

Research Design

A research design is a comprehensive strategy that outlines the techniques and steps to be taken in order to gather and analyze the necessary data (Zikmund, Babin, Carr, & Griffin, 2010). Your overall strategy for addressing your research problems and questions is called your research design (Mayer, 2015). The study used the explanatory research design. Explanatory research design is a design, in which a researcher measures two variables – a dependent and an independent – understands and assesses the statistical relationships between them with no influence from any extraneous variable, and with intention of assessing cause-effect relationships between the variables (Goundar, 2012). This design was appropriate for the current study because the researcher seeks to assess a linear relationship between three sets

of variables – social learning environment, teaching and learning process and students' academic performance with intention of analysing causal relationship between these sets of variables.

Study Area

The original Holy Child College was founded in 1946 at Cape Coast to provide the Post-Primary Certificate 'A' programme. As part of the government's "Accelerated Development Plan," a post-secondary department was established in 1950, and a Certificate 'B' programme, lasting two years, was offered in 1952. On 18 February 1955, the college relocated to its current location atop Fijai Hill, which now shares borders with Kweikuma, Archbishop Porter Girls Secondary School, and Fijai Senior High School. The institution was once known as Adiembra Training College before the move. Holy Child College is the new name taken from the Holy Child Community". With this expansion, the college now provides four distinct academic programmes, including the two-year post Certificate 'B.' In 1960, the policy of not offering the Certificate 'B' course allowed for a dramatic increase in the number of students enrolled in the other available programmes. "The institution began its four-year Home Science bias programme in 1963 to train future educators for Home Science Centres around the country (Learning Hub - T-TEL).

In Cape Coast, Ghana, there is a women's institution of education called Our Lady of Apostles (OLA) College of Education (formerly known as OLA Training College). One of Ghana's 46 public colleges of education took part in the T-TEL programme, which was supported by DFID (Our network). Reverend Sister Elizabeth Amoako-Arhen is the school's principal (OLA

College of Education - T-TEL). The University of Cape Coast is connected to the college. The institution was founded in 1924 by the Sisters of Our Lady of Apostles, a Catholic Missionary order (Regional News) (2015). 2016 OLA College of Education Graduation) The college participated in the Sabre Trust's Fast-Track Transformational Teacher Training initiative (2017).

Formerly known as OLA Training College, Our Lady of Apostles (OLA) College of Education is widely regarded as the best institution for women in Ghana and all of Sub-Saharan Africa. The Missionary Sisters of Our Lady of the Apostles founded it (a Catholic Missionary Order). In 1924, Reverend Mother Aquiline Tobin saw the need to train Ghanaian female teachers to assist the white Sisters in operating the convent schools in Cape Coast, so she opened the College in a small room. With the backing of her religious order, Mother Aquiline began teaching four young women from Ghana's OLA Girls Senior High School after they graduated from Middle School (Ho)". Our Lady of the Apostles College is committed to the development of the full student, emphasising the cultivation of moral fibre, initiative, aptitude for leadership, and spiritual development (Learning Hub - T-TEL).

Population

The target population of the study is 1474. The population of interest in this study were the first- and second-years' students from OLA and Holy Child Colleges of Education. The study obtained this information from school administration. The population of a study is defined as a set of persons, items, or subjects with common features as stated by the researcher's sampling criteria. A population, according to Omona, (2013), is a group in which the

researcher is interested in the purpose of generalization. while the target population is the population of importance that the researcher is interested in and tries to make statistical conclusions on (Myers, Well, & Lorch 2013). According to Freeman, (2006), the group should have information useful to the researcher. A study population is defined as the total collection of elements about which we wish to make some inferences (Cooper, & Schindler, 2003). A study population needs to be stated clearly before data collection is carried out (Leavy, 2017). According to Saunders, Thornhill and Lewis (2012) population is the full set of cases from which a sample is drawn. Dubey, Kothari, and Awari, (2016) also defines the target population as the total enumeration of the subjects under investigation.

Sample and Sampling Procedure

The sample size was 295 first- and second-years' students from OLA and Holy Child Colleges of Education. and this was arrived at using Krejcie and Morgan's (1970) sample size determination table, with 95% confidence level and 5% margin of error. Krejcie and Morgan argue that there is no need to use a sample size determination formula for a 'known' population since the table has all the provisions one requires to arrive at the required sample size. This sample size is very much representative of the accessible population as prior researchers suggested 10% of the study population to be enough (Malterud, Siersma, & Guassora, 2016); this sample size arrived at is well above 18% of the accessible population, thus, making it more representative. For the sampling procedure, the study employed the proportional random sampling technique to select the participants to make up the sample size.

Table 1: Sample Size Distribution

Institution	Target Group	Proportion	Sample Size
Holy Child College of Education	First-year students	(342/1474) *295	68
	Second-year students	(278/1474) *295	56
OLA College of Education	First-year students	(425/1474) *295	85
	Second-year students	(429/1474) *295	86
Total		**1474**	**295**

Data Collection Instrument

The main tool used for primary data collection for this study was the structure questionnaire containing closed-ended questions. Questionnaires are usually used when it comes to collection of primary data for descriptive or explanatory research (Saunders et al., 2019). The questionnaire was employed because of its ability to collect original information from a large group of participants and also cost-saving use. The questionnaire was divided into four (4) sections – section A to section D. The sections were organised, respectively, under "Socio-Demographic Information", "Social learning environment at OLA and Holy Child Colleges of Education" "Perceived relationship between social learning environment and academic performance of students of OLA and Holy Child Colleges of Education", and 'Effects of social learning environment on the academic performance of students of OLA and Holy Child Colleges of Education''.

Section A of the questionnaire was to obtain respondents' socio-demographic information. Section B was to obtain responses from the participants on Social learning environment at OLA and Holy Child Colleges

of Education. Section C was to ascertain data from the respondents on Perceived relationship between social learning environment and academic performance of students of OLA and Holy Child Colleges of Education, and finally, section D obtain respondents on the "Effects of social learning environment on the academic performance of students of OLA and Holy Child Colleges of Education". Section B contained ten (10) Social learning environment at OLA and Holy Child Colleges of Education items measured on a four-point Likert scale ranging from 1 (strongly disagree) to 4 (strongly agree). Section C contains ten (10) items on Perceived relationship between social learning environment and academic performance of students of OLA and Holy Child Colleges of Education, and finally, Section D contains contained twenty-one (21) items all are measured on the Effects of social learning environment on the academic performance of students of OLA and Holy Child Colleges of Education on a four-point Likert scale from 1 (strongly disagree) to 4 (strongly agree).

