UNIVERSITY OF CAPE COAST

PERCEPTIONS OF INSTITUTIONAL STAKEHOLDERS ON THE ROLE OF UNIVERSITY ENVIRONMENT IN THE TEACHING AND LEARNING PROCESSES IN THE UNIVERSITY OF CAPE COAST

JOYCE OWUSU AMPONSAH

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BY

JOYCE OWUSU AMPONSAH

Thesis submitted to the Institute for Educational Planning and Administration of the College of Education Studies, University of Cape Coast, in partial fulfilment of the requirements for the award of Master of Philosophy degree in Educational Administration

JULY 2018

DECLARATION

Candidate's Declaration

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

Candidate's Signature……...Date……..

Name: ……

Supervisors' Declaration

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

Principal Supervisor's Signature……...Date……..

Name:…….

Co-Supervisor's Signature…….Date…….

Name:……..

ABSTRACT

The study assessed perceptions of institutional stakeholders regarding the role of university environment on the teaching and learning processes in the University of Cape Coast. The descriptive survey design was used for the study. The population for the study was all lecturers and administrators in the University of Cape Coast. The simple random sampling technique was used to select 125 lecturers and 98 administrators for the study. Four research questions guided the study. A 42-item questionnaire was used for data collection. The Cronbach's coefficient alpha for the questionnaire for lecturers and administrators were 0.73 and 0.78. Frequencies, percentages, means, standard deviations and one sample t-test were used to analysed data. The results showed that, to a great extent, lecturers and administrators perceived physical facilities such as university library, size of lecture halls, laboratories to affect teaching and learning process. Lecturers and administrators indicated that, class sizes affected teaching and learning processes. Lecturers and administrators also reported that university location affected the process of teaching and learning. It was found out that the emotional state of a lecturer, an administrator and motivation affected teaching and learning processes. It is recommended that government resource allocation for physical facilities should be improved. Additionally, the university management should put students into smaller class sizes. Furthermore, government and communities are to ensure that students have access to the institutions near to their areas of residence. Incentive packages by university authorities should be given to motivate lecturers and administrators.

KEY WORDS

Perception

Institutional

University

Environment

Role

Stakeholders

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DEDICATION

To my children, Blessing Owusu Amponsah, Julian Amanor Amponsah and

Laureen Owusu Amponsah

TABLE OF CONTENTS

	Page
DECLARATION	ii
ABSTRACT	iii
KEY WORDS	iv
ACKNOWLEDGEMENTS	v
DEDICATION	vi
LIST OF TABLES	xi
LIST OF FIGURES	xii
CHAPTER ONE: INTRODUCTION	
Background to the Study	1
Statement of the Problem	7
Purpose of the Study	8
Research Questions	9
Significance of the Study	9
Delimitations	10
Limitations	10
Definition of Terms	11
Organization of the Rest of the Study	11
CHAPTER TWO: LITERATURE REVIEW	
Introduction	13
Conceptual Framework	13
Concept of Institution Environment	15
Assessment of Teaching-Learning Process	17
Theoretical Review	18

Skinnerian Environmental Theory 18

System Theory 20

Bronfenbrenner Theory 20

Implications of the Theory for Practice 22

Empirical Review 25

Physical Facilities of Institution 25

Library Services 35

Institution Location 39

Psychological Factors 55

Summary of Literature Review 56

CHAPTER THREE: RESEARCH METHODS

Introduction 59

Research Design 59

Study Area 61

Population 61

Sample and Sampling procedure 62

Data Collection Instrument 63

Validity of Instrument 64

Pre-testing of the Instrument 65

Reliability of Instrument 65

Ethical Consideration 66

Data Collection Procedure 67

Data Analysis 68

Chapter Summary 68

CHAPTER FOUR: RESULTS AND DISCUSSION

Description of Sample 69

Distribution of lecturers and administrators by gender 70

Distribution of lecturers and administrators by occupation 70

Working experience of lecturers and administrators 71

How Physical Facilities Affect Teaching and Learning 72

Extent to Which Class Size Promote Teaching-learning Process 76

Extent to Which University Location Affect the Teaching-learning Process 80

Extent to Which the Psychological Environment Influences the Teaching and Learning Process 84

Discussion of Research Findings 88

Extent to Which Physical Facilities Affect the Process of Teaching and Learning 89

Extent to Which Class Size Promote Teaching-learning Process 91

Extent to Which University Location Affect the Teaching-learning Process 96

Extent to Which the Psychological Environment Influences the Teaching and Learning Process 100

Chapter Summary 101

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview of the Study 103

Summary of Key Findings 104

Conclusions 105

Recommendations 105

Suggestions for Further Research 107

REFERENCES 108

APPENDICES 127

APPENDIX A (QUESTIONNAIRE FOR LECTURERS AND ADMINISTRATORS) 127

LIST OF TABLES

Table		Page
1	Distribution of Lecturers' and Administrators' by Gender	70
2	Distribution of Lecturers and Administrators by Occupation	70
3	Working Experience of Lecturers and Administrators	71
4	Descriptive Statistics on Lecturers' and Administrators Perception of Physical Facilities Affecting Teaching and Learning Processes	72
5	One Sample t-Test of Lecturers' and Administrators Perception of Physical Facilities Affecting Teaching and Learning Processes	74
6	One-Sample t-Test of Physical Facilities Affecting Teaching and Learning Processes	76
7	Distribution of Results of Lecturers and Administrators Perception of Class Size Affecting Teaching and Learning Processes	77
9	One Sample t-Test of Lecturers' and Administrators Perception of University Location Affecting Teaching and Learning Processes	82
10	One-Sample t-Test of University Location Affecting Teaching and Learning Processes	84
11	Descriptive Statistics on Lecturers' and Administrators Perception of Psychological Factors Affecting Teaching and Learning Processes	85
12	One Sample t-Test of Lecturers' and Administrators Perception of Psychological Factors Affecting Teaching and Learning Processes	86
13	One-Sample t-Test of University Location Affecting Teaching and Learning Processes	88

LIST OF FIGURES

Figure		Page
1	Conceptual Framework	14
2	Bronfenbrenner's Ecological Systems Theory	23

CHAPTER ONE

INTRODUCTION

Background to the Study

It is generally accepted that education enables individuals to contribute to the development and improvement in their quality of life, their communities and the nation as a whole. Higher education prepares graduates for a vision of the local and global society one aspires to become. Education also focuses on advancing social progress and is equitable, interdependent, sustainable, innovative, and economically secure for the welfare of all. This new vision of society which calls for equipping diverse students with the values, skills, and knowledge to become complex thinkers and ethical decision-makers in a society is currently plagued with conflict and inequality (Alvarez, Konkle & Brady, 2009).

As post-secondary institutions enter this era of "evidence-based" practice, and take greater responsibility for monitoring student outcomes, one must aim to assess the context of diverse learning environments that impact these outcomes (Mege, 2014). When one does not assess diverse learning environments, it would be difficult to tell the extent to which learning environments impact student outcomes. The institution environment refers to factors within the institution that influence the teaching-learning process. The institution environment includes: Instructional materials classrooms, library, technical workshops, teachers' quality, teaching methods and peers (Ajayi, 2001).

The general condition of our schools, colleges and universities are a matter of great concern to the nation. It plays a significant role in the development of the personality of the students. As the students spend most of their lives at school, the institution environment is highly responsible for the inculcating high values into them. For example, the Kothari Commission (1964-1966) cited in Ajayi (2001) posited that "The destiny of Indian is now being shaped in her classroom" (p.2). This quotation indicates the significant role an institution environment plays in a student in particular and the nation in general. Therefore, as education is the backbone of every nation, students' wellbeing so long as institution environment is concerned is needed to support them to perform well.