Instrument Validity

The contents of instruments were checked for validity before using them for the data collection exercise for this study, just as posited by Gaytan, (2007), that the validity of an instrument must be verified by content experts before final use for the collection of reliable data. Thus, in order to ensure content validity, the researcher consulted some content experts who are experienced with respect to social learning environment on the academic performance. Besides, the instruments were given to the researcher's supervisor for face validation. The various suggestions made by these experts was incorporated into the final instruments to be used for the data collection.

Data Collection Procedure

Before data were collected, consent and permission from the relevant respondents were sought. An introductory letter was used to seek permission from the needed stakeholders with respect to the various institutions ie OLA and Holy Child Colleges of Education. Data were obtained from a primary source. The researcher believes that if a problem is thoroughly identified, the more adequately it is planned and executed successfully. Primary data was obtained from participants at various public institutions of target identified above. The main advantage of procuring primary data is that the exact information wanted is ascertained. Terms were also carefully defined for respondents who assisted in the exercise administration so that as humanly possible it can be, misunderstanding could be avoided (Osuala, 2005).

Data Processing and Analysis

Data collected were cleaned, coded, processed, and analysed. The questionnaires were coded for easy identification so that if there were errors, they could be easily traced and rectified. The coding of the items was also to help hide the identity of the respondents and their responses. Most importantly, as posited by Hair et al. (2018), attention was specifically focused on areas such as missing data management, and identification of outliers. These were done to ensure that basic statistical assumptions were not violated, and that data were consistent with relevant underpinning analytical assumptions. The data coding was done using numeric codes, following the procedures laid down by Saunders et al. (2019). The study employed descriptive statistics and inferential statistic in the analysis. Descriptive statistics such as percentages and frequencies were used to describe the data

collected while inferential statistics such as regression, correlation, mean and standard deviation.

Reliability of Instrument

The instruments, after they were completed by the respondents, were collected and analysed. The Cronbach Alpha technique was used to measure the internal consistency and reliability of the items in the instrument. The Cronbach alpha-coefficient rages from 0 to 1. A scale is termed reliable and internally consistent if its Cronbach alpha-coefficient score is not less than 0.70 (Goforth, 2015). Considering the fact that the scales were adapted from prior researchers (Fanni et al., 2013; Buckingham, 2010); Afarikumah, 2014), reliability coefficients might already have been computed. However, the researcher, again, computed reliability coefficients for the scales, and the results presented in Table 2

Table 2: Reliability Test Results

Constructs	Number of items	Cronbach's Alpha coefficients
Social learning environment at OLA and Holy Child Colleges of Education.	10	0.905
Perceived relationship between social learning environment and academic performance of students of OLA and Holy Child Colleges of Education.	10	0.787
Effects of social learning environment on the academic performance of students of OLA and Holy Child Colleges of Education.	21	02.923

Source: Field Survey (2023) N=295

Ethical Consideration

The researcher obtained a clearance form from the University of Cape Coast Institutional Review Board seeking permission from the various

colleges where the study was conducted. According to Munarez Galvez, and Arista Miranda, (2017) the rights of respondents must be observed in the event of any research process. To guarantee confidentiality and anonymity of respondents, certain sensitive questions were excluded from the socio-demographic information section of the data collection instruments like the respondent's religious background, home address and telephone numbers. Similarly, respondents were assured that information obtained would be used solely for academic purposes. Hence, all information obtained was strictly held confidential and not shared with any other person or authority. In the conduct of this study, the following ethical considerations were observed:

First, respondents were told about the aim of the research, and informed consents were sought from the various public institutions involved. Second, voluntary participation of respondents was ensured. Jenlink, and Jenlink, (2016) stated that "all research participation must be voluntary", hence, no respondent was induced or coerced to take part in the study. Third, the rights of the participants to retreat from the research process were observed. That is, respondents who are no longer interested in providing information to the researcher were free to opt out without any form of pressure from the researcher. Fourth, privacy of respondents was strictly observed by ensuring that it was not indicated anywhere in the instruments used that respondent should indicate their names. This was to avoid revealing respondents' identities.

Chapter Summary

This chapter presented the research philosophy, approach, design, population of the study, sample size and sampling procedure, data collection

instrument, data processing and analysis, and ethical considerations. The study used the quantitative research approach as well as the explanatory study design. The study institution was OLA and Holy Child Colleges of Education. The questionnaire was used for data collection. Both descriptive statistics and inferential statistics were employed for data analysis, and SPSS 22 was used for data processing.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The main purpose of the study is to examine the social learning environment on students' academic performance at OLA and Holy Child College of Education. The previous chapter provided information relating to methodological approach employed for data gathering, analysis and presentation. The results and discussion of the study analyses were presented in this chapter. The SPSS software was used in data processing. The processed data were presented in tables and discussed taken cognizance of the demographic information of participants and the research objectives. Finally, the chapter summary was presented.

Demographic Information of Participants

This section provides information relating to the demographic characteristics of the participants that were surveyed in the study. These findings are there to provide enough evidence that indeed the sample targeted has the same characteristics as the target population so as to warrant generalization of findings. The demographic characteristics were descriptively measured with frequency, percentage, mean and deviation were appropriate.

Table 3: Demographic of Respondents

Variables		Institutions		
		OLA College of Education	Holy Child College of Education	Total
Year				
	Year 1	85(49.7%)	86(54.8%)	
	Year 2	68(50.3%)	56(45.2%)	
	Total	171(100%)	124(100%)	295
Age				
	Mean	22.71	22.44	22.63
	Std. Deviation	2.211	2.310	2.371
	Min.	18	18	18
	Max.	30	33	33

Source: Field Survey (2023) n=295

Characteristics of the study's respondents were dissected in this section. Table 3 above shows the two colleges and other socio-demographic characteristics. From the table, 171 female respondents come from OLA College of Education and 124 female students from Holt Child College of Education. Out of the 171 female students from OLA College of Education, 85(49.7%) students are in their first year, and 68(50.3%) are in their second year. Also, out of the 124 female students in Holy Child College of Education, 86(54.8%) are in their first year, and 56(45.2%) are in their second year.

The General mean age for all 295 students was 22.63, with a standard deviation of 2.371. The minimum age among the 295 students was 18 years, and the maximum was 33 years. Specifically, among the 171 students in OLA College of Education, the mean age was 22.71 years with a standard deviation of 2.211 and minimum and maximum ages of 18 and 30 years, respectively. Finally, 124 Holy Child College of Education students had a mean age of 22.44 years with a standard deviation of 2.310 and minimum and maximum ages of 18 years and 33 years, respectively.

Social Learning Environment at OLA and Holy Child Colleges of Education

The first objective sought to Social learning environment at OLA and Holy Child Colleges of education. To achieve this particular objective, the researcher conducted a descriptive analysis to enable comparison and conclusion drawn. The results are presented in Table 4.

Table 4: Social Learning Environment at OLA and Holy Child Colleges of Education.

Variables		Strongly Disagree	Disagree	Agree	Strongly Agree
I like the learning environment of my college.	OCE	18(10.5%)	22(12.9%)	77(45%)	54(31.6%)
	HCCE	16(12.9%)	13(10.5%)	76(61.3%)	19(15.3%)
I enjoy what I am being taught because the learning environment is conducive.	OCE	16(9.4%)	20(11.7%)	87(50.9%)	48(28.1%)
	HCCE	11(8.9%)	13(10.5%)	82(66.1%)	18(14.5%)
The learning environment promotes a good relationship with teachers.	OCE	10(5.8%)	31(18.1%)	87(50.9%)	43(25.1%)
	HCCE	6(4.8%)	21(16.9%)	77(62.1%)	20(16.1%)
The quality of teaching methods is good.	OCE	16(9.4%)	23(13.5%)	89(52%)	43(25.1%)
	HCCE	12(9.4%)	15(12.1%)	76(61.3%)	21(16.9%)
There are good interactions between students and teaching materials.	OCE	12(7%)	25(14.6%)	92(53.8%)	42(24.6%)
	HCCE	14(11.3%)	16(12.9%)	78(62.9%)	16(12.9%)
The classroom interaction is well organized.	OCE	10(5.8%)	24(14%)	85(49.7%)	52(30.4%)
	HCCE	6(4.8%)	16(12.9%)	76(61.3%)	26(21%)
The seating arrangement in the classroom are well organized.	OCE	10(5.8%)	23(13.5%)	105(61.4%)	33(19.3%)
	HCCE	5(4%)	20(16.1%)	79(63.7%)	20(16.1%)
Technology is used to assist learning in the classroom	OCE	8(4.7%)	25(14.6%)	106(62%)	32(18.7%)
	HCCE	3(2.4%)	17(13.7%)	88(71%)	16(12.9%)
Students are encouraged to discuss how their experiences relate to the daily lesson.	OCE	7(4.1%)	25(41.6%)	117(68.4%)	22(12.9%)
	HCCE	5(4%)	11(8.9%)	96(77.4%)	12(9.7%)
Students are allowed to explore personal interests	OCE	24(14%)	27(15.8%)	73(42.7%)	47(27.5%)
	HCCE	30(24.2%)	26(21%)	52(41.9%)	16(12.9%)

From Table 4, the study can say that both schools have a good learning environment. Combining strongly agree and agree, also strongly disagree and disagree, we can have the frequency of students who generally agreed or disagreed. The table shows a well-organized classroom interaction in OLA College of Education since 131, representing 76.6% of the total student, agreed. From Holy Child College of Education, 95, representing 76.6% of the total student, agreed there is a well-organized classroom interaction. Also, most (both OLA College of Education and Holy Child College of Education) students agreed (134 representing 82.9% from OLA and 94 representing 75.8% from Holy Child) that there is good interaction between students and teachers.

Perceived relationship between social learning environment and students' academic performance of OLA and Holy Child Colleges of Education.

The second research objective sought to Perceived relationship between social learning environment and students' academic performance of OLA and Holy Child Colleges of Education. To achieve this particular objective, the researcher conducted a descriptive analysis to enable comparison and conclusion drawn. The results are presented in Table 5.

Table 5: The Perceived Relationship Between Social Learning Environment and Students' Academic Performance of OLA and Holy Child Colleges of Education

Variable		Strongly Disagree	Disagree	Agree	Strongly Agree
Teaching style of tutors has a strong relationship on student learning outcomes	OCE	16(9.4%)	12(7%)	96(56.1%)	47(27.5%)
	HCCE	12(9.7%)	13(10.5%)	75(60.5%)	24(19.4%)
Tutor support has a strong relationship on student learning outcomes	OCE	18(10.5%)	19(11.1%)	88(51.5%)	46(26.9%)
	HCCE	11(8.9%)	13(10.5%)	82(66.1%)	17(13.7%)
Quality of teaching methods have a strong relationship with student learning outcomes	OCE	13(7.6%)	15(8.8%)	99(57.9%)	44(25.7%)
	HCCE	6(4.8%)	9(7.3%)	90(72.6%)	19(15.3%)
The classroom environment has no relationship with the learning outcomes	OCE	16(9.4%)	23(13.5%)	89(52%)	43(25.1%)
	HCCE	12(9.4%)	15(12.1%)	76(61.3%)	21(16.9%)
My relationship with my tutors does not influence academic performance.	OCE	12(7%)	25(14.6%)	92(53.8%)	42(24.6%)
	HCCE	14(11.3%)	16(12.9%)	78(62.9%)	16(12.9%)

Table 5: Continued.