It is believed that a well-planned higher institution will gear up expected outcomes of education that will facilitate good social, political and economic emancipation, effective teaching-learning process and academic performance of students. Relating this study to international occurrences are the assertions of Williams, Persaud and Turner (2008) citing Marsden (2005) reported that safe and orderly lecture hall environment, institution facilities were significantly related to students' academic achievement in higher institutions. The extent to which students learn could be influenced positively or negatively depending on what the higher institution environment provides to learners and lecturers.

Studies have shown that a hostile or discriminatory psychological environment negatively impacts students' transition to college and sense of attachment to the institution (Cabrera, Nora, Terenzini, Pascarella & Hagadorn, 1999; Hurtado, Milem, Clayton-Pederson & Allen, 2000). Research has established that perceptions of a hostile climate are associated with a lower

sense of belonging among both students of colour and white students, in addition to informing how successful students of colour feel in managing the academic environment in the first year of university (Locks, Hurtado, Bowman, Oseguera, 2008; Hurtado, Han, Sáenz, Espinosa, Cabrera & Cerna, 2007).

Nora, Barlow, and Crisp (2005) introduced a new model of student integration that includes student perceptions of the campus climate, sense of belonging, validating experiences from faculty and peers, family support and environmental pull factors, financial assistance/need, academic development, and interactions in the social and academic environment. In effect, they have extended the integration concepts of Tinto's (1993) model of student departure based on research on minority, low-income, and non-traditional students that document psychological, behavioural, and environmental factors that influence persistence in university. These studies and new models highlight the social and psychological context for learning, retention, and success among students in the universities.

In the developing countries, poor learning environments have always been identified as key factors that lead to poor performance in public universities (UNICEF, 2003) due to overstretching of the available resources as a result of increased enrolment. In Ghana, physical characteristics of the universities have a variety of effects on the lecturers, students and the learning process (Adams, 2000). Poor lighting, noise, high levels of carbon dioxide in lecture theatres and inconsistent temperatures make teaching-learning process difficult (Adams, 2000). Poor maintenance and ineffective ventilation systems lead to poor health and higher truancy rates among students (Frazier, 2002; Lyons, 2001; Ostendorf, 2001).

Class size has also been an issue that affects the teaching-learning process in most institutions of higher education in the developing countries (Adams, 2000). Zainul-Deen, (2011) cited Ankomah et al. (2005) that education quality is much higher and improves students' achievement when the student-teacher ratio is much lower in class. A study conducted by Beebout (1972) cited in Adams (2000) on class size in Malaysia colleges proves that, fewer students per teacher in a class improves the quality of interaction and for that matter raises accomplishment. In Ghana, it appears that most institutions of higher learning do not have adequate lecture theatres. Some students stand during lectures hours instead of sitting comfortably to concentrate on instruction. This does not enhance teaching and learning processes. According to UNESCO (2005), the achievement of teaching and learning is influenced by the availability of resources to use for the process and how these resources are regulated. Higher education that does not have textbooks and learning materials or well-equipped libraries and good infrastructure cannot do effective and efficient work. Adeyemi (2010) citing Gibbs (1990) maintains that a well-equipped library provides assortment of material resources like books, journals and CD ROM. The library is a reference source for any higher institution of learning and a point of individual studies in higher institutions where relevant information can be extracted. Adequacy of library resources and their usage by students and teachers are therefore, associated with better learning results.

Watkins (2000) affirms that the university physical environment reassures parents about the safety and performance of their children at the place of learning hence, its influence on the institution enrolment rates. A research by Sunday (2012) revealed that there is a significant relationship between physical

university environment and students' academic performance in colleges. It was also discovered that poor facilities and inadequate space, as well as the arrangement of items including seats in the lecture halls, library and laboratory, would affect the organisation of learning environment (Watkins, 2000). Favourable university climate gives room for students to work hard and enhance their academic achievement. In the views of (UNESCO, 2005, p.28; Watkins 2000), expansion in educational facilities improves the social, economic and political benefits for students. Besides that, parents are motivated to invest in the education of their wards because it offers them high knowledge, reasoning abilities, skills and the cherished values that they need. Twenty-first century learning environments are envisioned as places where the learner is engaged in self-directed and co-operative learning activities, and the physical environment is planned so that it can be routinely re-organised to mediate learning (Partnership for 21st Century Skills, 2002).

The university administration is a crucial factor in the success of a university. The quality of administrative support and effective leadership for supervision is another critical element in university processes for both students and lecturers. At a more macro level, lecturers need governments who are supportive and provide machinery for inspection of education systems. Organizational support for teaching and learning takes many forms, including such measures as advocating for better conditions and professional development, respecting teachers' autonomy and professionalism and developing inclusive decision-making processes. Such support has been shown to have impact on student learning (UNICEF, 2000). In Malawi, for example, supervisors in the universities that showed the greatest learning gains regularly

evaluated teachers, contributing to professional development and improved teaching practice (Miske & Dowd, 1998).

In universities, emotional factors may also inhibit learning and the need for a highly supportive and respectful environment to enable learners to validate and express their personal goals. This suggests that the emotional factors at universities contribute immensely to the learning potentials of students. The teaching and learning environment of universities should be designed such that students would be free from emotional factors which may affect their academic work. Also, in universities, the importance of a high degree of learner participation in co-structuring progress towards desired ends, and the critical pedagogy should be generally stressed. This would help empower students based on increased collective, historical and political awareness of what students are supposed to learn at universities (Boud, 2013). It is essentially to note that emotional aspects of learning, such as feelings of self-worth and autonomy are likely to be important factors in deep engagement of learning.

Generally, in the universities the administrator is responsible for establishing work in connection with teaching and non-teaching staff, the preparation of teaching and examination time, control and maintenance of equipment, liaise with the Estate Officer for accommodation of teaching staff, preparation of annual budget and administration of expenditure from funds available to Supervision of staff (non-teaching) and others (Agyei-Bieni & Abedi-Boafo, 2015). As indicated in this chapter, university environmental factors such as availability of physical facilities, class size and others play an invaluable role on teaching and learning processes. The study is therefore intended to assess the perceptions of institutional stakeholders regarding the role

of university environment on the teaching and learning process in the University of Cape Coast.

Statement of the Problem

Oluchukwu (2000) asserted that institution environment is an essential aspect of educational planning and further explained that "unless institutions are well suited, buildings adequately constructed and equipment adequately utilized and maintained, much teaching and learning may not take place" p.29. The high levels of students' academic performance may not be guaranteed where instructional space such as lecture halls, libraries, technical workshops and laboratories are structurally defective.

The governments of Ghana spend substantial amounts of their revenues on education. Ghana spends over 6% of her Gross Domestic Product (GDP) on education and has one of the highest expenditures on education as a proportion of GDP compared to other countries (Hanushek & Ludger, 2007).

Additionally, the USAID assisted financially to strengthen the policy and institutional framework at the Ministry of Education, including the printing and distribution of textbooks (Education for All Global Monitoring Report, 2005).

According to the UNESCO Report on the relationship between institution environment and teaching and learning, certain problems were identified. Since this report, interventions have been introduced to solve the problem, however, no research has been conducted to find out if the interventions have led to improvement in teaching and learning (UNESCO, 2001).

Indeed, little is known on the impact of university environment on students' academic performance in the University of Cape Coast. A careful observation of the university environment gives an impression that all is not too well in the university. Some lecturers complain about the intellectual abilities of the students; others talk about leadership problems in general, large class sizes, poor public-address systems, and inappropriate physical infrastructure for disability students, inadequate office spaces to mention but a few.

It is, therefore, necessary to conduct a study to find out perceptions of institutional stakeholders (Lecturers and Administrators) regarding the role of university environment on teaching and learning processes in the University of Cape Coast.