The mutual respect between student and tutors do influence students' academic performance.	OCE	10(5.8%)	24(14%)	85(49.7%)	52(30.4%)
	HCCE	6(4.8%)	16(12.9%)	76(61.3%)	26(21%)
My learning environment has a relationship with my academic performance	OCE	10(5.8%)	23(13.5%)	105(61.4%)	33(19.3%)
	HCCE	5(4%)	20(16.1%)	79(63.7%)	20(16.1%)
High income level background of students has a relationship with learning outcomes	OCE	8(4.7%)	25(14.6%)	106(62%)	32(18.7%)
	HCCE	3(2.4%)	17(13.7%)	88(71%)	16(12.9%)
Low income level background of students has a relationship with learning outcomes	OCE	7(4.1%)	25(41.6%)	117(68.4%)	22(12.9%)
	HCCE	5(4%)	11(8.9%)	96(77.4%)	12(9.7%)
The socio-economic background of students have a relationship with learning outcomes	OCE	24(14%)	27(15.8%)	73(42.7%)	47(27.5%)
	HCCE	30(24.2%)	26(21%)	52(41.9%)	16(12.9%)

Source: Field Survey (2023) N=295

From Table 5, a better teaching or teacher relationship will lead to good student academic performance as perceived by the students. From the table, students (143 representing 83.6% from OLA College of Education and 99 representing 79.9% from Holy Child College of Education) from OLA College of Education and Holy Child College of Education agreed that the teaching style of tutors has a strong relationship with student learning outcomes. Also, most of the students from OLA College of Education and Holy Child College of Education that is 134, representing 78.5% from OLA College of Education) and 99, representing 79.8% from Holy Child College of Education, agreed that Tutor support has a strong relationship with student learning outcomes. The majority of the students also agreed that the quality of teaching methods have a strong relationship with student learning outcomes and that mutual respect between student and tutors do influence students' academic performance (143 representing 83.6% from OLA College of Education, 109 representing 87.9% from Holy Child College of Education and 137 representing 80.1% from OLA College of Education and 102 representing 82.3% from Holy Child College of Education respectively).

From Table 5, most students disagreed with the statement that their relationship with their tutors does not influence academic performance (134 representing 78.4% from OLA College of Education and 94 representing 75.8% from Holy Child College of Education). Most of the results were in conjunction with other work done around the area. Teacher effectiveness score was found to have a moderately favourable significant association with student accomplishment (Akram, 2019).

A large disparity existed between how professors and their students approached education (Ridwan et al., 2019). Positive results in the classroom were also found among pupils whose professors had few interpersonal conflicts (Baafi, 2020). According to the findings of Omodan and Tsotetsi's research, the quality of the connections between students and teachers substantially impacts This study showed that students' socio-economic background has a relationship with learning outcomes since most of the stunts in both schools (120 representing 70.2% from OLA College of Education and 68 representing 54.8% from Holy Child College of Education) agreed. This is also in conjunction with a study by Akhtar and Niazi in 2011. They discovered that upper-class students consistently earned A and B grades. Students from the middle class had a statistically significant positive correlation with grades of D. Students from lower socioeconomic backgrounds persisted in performing poorly.

Effects of social learning environment on the academic performance of students of OLA and Holy Child Colleges of Education

The third and final research objective sought Effects of social learning environment on the academic performance of students of OLA and Holy Child Colleges of Education. To achieve this particular objective, the researcher conducted a descriptive analysis to enable comparison and conclusion drawn. The results are presented in Table 6.

Table 6: The Effects of Social Learning Environment on the Academic Performance of Students of OLA and Holy Child Colleges of Education

Variable		Strongly Disagree	Disagree	Agree	Strongly Agree
Real learning comes when I study on my own from textbooks without tutor support.	OCE	50(29.2%)	76(44.4%)	28(16.4%)	17(9.9%)
	HCCE	31(25%)	54(43.5%)	28(22.6%)	11(8.9%)
Real learning comes from tutors discussing the learning materials in the textbooks.	OCE	20(11.7%)	26(15.2%)	84(49.1%)	41(24%)
	HCCE	10(8.1%)	13(10.5%)	65(52.4%)	36(29%)
Using multiple strategies for students with different interests/abilities improves academic performance	OCE	17(9.9%)	12(7%)	52(30.4%)	90(52.6%)
	HCCE	8(6.5%)	7(5.6%)	43(34.7%)	66(53.2%)
Concepts are learned well when they arise from students' experiences.	OCE	9(5.3%)	20(11.7%)	77(45%)	65(38%)
	HCCE	5(4%)	12(9.7%)	61(49.2%)	46(37.1%)
Concepts are learned well when students interact with learning materials	OCE	7(4.1%)	17(9.9%)	88(51.5%)	59(34.5%)
	HCCE	4(3.2%)	14(11.3%)	54(43.5%)	52(41.9%)
Students are encouraged to discuss how their experiences relate to the daily lesson	OCE	10(5.8%)	30(17.5%)	95(55.6%)	36(21.1%)
	HCCE	5(4%)	21(16.9%)	58(46.8%)	40(32.3%)
Group work is implemented on a regular basis in my classroom learning environment	OCE	8(4.7%)	25(14.6%)	70(40.9%)	68(39.8%)
	HCCE	4(3.2%)	18(14.5%)	55(44.4%)	47(37.9%)
Group work has an impact on academic achievement/performance.	OCE	8(4.7%)	15(8.8%)	67(39.2%)	81(47.4%)
	HCCE	6(4.8%)	9(7.3%)	51(41.1%)	58(46.8%)
My classroom environment encourages mutual respect which in turn enhances academic achievement.	OCE	5(2.9%)	24(14%)	81(47.4%)	61(35.7%)
	HCCE	4(3.2%)	16(12.9%)	59(47.6%)	45(36.3%)
My classroom environment encourages task related interactions	OCE	9(5.3%)	27(15.8%)	85(49.7%)	50(29.2%)
	HCCE	9(7.3%)	15(12.1%)	67(54%)	33(26.6%)

Table 6: Continued.

Teacher support has no effect on my academic performance	OCE	81(47.4%)	53(31%)	24(14%)	13(7.6%)
	HCCE	54(43.5%)	39(31.5%)	21(16.9%)	10(8.1%)
ICT facilities enhances positive learning outcomes	OCE	14(8.2%)	22(12.9%)	77(45%)	58(33.9%)
	HCCE	10(8.1%)	16(12.9%)	58(46.8%)	40(32.3%)
My college social-economic background affects academic performance.	OCE	27(15.8%)	50(29.2%)	56(32.7%)	38(22.2%)
	HCCE	11(8.9%)	37(29.8%)	48(38.7%)	28(22.6%)
My college facilities affect the academic performance of students.	OCE	30(17.5%)	33(19.3%)	57(33.3%)	51(29.8%)
	HCCE	20(16.1%)	22(17.7%)	41(33.1%)	41(33.1%)
The teaching style of my tutors encourages me to understand what is being taught.	OCE	9(5.3%)	18(10.5%)	69(40.4%)	75(43.9%)
	HCCE	7(5.6%)	13(10.5%)	60(48.4%)	44(35.5%)
The teaching style of tutors has a strong impact on student learning outcomes.	OCE	7(4.1%)	17(9.9%)	70(40.9%)	77(45%)
	HCCE	6(4.8%)	11(8.9%)	57(46%)	50(40.3%)
Income level background of students affect learning outcomes	OCE	19(11.1%)	41(24%)	79(46.2%)	32(18.7%)
	HCCE	11(8.9%)	30(24.2%)	55(44.4%)	28(22.6%)
The socio-economic background of students affect learning outcomes	OCE	10(5.8%)	36(21.1%)	88(51.5%)	37(21.6%)
	HCCE	8(6.5%)	25(20.2%)	66(53.2%)	25(20.2%)
The learning environment of my collage impacts positively on academic achievement	OCE	9(5.3%)	19(11.1%)	89(52%)	54(31.6%)
	HCCE	8(3.5%)	17(13.7%)	59(47.6%)	40(32.3%)
Group learning of students affects positively on academic achievement	OCE	10(5.8%)	20(11.7%)	70(40.9%)	71(41.5%)
	HCCE	7(5.6%)	11(8.9%)	51(41.1%)	55(44.4%)
The tutor's commitment to academic achievements affects performance positively.	OCE	12(7%)	19(11.1%)	49(28.7%)	91(53.2%)
	HCCE	9(7.3%)	13(10.5%)	42(33.9%)	60(48.4%)

Source: Field Survey (2023) N=295

From Table 6, most students from both schools (126 representing 73.6% from OLA College of Education and 85 representing 68.5% from Holy Child College of Education) admit that real learning does not come when they study independently from textbooks without tutor support. Most students (125 representing 73.1% from OLA College of Education and 101 representing 81.4% from Holy Child College of Education) also admit that real learning comes from tutors discussing the learning materials in the textbooks. From the table, 142 representing 83% from OLA College of Education and 109, 87.9% from Holy Child College of Education, agreed that using multiple strategies for students with different interests/abilities improves academic performance. From the table, we got to know that Concepts are learned well when they arise from students' experiences and when students interact with learning materials (142 representing 83% from OLA College of Education, 107 representing 86.3% from Holy Child College of Education and 147 representing 86% from OLA College of Education and 106 representing 85.4% from Holy Child College of Education respectively).

Again from the table, most students agreed that group work has an impact on academic achievement/performance (148 representing 86.6% from OLA College of Education and 108 representing 87.9% from Holy Child College of Education), their classroom environment encourages mutual respect, which in turn enhances academic achievement (142 representing 83.1% from OLA College of Education and 104 representing 83.9% from Holy Child College of Education). Also, ICT facilities enhance positive learning outcomes were agreed to by a majority of the students (135 representing 78.9% from OLA College of Education and 98 representing

79.1% from Holy Child College of Education). Students (108 representing 63.1% from OLA College of Education and 82 representing 66.2% from Holy Child College of Education) also agreed that their college facilities affect their academic performance. Students agreed that the teaching style of tutors has a strong impact on student learning outcome, the socio-economic background of students affect learning outcomes, tutors commitment towards academic achievements affects performance positively, and the learning environment of their college positively impacts academic achievement (147 representing 85.9% from OLA College of Education, 107 representing 86.5% from Holy Child College of Education, 125 representing 73.1% from OLA College of Education, 91 representing 73.4% from Holy Child College of Education and 143 representing 83.6% from OLA College of Education and 99 representing 79.9% from Holy Child College of Education respectively).

Finally, 134 representing 78.4% from OLA College of Education and 93, representing 75% from Holy Child College of Education, respectively, disagreed with the statement that teacher support does not affect my academic performance. The results of other studies support the results of this study. Students with varying learning preferences benefited from being exposed to a variety of approaches so that they may select the one that worked best for them. Students' mathematical thinking and problem-solving abilities were enhanced, and they gained an appreciation for mathematics as a discipline that welcomes a variety of approaches (Lynch & Star, 2014). In other research, students generally viewed the effects of group work favourably, while some appeared to have a negative reaction (Zariski, 1997).

A study contradicted the result of group studies. It was determined through testing that pupils who collaborated did not do better. Most students, however, said they learned a lot and wanted more opportunities to work in groups (Taqi & Al-Nouth, 2014). Evidence from other studies also points to the benefits of ICT integration for both the classroom and the classroom environment. This study's results show that online education is superior to classroom-based education (Ghavifekr and Rosdy, 2015).

Comparison Analysis

To compare the two schools, OLA and Holy Child College of Education, weight is added to the Likert scale and mean analysis is done to determine the level of Agree and Disagree variables. The researcher developed a scale to help with the interpretation of the means. The Likert scale used in the research had four scale points, Strongly Disagree, Disagree, Agree, and Strongly Agree. Strongly Disagree was given a weight of one (1), Disagree was given two (2), Agree was given three (3), and finally, Strongly Agree was given four (4). In interpretation, having a mean value from 2.4 to 1 means the respondents Disagree with that variable. Also, the closer the mean gets to one (1), the higher the disagreement level. On the other hand, having a mean value between 2.5 to 4 indicates an Agree; the closer the mean gets to 4, the higher the agreed level. A 95% confidence interval T-test was conducted to determine the significant difference between the two schools.