Purpose of the Study

The main purpose of the study was to assess the perceptions of institutional stakeholders regarding the role of university environment on the teaching and learning process in the University of Cape Coast. Specifically, the study sought to:

1. examine perceptions of stakeholders on the extent to which physical facilities affect teaching and learning in the University of Cape Coast.
2. assess perceptions of stakeholders on how class size promotes teaching and learning in the University of Cape Coast.
3. find out perceptions of stakeholders on the extent to which university location affect the teaching-learning in the University of Cape Coast.
4. examine the perceptions of stakeholders regarding the psychological environment within which teaching and learning occurs.

Research Questions

The study was guided by the following research questions.

1. What are the perceptions of stakeholders regarding how physical facilities affect teaching and learning in the University of Cape Coast?
2. What are the perceptions of stakeholders on the extent to which class size promotes teaching-learning in the University of Cape Coast?
3. What are the perceptions of stakeholders with regard to how university location affects teaching-learning in the University of Cape Coast?
4. What are the perceptions of stakeholders on the extent to which the psychological environment influences teaching and learning in the University of Cape Coast?

Significance of the Study

It is hoped that this study would provide information for lecturers, educators and university administrators to reflect upon various factors that help students in achieving their academic goals and consequently lead to enhancing students' educational outcomes in universities.

In addition, the fact that this study is conducted in a public university, it shares quite a lot of similarities with many other counterparts. In this connection, this study provides a valuable reference for other universities to reflect upon the university environment as it affects the teaching and learning processes.

The findings may also help the government through the University Management to provide more funds for the University Instructional Materials and repair and maintenance of the available physical facilities, therefore improving the teaching-learning process.

Stakeholders such as Alumni may also use findings from this study to help improve the university facilities by organizing for fundraisers for instance to construct lecture halls, laboratory, library among other facilities. Policy makers would use the findings to help them make decisions in developing strategies towards improvement of academic standards. Future researchers would use the study in identifying priority areas and gaps on which to carry more research about public universities.

Delimitations

Delimitations refer to the scope of study in terms of location and respondents and the topic to be included in the study. This study was confined to the University of Cape Coast and findings generalized to all universities with caution since it was not possible for the researcher to conduct the study in all the universities.

The study was also confined to the extent to which physical facilities affect the process of teaching and learning, how sufficiency of instructional materials promotes the teaching and learning, how class size promotes teaching-learning process, the extent to which university location affect the teaching-learning process and the extent to which psychological factors influence the teaching and learning processes in the University of Cape Coast. Furthermore, the study was confined to institutional stakeholders such as lecturers and administrators of the University of Cape Coast.

Limitations

The major limitation of the study was the unenthusiastic attitude of lecturers and administrators toward research work and especially completing of questionnaires. This resulted in 125 and 98 of the questionnaires being retrieved which represented 73.9% and 80.3% of the 169 and 122 respectively of the questionnaires distributed.

The questionnaire that was employed for the study was a self-report measure and for that matter, respondents could give responses that might not reflect the actual situation in their lives even though they were told to be honest in their responses.

In addition, there were some significant problems that were encountered during this research which had the tendency of affecting the results of the study, including unfavourable weather conditions and heavy down pour interrupted some of my meetings scheduled with the respondents.

Definition of Terms

The following terms were defined within the context of this study.

Class size: It refers to the number of students in a class.

Physical facilities: It refers to the movable and immovable objects in universities that bring comfort to the learner. They include lecture halls, desks, laboratories, offices and toilets.

Instructional materials: It refers to those materials that a lecturer uses in lectures to facilitate teaching and learning. They include text books, chalk/markers, dusters etc

University environmental factors: They are those aspects within the students' surrounding at university that influence the teaching-learning process.

Institution location: It refers to where the institution is situated, that is the site.

Organization of the Rest of the Study

Chapter Two of this study centred on the literature related to the study. The literature encompasses both conceptual framework and theoretical review and empirical review of literature. Chapter Three describes the research methods adopted for the study. It examines the research design, population, the

sample and sampling procedures for the study, the research instruments, pilot testing procedure, the validity and reliability of the instruments, the data collection procedure and the analysis of data.

Chapter Four presents the research results and discussion of the findings in relation to the reviewed literature. Chapter Five gives the summary, relevant conclusions and recommendations based on the research findings.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This review of related literature consists of views and findings of different writers as documented in books, encyclopaedias and journals. The aim of this literature review is to place the study into scholarly context by reviewing the main contributions made by researchers with regard to the variables under study. The review of the literature for this study was carried out under the following subheadings: conceptual framework, theoretical review, review of empirical studies and summary of literature review.

Conceptual Framework

Ogula (1998) defines conceptual framework as a description of the main independent and dependent variables of the study and the relationship among them. Independent variables are conditions or characteristics that are manipulated to ascertain the relationship and observers' phenomenon. The effects of the manipulation of the independent variable is seen in the dependent variables. Dependent variables are conditions that appear to change as the independent variables are introduced or removed. In this study the independent variable is the physical facilities (chairs, classrooms and offices), class size (small, medium and large) and school location (community support and clannism) while the dependent variable is effective teaching-learning process in universities.

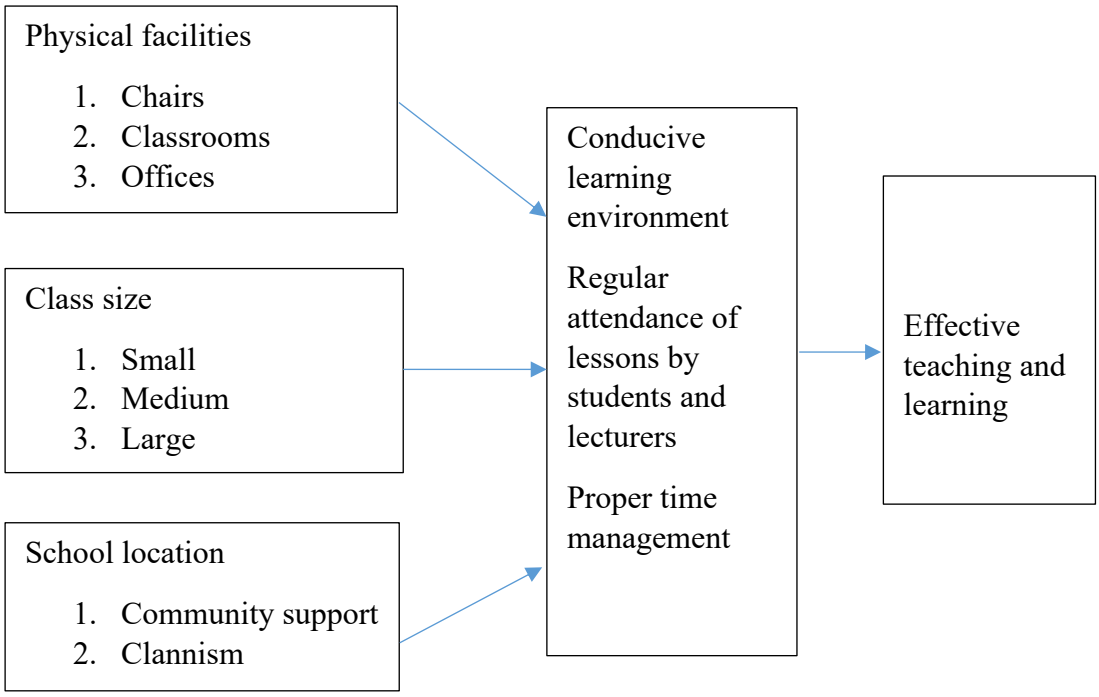

Figure 1: Conceptual Framework

Source: Author's construct (2018)

The independent variable which is the institution environment has to do with the natural surroundings of an organism and it can be land, air or water (Asogwa, 2008). According to Onyehalu in Okeke (2001), environment is of three parts namely: physical, social and abstract. Physical environment is objects or materials found in the home, institution or community. It also includes people like parents, peers and children. The social environment is the social life, societies, clubs among others. While abstract environment is the reactions, feedbacks responses received on interaction with others. Environment is the physical world inhabited by man. The environment also includes the cultural location as modified by human action (Ofomata, 2004). It could also be seen as things, around the student that he might perceive or that might have some effect on him.