Table 7: T-Test of Social Learning Environment at OLA and Holy Child Colleges of Education

	Institution	Mean	Std. Deviation	Sig. (2-tailed)
I like the learning environment of my college.	OLA College of Education	2.98	.933	.081
	Holy child College of Education	2.79	.858	
I enjoy what I am being taught because the learning environment is conducive.	OLA College of Education	2.98	.881	.250
	Holy child College of Education	2.86	.769	
The learning environment promotes a good relationship with teachers.	OLA College of Education	2.95	.818	.527
	Holy child College of Education	2.90	.719	
The quality of teaching methods is good.	OLA College of Education	2.93	.872	.454
	Holy child College of Education	2.85	.813	
There are good interactions between students and teaching materials.	OLA College of Education	2.96	.821	.057
	Holy child College of Education	2.77	.815	
The classroom interaction is well organized.	OLA College of Education	3.05	.825	.499
	Holy child College of Education	2.98	.732	
The seating arrangement in the classroom are well organized.	OLA College of Education	2.94	.749	.796
	Holy child College of Education	2.92	.694	
Technology is used to assist learning in the classroom	OLA College of Education	2.95	.722	.962
	Holy child College of Education	2.94	.602	
Students are encouraged to discuss how their experiences relate to the daily lesson.	OLA College of Education	2.90	.657	.718
	Holy child College of Education	2.93	.587	
Students are allowed to explore personal interests	OLA College of Education	2.84	.986	.001
	Holy child College of Education	2.44	.998	

Source: Field Survey (2023) N=295

From Table 7, all the variables, excluding one, had students in OLA College of Education agreeing more than students in Holy Child College Education. Students in Holy Child College Education agreed more with students being encouraged to discuss how their experiences relate to the daily lesson than students in OLA College of Education. Also, the table shows that statistically, the difference in the agreement level of students in the two schools was insignificant (all Sig. (2-tailed) values are greater than 0.05) for almost all variables. Only one variable, students are allowed to explore personal interests, had a significant difference (Sig. (2-tailed) values 0.001 is less than 0.05). From the table, students of Holy Child College disagreed (mean of 2.44) that they are allowed to explore personal interests, but Students of OLA College of Education agreed (mean of 2.84) that they are allowed to explore personal interests.

The findings of the current study were similar to the findings by Shamaki (2015) who examines the impact of classroom setting on students' performance on a standardised mathematical knowledge test administered to high school seniors. the results demonstrated that students' average performance was significantly higher when exposed to an engaging classroom setting than a less stimulating one. Results demonstrate no statistically significant gap between average performance in optimal and dull learning environments.

Table 8: T-Test of the Perceived Relationship Between Social Learning Environment and Students' Academic Performance of OLA and Holy Child Colleges of Education.

	Institution	Mean	Std. Deviation	Sig. (2-tailed)
Teaching style of tutors has a strong relationship on student learning outcomes	OLA College of Education	3.02	.850	.218
	Holy child College of Education	2.90	.825	
Tutor support has a strong relationship on student learning outcomes	OLA College of Education	2.95	.896	.352
	Holy child College of Education	2.85	.762	
Quality of teaching methods have a strong relationship with student learning outcomes	OLA College of Education	3.02	.808	.702
	Holy child College of Education	2.98	.650	
The classroom environment has no relationship with the learning outcomes	OLA College of Education	1.78	.830	.126
	Holy child College of Education	1.94	.853	
My relationship with my tutors does not influence academic performance.	OLA College of Education	2.13	.894	.659
	Holy child College of Education	2.09	.856	
The mutual respect between student and tutors do influence students' academic performance.	OLA College of Education	2.76	.986	.582
	Holy child College of Education	2.82	.920	
My learning environment has a relationship with my academic performance	OLA College of Education	3.08	.884	.887
	Holy child College of Education	3.10	.896	
High income level background of students has a relationship with learning outcomes	OLA College of Education	2.54	.941	.968
	Holy child College of Education	2.55	.999	
Low income level background of students has a relationship with learning outcomes	OLA College of Education	2.55	1.013	.555
	Holy child College of Education	2.62	1.033	
The socio-economic background of students has a relationship with learning outcomes	OLA College of Education	2.82	.877	.985
	Holy child College of Education	2.82	.846	

From Table 8, students from both schools disagreed with the fact that their classroom environment has no relationship with their learning outcomes. OLA College of Education had a higher level of disagreement (1.78:1.94), but based on the T-test sig value (.126), they are statistically the same. It can also be seen that for variables like My relationship with my tutors does not influence academic performance, there is a close correlation between teachers' pedagogical practices and their students' academic progress, there is a robust correlation between tutor assistance and student performance, and Teaching style of tutors has a strong relationship on student learning outcomes, OLA College of Education had a higher level of agreeing than Holy Child College of Education. Checking the T-test Sig. All of them had an insignificant test implying that both school levels are statistically the same. From the table, Holy Child College of Education had a higher agreement level for some of the variables (Low-income level background of students have a relationship with learning outcomes, high-income level background of students have a relationship with learning outcomes, the conditions in which I study affect how well I do in school, and the mutual respect between student and tutors do influence students' academic performance) than OLA College of Education, and they were also insignificant, that is, statistically the same. Both schools had the same agreement level for the variable "the socio-economic background of students has a relationship with learning outcomes."

The findings of the current study were consistent with to the findings by Furthermore, Ezike, (2018) who investigated classroom environment and students' academic interest as correlates of achievement in Senior Secondary Chemistry students in selected Public Secondary Schools in Ibadan, Oyo State,

Nigeria. The result showed significant relationships between classroom environment and academic achievement, while the combined contribution of the classroom environment and academic interest was equally significant.

Table 9: T-test of the Effects of Social Learning Environment on the Academic Performance of Students of OLA and Holy Child Colleges of Education

	Institution	Mean	Std. Deviation	Sig. (2-tailed)
Real learning comes when I study on my own from textbooks without tutor support.	OLA College of Education	2.07	.924	.442
	Holy child College of Education	2.15	.902	
Real learning comes from tutors discussing the learning materials in the textbooks.	OLA College of Education	2.85	.918	.106
	Holy child College of Education	3.02	.850	
Using multiple strategies for students with different interests/abilities improves academic performance	OLA College of Education	3.26	.966	.411
	Holy child College of Education	3.35	.856	
Concepts are learned well when they arise from students' experiences.	OLA College of Education	3.16	.829	.708
	Holy child College of Education	3.19	.772	
Concepts are learned well when students interact with learning materials	OLA College of Education	3.16	.765	.391
	Holy child College of Education	3.24	.780	
Students are encouraged to discuss how their experiences relate to the daily lesson	OLA College of Education	2.92	.785	.101
	Holy child College of Education	3.07	.808	
Group work is implemented on a regular basis in my classroom learning environment	OLA College of Education	3.16	.843	.906
	Holy child College of Education	3.17	.793	
Group work has an impact on academic achievement/performance.	OLA College of Education	3.29	.817	.950
	Holy child College of Education	3.30	.806	
My classroom environment encourages mutual respect which in turn enhances academic achievement.	OLA College of Education	3.16	.770	.900
	Holy child College of Education	3.17	.773	
My classroom environment encourages task related interactions	OLA College of Education	3.03	.815	.763
	Holy child College of Education	3.00	.826	
Teacher support has no effect on my academic performance	OLA College of Education	1.82	.944	.496
	Holy child College of Education	1.90	.961	
ICT facilities enhances positive learning outcomes	OLA College of Education	3.05	.893	.890
	Holy child College of Education	3.03	.883	

Table 9: Continued.