The environment can be viewed as all system of air, land, water and life that surround man. Environment is the sum total of all the external conditions which may act upon an organism or community to influence its development or existence. For instance, the surrounding air, light, moisture, temperature, wind, soil and other organisms. Monkhouse (as cited in Ofomata, 2004) defined environment as the whole sum of the surrounding external conditions within which an organism, a community or an object exists. The environment could be put into many categories depending on the interest of the researcher. These may include the home environment, the institution environment, the hospital environment, the industry environment and many others. The nature of these aforementioned environment is such that people who live in there are influenced by the activities within the environment. The institution environment which is believed to play a critical role in teaching-learning processes should be investigated. The study therefore sought to find out from institution stakeholders regarding the role of university environment on the teaching and learning processes in the University of Cape Coast.

Concept of Institution Environment

The institution environment consists of both material and non-material resources in the institution. It includes the teachers, peers, cohesiveness, the subjects, method of teaching. A healthy and attractive institution environment makes for conducive learning and promotes students pride in their institutions and their interest to stay in the institution (Mgbodile, 2004). The twenty-first century learning environments are envisioned as places where the learner is engaged in operative learning activities, and the physical environment is also planned so that it can be routinely re-organized to mediate learning (Partnership

for 21st Century Skills, 2002). Belanger (1996) conducted a study on the importance of learning environment and stated that people's educational life histories are influenced not only by provision of learning opportunities, but also by the quality of the environment where they live or learn. He further stated that learning is more than education provision and that the community in which learners live have a profound impact on their aspiration to learn, their curiosity and their desire to develop their own competency. Nwizu (2003) warned that the environment in which the learner acquires knowledge has a great influence on the cognitive achievement of the learner. It is also being generally agreed that the quality of learning is markedly influenced by environmental and organizational factors. Okafor (1992) opined that learning is an intimate transaction between the learner and his environment. This transaction takes place in a specific context. The student learning in a conducive environment transcends the institution parameter. It encompasses the entire community and nation.

The institution environments such as the wall, ground, lights, and mechanical system can serve as active contributors to the students' learning process (Keep, 2002). According to Keeps learning opportunities can be integrated into the structure of the institution making it an active space rather than passive spaces, housing a disarray of things. Clark (2002) citing Bruner on the importance of learning environment strongly stated that:

> Growth depends upon internalizing events into a storage system that corresponds to the environment, it is this system that makes possible the student's increasing ability to go beyond the information encountered on a single occasion. He does this by

making predictions and extrapolations from his stored model of the world. (P. 45).

Quisenberry, Eddowesi and Robinson (1991) reported that for individuals to be self-motivating and self-imitating, the environment or the setting must be amenable and responsive to human interaction. If the settings do not allow for permeability and malleability, then individual initiative in the learning process is stifled. Okeke (2001) defined intelligence as an accumulation of knowledge which is as a result of the student's exploration of, and experimentation with the environment and his ability to assimilate and accommodate the environment. He continues by saying that active interaction with the environment is regarded as the most basic requirement for proper intellectual development. Omengboji (2005) emphasized that material environment is a major determinant of goal attainment in institution, therefore, the institution environment must not be relegated to the background as far as teaching and learning process is concerned. This would make stakeholders of higher education such as administrators, lecturers and students to have positive perception about the environment of institutions of higher learning.

Assessment of Teaching-Learning Process

The process of teaching and learning can only be effective if assessment is done to determine how much teaching and learning has taken place. Southern Africa Consortium for Monitoring Educational Quality (SACMEQ II) study (2000) in Kenya revealed that the provision of quality high education should be supported with efficient systems of delivery, and that teaching-learning process and students' achievement can be influenced by inputs such as availability of physical facilities and a conducive institution environment. The process of

teaching and learning can be measured through performance of students in quizzes and examinations. The main feature of an education system is academic performance. Kellaghan and Greaney (2007) assert that quizzes and examinations performance not only determine success in academic work but also affects the way individuals view themselves and are viewed by the society. The problem of poor performance is costly for any country since education is the major contributor to economic growth (Atkinson, 2009).

The institution administrator is also charged with the duty of performing the basic supervisory skills to assess the lecturer to ascertain that there is effective teaching and learning and that the correct methodologies are used.

Theoretical Review

Skinnerian Environmental Theory

Environment is vital for the achievement of educational goal. This becomes necessary since the study is on the influence of institution environment on the teaching and learning processes. The origin of environmental theories can be traced to a known psychologist named John Locke (1917). He is the father of the learning tradition. He postulated that experience and learning are basic and very essential to understanding of human behaviour. The environmental approaches conceive human behaviour as something that is acquired through the process of interaction with the environment, rather than inherited. According to this model, behavioural development is controlled by and is a function of the physical and psycho-social environment, Labara in Ngwoke (2004). Student's development is believed to be shaped by the pattern of reinforcement it receives from the environment. Skinner (1948) contributed in shaping the views expressed by environmental approach. It includes the work

of such people as Thorndike, Toleman, Guthrie and Hull. These writers have these basic assumptions about the process of learning. These are: Learning is manifested by a change in behaviour, and the environment shapes behaviour. Therefore, learning is the acquisition of new behaviour through conditioning. It has been observed that sometimes individuals develop new behaviour by observing other people's behaviour and by observing the reinforcing or punishing experience of others.

Albert Bandura's social learning theory emphasizes the importance of observational learning which occurs when the behaviour is influenced by watching the behaviour of a model. It is the consequences of the modes of behaviour that determines the behaviour of the observer. The common objects in our environment which students usually adopt as models include stars in the class, school teacher. Bandura listed four processes involved in observational learning, intentional, retention, production and motivational processes. He emphasized that social learning is interactional in nature. He stressed that human learning involves the interaction of the person, the person's behaviour and the environment. It is noteworthy that a student progress in the school is influenced by the attitude he develops towards not only the subjects he is to learn but also the institution and the institution environment, hence his attitude will depend on the sort of experience he has had. Based on the underlining principles and assumptions guiding the above discussed theories, the current study is therefore, being anchored on the Bandura's social learning theory.

System Theory

The system's theory of organizations was advanced by Ludwig Von Bertalanffy in 1951. The theory contends that all parts of an organization are interrelated such that changing one part of the system in an institution affects other parts as well. The theory views school organization as a complex social system whose properties cannot be known from analysis of the constituent elements in isolation hence for effective management of the teaching-learning process, emphasis should shift from part to whole. As applied to this study, the systems theory holds that the different factors in the system that influence the teaching-learning process must be managed together paying attention to all of them without overlooking some factors over the others in order to produce a common whole which in this case is effective teaching and learning. The performance of a system depends on how the elements work together and not how each element works independently. For effective teaching–learning process, all factors that influence teaching-learning process at institutions must be looked at. In this study, the independent variables are physical facilities, class size and the institution location. These are the inputs which must be looked at to facilitate the process which is teaching-learning and the output which is reduced rates of dropouts, absenteeism and repetition.

Bronfenbrenner Theory

Bronfenbrenner (1977) explains institution environment as a place where people live and operate and it is a multilayered environment in which individual actions occur. He suggests that the environment exists through four unique subsystems, each one nested within the other. This approach allows for interactions between the individual and each subsystem and for interactions

between subsystems (Harney, 2007). The four subsystems are the microsystem which is the immediate lecture halls where the lecturer works and carries out the majority of his activities. The microsystem is the system closest to the person and the one in which they have direct contact. Some examples would be home, institution, daycare, or work. A microsystem typically includes family, peers, or caregivers. Relationships in a microsystem are bi-directional. In other words, your reactions to the people in your microsystem will affect how they treat you in return. This is the most influential level of the ecological systems theory. According to the ecological theory, if the relationships in the immediate microsystem break down, the child will not have the tools to explore other parts of his environment. Children looking for the affirmations that should be present in the child/parent (or child/other important adult) relationship look for attention in inappropriate places. These deficiencies show themselves especially in adolescence as anti-social behaviour, lack of self-discipline, and inability to provide self-direction (Addison, 1992).