My college social-economic background affects academic performance.	OLA College of Education	2.61	1.002	.232
	Holy child College of Education	2.75	.907	
My college facilities affect the academic performance of students.	OLA College of Education	2.75	1.067	.545
	Holy child College of Education	2.83	1.065	
The teaching style of my tutors encourages me to understand what is being taught.	OLA College of Education	3.23	.841	.355
	Holy child College of Education	3.14	.820	
The teaching style of tutors has a strong impact on student learning outcomes.	OLA College of Education	3.27	.803	.589
	Holy child College of Education	3.22	.802	
Income level background of students affect learning outcomes	OLA College of Education	2.73	.895	.441
	Holy child College of Education	2.81	.890	
The socio-economic background of students affect learning outcomes	OLA College of Education	2.89	.808	.851
	Holy child College of Education	2.87	.806	
The learning environment of my collage impacts positively on academic achievement	OLA College of Education	3.10	.795	.656
	Holy child College of Education	3.06	.849	
Group learning of students affects positively on academic achievement	OLA College of Education	3.18	.859	.546
	Holy child College of Education	3.24	.840	
The tutor's commitment to academic achievements affects performance positively.	OLA College of Education	3.28	.922	.666
	Holy child College of Education	3.23	.912	

Source: Field Survey (2023) N=295

From Table 9, students from both schools disagreed that "Real learning comes when I study on my own from textbooks without tutor support" and "Teacher support has no effect on my academic performance." The disagreement level was statistically insignificant (the same). On the other variables, both schools agreed. OLA College of Education students had a higher agreement level in some variables than those of Holy Child College of Education. But they were all not significant (statistically the same).

The findings of the current study were consistent with to the findings by Matoy, (2021) which determine the relationship between classroom environment and the academic achievement. It was found out that there was a significant correlation between the physical environment and the students' academic achievement in Computed Tomography Scan. The result showed that as the quality of the physical environment increased, the academic achievement of the student also increased. There was a significant correlation between the emotional climate and the Nuclear Medicine students' academic achievement. The findings suggest that the physical environment slightly influenced the academic achievement of the students in Radiologic Technology.

Summary

In summary, both OLA and Holy Child Colleges have a good social learning environment. There is also a relationship between the social learning environment and students' academic performance in both schools. Again, there is a positive relationship between the social learning environment and students' academic performance. There was an instant that other studies that contradicted the findings of this study. Apart from "Students are allowed to

explore personal interests," which had variation among the two schools and a significant difference, all other variables were statistically the same, and both schools agreed or disagreed.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The main purpose of the study is to examine the social learning environment on students' academic performance at OLA and Holy Child College of Education. This chapter aims at presenting the summary, key findings, conclusions, and recommendations of this study. The summary presents a brief overview of the study problem, objectives, research methods and analytical techniques employed, as well as the study findings. Key findings section focuses on the summary of the main findings of the study. On the other hand, the conclusions summarise the overall outcomes and implications regarding the findings of the study with cognisance of the research objectives. The recommendations also present specific remedies or suggestions to be applied by specific concerned individuals and institutions. The chapter closes with suggestions for further research in the area of the current topic.

Summary

The influence of social learning environments on students' academic achievement is a multifaceted and critical area of research within educational psychology. Social learning environments encompass the social interactions, collaborative activities, and community-based learning experiences that occur within educational settings. These environments are shaped by the relationships among students, teachers, and the broader school community, and they play a pivotal role in shaping educational outcomes. Hence, it is

imperative to examine the social learning environment on students' academic performance at OLA and Holy Child College of Education.

The specific objectives the study sought to achieve were: One, to examine the social learning environment at OLA and Holy Child Colleges of education; two, to find the relationship between social learning environment and the teaching and learning process and finally, to determine the relationship between social learning environment and students' academic achievement. To achieve the foregoing objectives, the explanatory research design, in the light of the quantitative research approach, was employed. With respect to sampling method, proportionate random sampling techniques were employed to select the 295 participants from the accessible population. The main tool used for primary data collection for this study was the structure questionnaire containing closed-ended questions. The data extracted were analysed using descriptive. Specifically, descriptive statistics such as frequency, percentage, mean and standard deviation, were used to analyse the study objectives.

Key Findings

The first objective sought to examine the social learning environment at OLA and Holy Child Colleges of education. The study found that the Overall, both OLA Colleges of education (OCE) and Holy Child College of education (HCCE) students have a generally positive perception of their learning environments. HCCE consistently shows higher percentages of agreement compared to OCE, indicating a slightly stronger positive perception of the learning environment. The highest agreement percentages for both

colleges are related to technology assisting learning and students being encouraged to relate personal experiences to lessons.

The second objective sought to Perceived relationship between social learning environment and students' academic performance of OLA and Holy Child Colleges of Education. The findings revealed that OCE and HCCE students recognize various factors influencing their learning outcomes. HCCE consistently shows higher agreement percentages compared to OCE, indicating a stronger perception of these relationships at HCCE. Key factors like the quality of teaching methods, tutor support, and socio-economic background show particularly high levels of agreement among HCCE students.

The third and final research objective sought Effects of social learning environment on the academic performance of students of OLA and Holy Child Colleges of Education. The study found that both OCE and HCCE students have a strong belief in the positive impact of various factors on their academic performance. Both groups particularly value tutor support, teaching methods, interactive and experiential learning, and group work. HCCE students show slightly stronger agreement in several areas, such as the importance of varied teaching strategies, the impact of socio-economic background, and the effectiveness of ICT facilities.