The mesosystem is the institution where the lecturer works. The mesosystem consists of the interactions between the different parts of a person's microsystem. The mesosystem is where a person's individual microsystems do not function independently but are interconnected and assert influence upon one another. These interactions have an indirect impact on the individuals.

The ecosystem is the larger institution district and community where the teacher operates, lives, and interacts with others. It also refers to a setting that does not involve the person as an active participant, but still affects them. This includes decisions that have bearing on the person, but in which they have no

participation in the decision-making process. An example would be a child being affected by a parent receiving a promotion at work or losing their job.

The macrosystem is comprised of cultural values, customs, and laws (Berk, 2000). It also includes larger structure of schooling, the various laws and statutes that regulate institution. The effects of larger principles defined by the macrosystem have a cascading influence throughout the interactions of all other layers. For example, if it is the belief of the culture that parents should be solely responsible for raising their children, that culture is less likely to provide resources to help parents. This, in turn, affects the structures in which the parents function. The parents' ability or inability to carry out that responsibility toward their child within the context of the child's microsystem is likewise affected.

Implications of the Theory for Practice

This theory has dire implications for the practice of teaching. Knowing about the breakdown occurring within children's homes, is it possible for our educational system to make up for these deficiencies? It seems now that it is necessary for institutions and lecturers to provide stable, long-term relationships. Yet, Bronfenbrenner believes that the primary relationship needs to be with someone who can provide a sense of caring that is meant to last a lifetime. This relationship must be fostered by a person or people within the immediate sphere of the child's influence. institutions and lecturers fulfill an important secondary role but cannot provide the complexity of interaction that can be provided by primary adults. For the educational community to attempt a primary role is to help our society continue its denial of the real issue. The problems students and families face are caused by the conflict between the

workplace and family life – not between families and institutions. institutions and lecturers should work to support the primary relationship and to create an environment that welcomes and nurtures families. We can do this while we work to realize Bronfenbrenner's idea of the creation of public policy that eases the work/family conflict (Henderson, 1995).

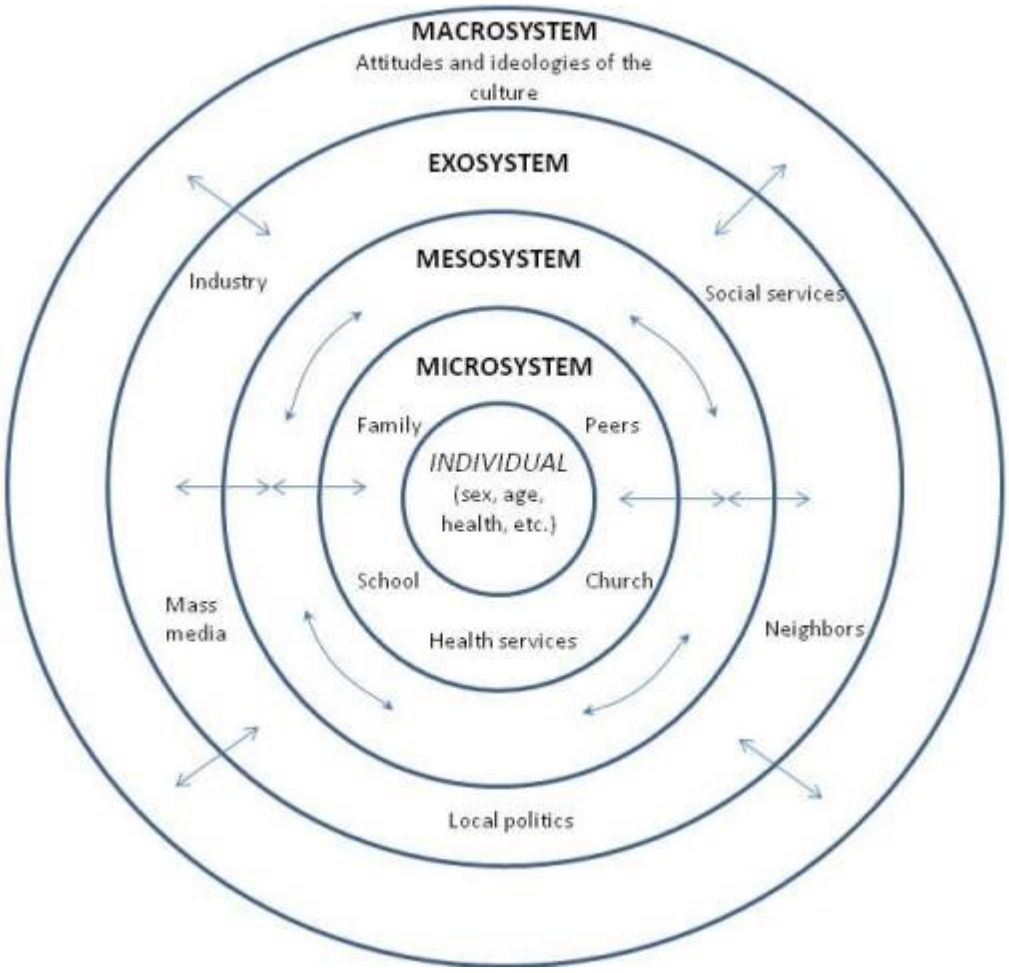

Figure 2: Bronfenbrenner's Ecological Systems Theory

It has come to light that several factors influence teacher work satisfaction (Liu & Ramsey, 2008) vis -a-vis years of teaching experience and job satisfaction among teachers with female teachers being more satisfied than male teachers (Menon, Papanastasiou & Zembylas, 2008). Again Green-Reese, Johnson and Campbell (1991) suggest that age, teaching experience, and

institution size related to job satisfaction and stress. Moreover, lecturers' perceptions about their institutions and administrators are related to their satisfaction (Kreis & Brockopp, 1986). They underscored lecturers' ability to control their own lecture halls was found to be important for lecturers to be satisfied with their jobs. Similarly, Pearson and Moomaw (2005) found out that lecturer curriculum autonomy was significantly and negatively related to job stress and general teaching autonomy was significantly and positively associated with empowerment and professionalism. Quaglia, Marion, and McIntire (1991) conducted a study with 477 lecturers from 20 rural Maine communities to determine differences between satisfied and dissatisfied teachers regarding their perceptions of institution organization, empowerment, status, and attitude toward students. The researchers found that satisfied lecturers experienced significantly more empowerment within their institutions than dissatisfied lecturers; the differences found in empowerment were greater than any other factors examined.

Lecturers cannot be dissociated from the institutions they teach and academic results of their institutions. It would therefore be logical to use standardized students' assessment results as the basis for judging the performance of lecturers. Lecturers celebrate and are rewarded when their institutions and teaching subjects are highly ranked. Considerable research has been conducted on teaching skills, climate, socioeconomic conditions, and student achievement (Hoy, Kottkamp & Rafferty, 2003). Depending on the environment, institutions can either open or close the doors that lead to academic performance (Barry, 2005).

Lecturers do influence students' academic performance (Muleyi, 2008) and has been proved that teachers have an important influence on students' academic achievement because they play a crucial role in their educational attainment as they are tasked with the responsibility of translating policy into action and principles based on practice during interaction with the students (Afe, 2001)

Students who attend universities with a higher number of lecturers with full credential tend to perform better and vice versa (Bali & Alverez, 2003). University climate; the general atmosphere of the institution is closely linked to the interpersonal relations between students and lecturers (Crosnoe, Monica, & Glen, 2004). Again, Trust between students and lecturers increases if the institution encourages teamwork and that students who trust their lecturers are more motivated and as a result perform better in institution (Eamon, 2005).

Empirical Review

Physical Facilities of Institution

The image of institution of higher learning is dependent on the quality of its infrastructure. The physical facilities of the institution have a variety of effects on lecturers, students and the teaching-learning process. They include; administration office, staffrooms and offices, lecture halls, laboratories, workshop equipment stores, libraries, hostels, staff houses and campus ground.

Physical facilities in terms of adequacy and quality have been noted to have great impact on performance of students in examination. Heyneman and Loxley (1993) in their study on effect of availability of physical facilities on academic performance found out that presence of institution library related significantly to achievement in Brazil, China, Botswana and Uganda. The

library is an essential factor in the teaching-learning process. Ayoo (2002) and Eshiwani (1993) agree that institution environment such as; lecture halls, desks and books have a direct impact on good performance among the students in developing countries. Lecture halls are a place that students spend the greatest part of their day. Wabuoba (2011) quoted in Chuma (2012) observed that overcrowding in lecture halls make it difficult for students to write. The lecturer is also unable to move around the class to assist needy students and this affects the teaching-learning process. Crowded lecture halls conditions not only make it difficult for learners to concentrate but inevitably limit the amount of time lecturers can spend on innovative teaching methods such as cooperative learning and group work. The government of Kenya in Koech Report (1999) noted that congestion within lecture halls affects teaching-learning process. This is because the lecturers may not be able to move around to give individual attention to all the students in need due to the high number of students in class. Bernstein (2006) noted that in the United States of America, students who attend well maintained colleges with good lecture halls have a higher achievement than those who attend poorly maintained colleges with poor lecture halls. Institutions with adequate facilities stand a better chance of providing education effectively. Hines (1996) found that student achievement was as much as 11 percentile points lower in substandard buildings as compared to above standard buildings.

Danesty (2004) indicates that the innovative environment does stimulate head start learning and mental perception. It has also been proved that students who come from simulative environments with laboratory equipment or those that are taught with rich instructional aids perform better than those trained without them. Therefore, teaching and learning should be done under organized,

planned, and fortified environment with learning instructional aids to stimulate students' sense of conception, perception and concentration to facilitate systematic understanding and acquisition of knowledge in them.

Institutions with equipped laboratory have their students performing better than their counterparts in institutions without laboratories or those with ill equipped laboratories. Laboratory work stimulates learners' interests as they are made to personally engage in useful scientific activities and experimentations (Owoeye & Yara, 2010)

The quality of institution building plays a vital role in students' academic achievement. Lewis (2000) tried to identify the independent effects of institution building quality in a study of text scores and found out that good facilities had a major impact on learning. Edward (1992) observed that disciplinary incidents increased in institutions with better buildings. This may be caused by the strict discipline standards in these institutions among other factors. Earthman (1995) supported this when he pointed out that institutions with lesser quality of building had fewer disciplinary incidents than institutions that are rated higher on the structural components. Institution buildings that can adequately provide a good learning environment are essential for student success. Old building does not have such features as control of thermal environment, adequate lighting, good roof and adequate space that are necessary for a good learning (NCES, 2000). This may be because they are not functioning due to poor maintenance. Older buildings do not have the main attribute of modern building that are associated with a positive physical environment conducive to student learning (Earthman & Lemaster, 1996). Students' achievement delays in a shabby or inadequate institution building. Universities

campuses with no science laboratories, inadequate ventilation and faulty heating systems makes their students difficult to cope with academic activities (Stricherz, 2000). Clark (2002) quoting Sommer (1969) on his discussion on an institution building designed for learning states that:

> If the recitation and reproduction of lessons is considered the chief aim of teaching, the traditional equipment of the lecture halls is perhaps sufficient but if teaching is guiding students to do their own thinking, purposing, planning, executing, and appraising, as recent educational philosophy maintains, then the classroom becomes a workshop, a library, a museum, in short, a learning laboratory (p. 102).

The structure of the building has also been viewed as an important factor in institution environment which can influence the health, happiness and academic achievement of students. Physical structure of an institution building and the interactions between students and teachers, are two main diverse factors that both affect and help to define the broad concept of institution climate.

University climate has been researched for many years and continued to be examined and redefined as a result of its significant influences on educational outcomes. Clearly, institution climate is multidimensional and influences many individuals, including students, parents, institution personnel, and the community. Also, institution climates can be of positive influence on the health of the learning environments as Freiberg (1998) noted that institution climate can be a positive influence on the health of the learning environment or a significant barrier to learning. Institution environment can affect many areas and people within institution. For example, a positive university climate has

been associated with fewer behavioural and emotional problems for students. Additionally, specific research on university climate in high risk urban environment indicates that a positive, supportive and culturally conscious university climate can significantly shape the degree of academic success experienced by urban students (Haynes & Comer, 1993).

Institution climates research suggests that positive interpersonal relationships and optional learning opportunities for students in all demographic environments can increase achievement behaviour. Regarding the roles of lecturers and administrators, Taylor and Tashakkori (1995) found that a positive institution climate is associated with increased job satisfaction for institution personnel. Attending a new institution can be frightening for students and this apprehension can adversely affect student's perceptions of their institutions' climate and learning outcomes. Therefore, providing a positive and supportive institution climate for students is important for a smooth and easy transition to a new institution.

Furthermore, institution climate can play a significant role in improving a healthy and positive institution atmosphere. Freiberg (1998) pointed that the interaction of various institution and lecturer hall climate factors can create a fabric of support that enables all members of the institution community to teach and learn at optimum levels. A positive institution climate can yield positive educational and psychological outcome for students and institution personnel. Similarly, a negative climate can prevent optimal learning and development. Freiberg (1998) noted that institution climate including trust respect, mutual obligation and concern for others welfare can have powerful- effect on educational relationships as well as learners' academic achievement and overall

institution progress. The lecture halls form a very crucial part of the institution environment, as no meaningful learning can take place where no lecture hall exist. The lecture hall is the hub of every learning interaction between the lecturer and his students. According to Oriere (2007), the teaching learning process takes place mostly in the lecture halls. Oyesola (2007) opined that the number of lecture halls required in the institutions should be a reflection of the population of the students and staff, among other factors. Aigboje (2005) revealed his study that the institution is one of the basic learning facilities that promote learning. As a result, Aigboje further indicated that the complexity of working out a uniform ratio for universities, the National Policy on Education does not include a single prescription, but the National Council on Education (NCE) subsequently laid down that universities should have considerable class size which do not create inconvenience during teaching and learning processes (UNESCO, 2000).

A study by Aluede, Okhiku, Esamah and Ojiemhenkele (2010) also revealed that lecture halls have now become human poultry, where more than 50 students are canned in one lecture halls which is at variance with the expected number of students to be in a particular lecture hall. Afolabi (2010) observed that in a majority of universities, the lecture hall accommodation is grossly inadequate. As a result of the large enrolment in these universities, the lecture halls designed for only thirty or forty students in most cases as well as the chairs and desks are not enough as students were found sharing chairs, standing up, or sitting on windows or broken desks. When students are overcrowded in lecture theatres, there is a stalling of the teaching learning process and a disruption of

the students' mental activity, a situation that generally militate against effective teaching and intellectual development of the students.

In many institutions of higher learning, lecture theatres, libraries and laboratories are nothing to write home about, all leading to decline in academic standards and achievement Aluede, Okhiku and Udele (2009). Lecture theatres' lighting plays a particularly critical role in student performance (Philips, 1997). Students cannot study unless lighting is adequate, and there have been many studies reporting optimal lighting levels. Tanner (2009) cites results of seventeen studies from the mid-1930s to 1997. The consensus of these studies is that appropriate lighting improves test scores, reduces off-task behaviour, and plays a significant role in students' achievement. Recently there has been renewed interest in increasing natural daylight in school buildings. Until the 1950s, natural light was the predominant means of illuminating most institution spaces, but as electric power costs declined, so too did the amount of day lighting used in institutions.