Conclusion

Considering the findings of the study, the following conclusions could be drawn based on the study objectives. The first objective sought to examine the social learning environment at OLA and Holy Child Colleges of education. The study concludes that, the use of technology in assisting learning, which

students view as significantly enhancing their educational experience and encouragement for students to relate their personal experiences to lessons, which is seen as an effective method for deepening understanding and making learning more relevant, suggest that while both colleges provide supportive and effective learning environments for their students.

The second objective sought to Perceived relationship between social learning environment and students' academic performance of OLA and Holy Child Colleges of Education. However, based on the findings the study can conclude that Key factors such as the quality of teaching methods, tutor support, and socio-economic background emerge as significant contributors to student learning outcomes, with HCCE students expressing notably higher levels of agreement in these areas. This suggests that HCCE has implemented strategies or resources that particularly resonate with its student body, leading to a more positive perception of the learning environment and its impact on academic success.

The third and final research objective sought Effects of social learning environment on the academic performance of students of OLA and Holy Child Colleges of Education. Taking cognizance of the study findings it can be concluded that students from both OLA College of Education (OCE) and Holy Child College of Education (HCCE) strongly believe in the positive influence of several factors on their academic performance. Tutor support, teaching methods, interactive learning, experiential learning, and group work are highly valued by students from both institutions.

Recommendations

Having considered the key findings and the conclusions drawn, it was imperative to make recommendations which might positively influence the social learning environment on students' academic performance at OLA and Holy Child College of Education.

1. The study recommends that Both institutions should continue to prioritize and enhance the integration of technology into the learning environment. This includes providing access to digital resources, implementing interactive online platforms, and offering training for educators to effectively utilize technology in teaching.
2. The study also recommends that both institutions should prioritize efforts to address socio-economic factors that may impact student academic performance.
3. The study finally recommends that OCE and HCCE should regularly assess the effectiveness of teaching methods, tutor support, and other factors on student academic performance. This could involve gathering feedback from students through surveys, focus groups, or interviews and using this feedback to make continuous improvements to the learning environment.

Suggestions for Future Studies

The study suggests that future studies can investigate the effectiveness of different teaching strategies on student academic performance, particularly focusing on interactive and experiential learning approaches. Explore how educators at both institutions implement these strategies and their impact on student engagement and learning outcomes.

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APPENDICES

UNIVERSITY OF CAPE COAST

RESEARCH QUESTIONNAIRE FOR STUDENTS

Introduction

This survey is being used to gather information on the social learning environment and the academic performance of students of OLA and Holy Child Colleges of Education as part of the requirement for the award of Master of Philosophy in Education in Higher Administration at the University of Cape Coast. Please help me by filling out this survey so I can get the information I need to finish my research and find solutions to the issues I am investigating. Please check the relevant boxes or write your answers in the blanks to finish the survey. You may rest easy knowing that the data you submit will remain private and anonymous.

Please check the appropriate box(es) (√) or write your answers in the designated areas to show your preference.

Section A- Background Information

1. Institution

   OLA College of Education [ ]

   Holy Child College of Education [ ]

2. Year / Level

   Year 1 [ ] Year 2 [ ] Year 3 [ ]

3. Gender

   Male [ ] Female [ ]

4. Age……..

Instruction: below is a table of student survey questions that have been deemed noteworthy for this research based on a 4-point Likert scale where S.D- strongly disagree, D- Disagree, A- Agree, SA- Strongly Agree. Kindly check the appropriate response for each statement.

A. Social learning environment at OLA and Holy Child Colleges of Education. This section seeks to solicit

STATEMENTS	**SD**	**D**	**SA**	**A**
1. I like the learning environment of my college.				
2. I enjoy what I am being taught because the learning environment is conducive.				
3. The learning environment promote good relationship with teachers.				
4. The quality of teaching methods is good.				
5. There are good interactions between students and teaching materials.				
6. The classroom interaction is well organized.				
7. Theseating arrangement in the classroom are well organized.				
8. Technology is used to assist learning in the classroom				
9. Students are encouraged to discuss how their experiences relate to the daily lesson.				
10. Students are allowed to explore personal interests				

B. Perceived relationship between social learning environment and academic performance of students of OLA and Holy Child Colleges of Education

STATEMENTS	SD	D	SA	A
11. Teaching style of tutors has a strong relationship on student learning outcomes				
12. Tutor support has a strong relationship on student learning outcomes				
13. Quality of teaching methods have strong relationship on student learning outcomes				
14. The classroom environment has no relationship with the learning outcomes				
15. My relationship with my tutors do not influence academic performance.				
16. The mutual respect between student and tutors do influence students' academic performance.				
17. My learning environment has a relationship with my academic performance				
18. High income level background of students have a relationship with learning outcomes				
19. Low income level background of students have a relationship with learning outcomes				
20. The socio-economic background of students have a relationship with learning outcomes				

C. Effects of social learning environment on the academic performance of students of OLA and Holy Child Colleges of Education

STATEMENTS	SD	D	SA	A
21. Real learning comes when I study on my own 22. form the textbooks without tutor support.				
23. Real learning comes from the tutor discussing the learning materials in the textbooks.				
24. Using multiple strategies for students with different interests/abilities improves academic performance				
25. Concepts are learned well when they arise from students' experiences.				
26. Concepts are learned well when students interact with learning materials				
27. Students are encouraged to discuss how their experiences relate to the daily lesson				
28. Group work is implemented regularly in my classroom learning environment				
29. Group work has an impact on academic achievement/performance.				
30. My classroom environment encourages mutual respect, which in turn enhances academic achievement.				

31. My classroom environment encourages task-related interactions				
32. Teacher support has no effect on my academic performance				
33. ICT facilities enhance positive learning outcomes				
34. My college social-economic background affects my academic performance.				
35. My college facilities affect the academic performance of students.				
36. The teaching style of my tutors encourages me to understand what is being taught.				
37. The teaching style of tutors has a strong impact on student learning outcomes.				
38. The income level background of students affects learning outcomes				
39. The socio-economic background of students affects learning outcomes				
40. The learning environment of my college positively impacts on academic achievement				
41. Group learning of students positively affects academic achievement				
42. Tutors commitment towards academic achievements affects performance positively.				