The institution physical facilities are known as institution plant and it includes the institution buildings, lecture hall furniture, equipment, instructional materials, laboratories, libraries and play grounds. Lezotte and Passiroque (1978) carried out a study and found out the effect of institution buildings on students' academic achievement. They formulated hypotheses based on prior students' achievement with study background, institution building and students' achievement as the dependent variables. A total of 2,500 randomly selected students from 20 modern institutions were used as sample. The Pearson's product moment correlation coefficient statistical tool was employed at 0.05 alpha level of significance. The result showed that the institution building

accounts for significant variance in academic achievement. They recommended that more lecture halls should be provided to promote flexibility of usage in groups and individual activities. This would give universities the opportunity to enroll more students.

Similarly, lecture hall plays a vital role in the education of the students. According to Nwachukwu (1994), the physical setting for learning affects the learner. The setting must be attractive enough to make students wish to spend long hours there. Presently, most institutions of higher learning do not meet these requirements. The lecture halls are not attractive and appealing to students to stay there for longer periods. This kind of situation as stated by Nwachukwu (1994) in which the physical comfort of the students cannot be guaranteed is not ideal for learning and does not enhance academic achievement. Still on the possible influence of school plant, Klaf and Amhein (1981) conducted research to find out the influence of recreational facilities on students' academic performance in Lagos State. They employed questionnaire titled RFSDQ, which was administered on 500 randomly sampled universities students from 5 universities in Lagos. Four hypotheses were formulated for the study and analyses were made with chi-square (x2) statistics to find out how the scores vary. The investigation revealed significant results for the study. Klaf and his colleague found that availability of recreational facilities does not only lead to increase practice in skill acquisition by individuals but also serve to encourage mass participation in sporting programmes, thereby promoting students' academic performance.

Essien (2004) embarked on a study titled indicators for self-reliance among Nigeria students in Cross River State as perceived by administrators of

tertiary institutions. Four hypotheses involving skills of self-reliance were formulated. From a population of 1,865 tertiary institution administrators, 400 were randomly selected to constitute the sample. Data for the investigation were collected using School Administrators Perception of Self-reliance Questionnaire (SAPSQ) and the hypotheses were tested at 0.05 level of significance using t-test of single mean (population t-test) technique. From one of the results, she observed that the Nigerian students would attain self-reliance in the area of exploitation of human and material resources if the educational system could make available adequate provision of infrastructural facilities, equipment and facilities for teaching and learning in our educational institutions.

Watkins (2000) affirms that the institution physical environment reassures parents about the safety and performance of their wards at the place of learning hence, its influence on the institutions enrolment rates. In the views of (UNESCO, 2005; Watkins, 2000), expansion in educational facilities improves the social, economic and political benefits for children. Besides that, parents are motivated to invest in the education of their wards because it offers them high knowledge, reasoning abilities, skills and the cherished values that they need.

Institution facilities are the corner stones of education system. They are essential ingredients in the effort to realize effective teaching and learning outcome. Hinum (1999) asserts that the quality of facilities has impact not only on educational outcomes but on the wellbeing of students and teachers. Adeboyeje (1994) and Ayodele (2004) have pointed out that the availability of adequate chairs, desks and other facilities are necessary for the accomplishment

of any educational goals and objectives. They revealed that effective management of institution facilities brings about development of educational programmes and facilitates educational process. It also results to boosting of the morale of lecturers and students and enhances the usefulness in the determination of the worth of an institution. In the same vain, Hinum (1999) also report that there is a significance relationship between students' achievement and the condition of the built environment.

Investment in education entails the provision of the necessary infrastructure and facilities that could lead the system to the desired goals and objectives (Umoru-Onuka, 2004). Adegboyega (2002) observed that little attention is paid to education in terms of funding and this money is spent on recurrent expenditure leading to the deterioration of the existing facilities. The general conditions of infrastructure as well as instructional materials in some public universities are poor (Oredein, 2000). These prevailing condition would definitely show negative influence on the instructional quality which may translate to poor academic performance. Adequate infrastructures are quite essential for conducive and productive learning. There is an indication that the public institutions of higher learning in Enugu State cannot function successfully without adequate provision of facilities. This is because students need desks and chairs, teaching staff needs offices and instructional materials if learning must be effective. Brookover's measure of "institution social structure" included lecturer satisfaction with institution structure, parental involvement, differentiation in student programs, principal's report of time devoted to instruction, and open versus closed lecture hall. Brookover's measure of institution social climate used 14 variables derived from student, teacher, and

principal reports of the norms, expectations, and feelings about the institution. Reynolds (1982) examined student's attitudes toward institution, lecturers' perceptions of students, within- institution organizational factors, and institution resource levels. His research revealed a number of factors within the institution that were associated with more effective regimes. Among the social and psychological variables associated with effective institutions were such characteristics as high proportion of students in authority positions, positive academic expectations, low levels of coercive punishment, and high levels of student involvement. The institution physical environment also includes the institution library.

Library Services

The library is at the heart of the education enterprise. Library as a platform for sharing knowledge is aimed at rejuvenating Nigerian institutions through the provision of current books and journals, (FRN, 2004). It is a store house of resources and as such provides many more opportunities to the learner to acquire the knowledge, which facilitates to achieve greater academic performance. It contributes to the total development of the students and enlarges their knowledge. Fuller (1986) identified a library as an instructional resource which may significantly influence the teaching-learning process and eventually the performance of students. Edoka (2000) sees library as a resource centre where a collection of books, periodicals, book materials are housed for use by teachers and researchers for learning, study, research, recreational activities and personal interest. It has been observed that there is a strong relationship between institution libraries and academic performance. Keith (2000) reports that institutions with well-equipped library performs higher than institutions where

libraries are less developed. Libraries provide instructional materials to enrich the curriculum and give unlimited opportunities for students' learning, (Aguolu, 2002).

An effective institution library gives foundation for self-education necessary for facing challenges of higher education. The role of the library is also reflected in the National policy on Education (FRN, 2004) which states that libraries constitute one of the most important educational services, proprietors of institutions shall provide functional libraries in accordance with the established standard. They shall also provide for training of librarians and library assistants for this service. The quality of institution library services makes difference in academic achievement. It promotes the growth of knowledge. A well-equipped library is a store house of knowledge. If properly organized and utilized, it encourages students' interest in reading and learning, hence it is said that library is the centre for balanced diet for a learner. Libraries exist only because of books and people's desire to read them. It is in line with this that the National Centre for Education Statistics, (2000) reports that the more students read, the higher they will score on almost any measure in any discipline. Mazi (2006) citing Obi contended that the number of books in the library would mean nothing if the books are not used, are out of date, unattractive or inappropriate. Libraries don't make difference in learning if they are merely ware houses of outdated stuff, place to drop students when teachers have their planning periods or when staffed only by clerical staff members. This essentially suggest the contributions of the library service to teaching and learning cannot be underestimated. But, the question which arises in many

individuals' mind is, do the institution stakeholders perceive institution libraries as contributory tools to students' academic performance?

In a Virginia study, Cash (1993) developed research that examined the impact of various factors of building condition on teaching and learning processes. Cash (1993) found that when socio-economic factors were constant, facility condition had a significant correlation with teaching and learning processes. Cash specifically reported that air conditioning, absence of graffiti, condition of science laboratories, locker accommodations, condition of classroom furniture, wall colour and acoustic levels correlated with teaching and learning processes at a significant level when controlling for socio-economic status of students. Chan (1996) conducted a similar study of the impact of physical environment on teaching and learning processes. This study used 165 Georgia universities and was found that other than building age, the universities differed in lighting, colour schemes, air control and acoustic levels (Chan, 1996). Chan (1996) concluded that technologies and adaptabilities of modern environments better equipped teaching and learning and that to ignore that fact was to disregard the physical difficulties of learning.

Studies regarding differences in teaching and learning of universities are based upon on many factors of facility quality. With the average American university building maturing to 45 years old (Dewees, 1999), facility age is a common discrepancy of building condition that is studied in correlation with teaching and learning. Bowers and Burkett (2006) studied differences in teaching and learning processes between universities students in two buildings, one built in 1939 and one built in 1983. In this study, all other building variables were consistent between the two universities. Bowers and Burkett's (2006)

study revealed that the students in the modern building scored significantly higher in reading, language and mathematics than their counterparts in the older building. The age of a building can influence many of the individual factors used in evaluating the condition of an educational facility (Earthman & Lemasters, 2010). Earthman and Lemasters noted that in each case of their study, age of the building had significant impact on teaching and learning and students performance. Furthermore, the study indicated that age was a surrogate for other variables of building condition such as lighting, temperature control, proper lighting, sound control, support facilities, laboratory condition and aesthetic values (Earthman & Lemasters, 2010).

Chan (1996) found that many building had become obsolete despite their structural soundness. Chan's (1996) study found an impact of building age similar to that of the aforementioned studies. However, his key conclusion was that many of these facilities have become obsolete because their failure to adjust to or accommodate innovations in curriculum development, instructional strategies and content development (Chan, 1996). For instance, new instructional models call for accommodations such as modular furniture, flexible floor plans, mobile technology, electronic chalkboards and expandable networking (Lyons, 2001). Cornell University joined forces with the Council of Educational Facility Planners International to conduct a study of the renovation of Syracuse City Universities and how that renovation impacted student achievement (Moore & Warner, 1998). Rather than the typical correlation study, the Cornell study provided a valuable before-and-after look at achievement in universities that were renovated. Significant impact was found in teaching and learning process after facilities in these Syracuse universities

were refurbished. The correlation between building age and student achievement has been found to be significant in Texas studies. O'Neill and Oates (2001) report that building age had the highest correlation with student achievement of all building factors investigated in a 1999 study of universities in Central Texas. O'Neill and Oates (2001) found this correlation to be consistent with numerous other studies that linked building age with factors establishing student achievement, such as the research conducted by Bower and Burkett (2006). As university buildings age, they not only provide hurdles for lecturers and students. Older buildings have been found to actually cause the loss of instructional time (Stricherz, 2000). In his Education Week article, Stricherz (2000) notes that a Florida study found that teaching days were lost in Virginia universities in 1998 due to poor building conditions complicated by age. The Virginia study found that half of the teaching days lost was due to air conditioning failures.

Institution Location

The influence of institution location on the achievement of students of colleges has been the concern of many educationists. Bello in Ezeh (2008) opined that institution locations are known to influence the students learning through quality of teaching staff, class size and availability of infrastructure. The choice and location of institution site have been an indispensable aspect of any effective institution planning. This is so because it is the site that can influence the type of the institution to be built and the quality and quantity of the buildings. Ezema (1996) quoting Mood, (1985) said that the teacher is one of the most important factor in the students' environment that influences his academic performance. Institution location/site of the institution influences

academic performance students. This is so because in a situation whereby the institution is sited in a noisy area like airport or in the heart of a city like Accra, where activities disrupt the teaching/learning of the students, one will not expect such students in this area to be doing well academically.

Students feel happy in a peaceful and friendly environment where as institutions sited in noisy urban streets are associated with deficits in mental concentration leading to student's poor performance. Noise is anything that interferes with teaching/learning process. Noise produces influence on student's information processing strategies, feelings of personal control as well as their level of arousal. Economic, motivational and emotion are also other factors that influence academic performance of students (Onukwo, 2004). These hamper the students' intellectual development considerably as such treatments invariably result in negative self-concept. Also culture influences student's academic performance. The cultural environment influences aspiration because culturally based explanations of behaviour tend to focus on the moral codes that operate within particular families, communities or groups. As culture has to do with beliefs values, norms and socializations, research have shown that the environment also contributes to what a student learns and how it is being learned. Some communities have a history/tradition of formal education and modern education influences. Then while some are not so well equipped, the gadgets, resources, facilities in both types of community will influence the learning processes of the students.

According to Mbipom (2000), institutions are either situated in one geographical location or the other. These geographical locations are either termed rural (remote) where modern facilities such as leisure, easy

transportation, cultural heterogeneity, and cosmopolitan population are lacking or urban (city) where there are adequate facilities such as leisure, cinema, easy transportation, cultural heterogeneity, and cosmopolitan population. Unlike the rural institutions where the population is relatively small and the students know one another by name, interactions are personal. Urban dwellers live individualistic life and only relate with people they feel like relating with, without any form of permanency. Ogili (2009) posited that the per capital income among rural people are low and there is general poverty. About 70% of the rural populations are engaged in farming at subsistence level while the urban populations are mostly civil servants, traders and artisans. The effect of nature has compelled man to either settle or dwell in an urban or rural area. This educationally implies that in the rural settlement or location there is poor accessibility to the modern educational facilities and this serves as a hindrance to the motivation of a rural students to learning. Denga (1998) maintained that each environment plays a part in shaping the development of the students academically and otherwise. Students of urban surrounding have more opportunities to radios, educative film shows, electricity, televisions, well equipped laboratories and libraries; that help or contribute in moulding their approaches when compared to rural location students regarding academic achievement.

Effiong (2001) on his part opined that any two individuals with approximately equal intelligence but living in two separate and distinct environments may end up attaining unequal intellectual heights. Olasunkanmi (2007) in his research on the influence of institution location on students' academic achievement in Lagos State, adopted a causal-comparative design

with a random sample of 500 students from a population of universities students in the State. A six point Likert type scale questionnaire titled SLSAAQ was administered. Independent t-test analysis was used to test the hypotheses at 0.05 levels of significance. From the result, it was observed that students from rural areas tend to perform poorly while those within the urban areas tend to perform better due to the availability of modern educational facilities.

The institution location has variables such as institutions in rural or urban areas, economic status of the neighbourhood, clanism, and institutions built near market centers among other variables that affect the teaching-learning process (Ahmen, 2003). The extent to which students learning could be enhanced depends on the location of the institution. When an institution is built near market center, the noise from the market will distract the learners from concentrating thus affecting the process of teaching-learning. Economic status of the institution neighbourhood also has an impact on the teaching-learning process. Aikens and Barbarin (2008) noted that institutions located in low economic status communities are often under resourced and this affects the teaching-learning process. Parents from low economic status are unable to afford resources such as books, computers or tutors to create this positive literacy environment. Woolfolk (2007) noted that when the communities' economic status is low, they may not be able to support the institution financially. Economic status of the community will make the community have the ability to support or not support the institution s within their communities. The urban or rural location of the institution has an effect on the teaching-learning processes. Most institutions in the urban areas are well staffed as compared to those in rural areas since everyone wants to work in the urban

centers due to the technology which is high in the urban areas as compared to the rural areas. This causes under staffing in the rural areas thus affecting the teaching-learning processes.

Clanism also affects the process of teaching and learning. Chuma (2012) noted that parents prefer taking their children to institutions within their clans despite the performance of such institutions. This affects teaching-learning since some institutions have a record of poor performance yet they still stick to them because of clanism.

Class size and the Teaching-Learning Process

The influence of class size has a great impact on the teaching-learning process. The smaller the class size, the easier it is for the teacher-learner interaction thus improving the teaching-learning process since the teacher will be able to give the learner individual attention. Large class size impacts negatively to the teaching-learning process since the teacher is not even able to move freely to assess the students work as they do their exercises. According to National Council for Teacher Education (NCTE) in India, small class size leads to engagement of the learner, increased participation, and attentiveness. Smaller class size allows educators to focus more on the students in their teaching coming to better understanding and adjust their methods to diverse individual needs. Eamon (2005) also noted that smaller class size creates more intimate setting and therefore can increase teacher-students bonding which has also been shown to have a positive effect on students' success.

Large class size makes monitoring of students' attendance very difficult therefore, encouraging students' absenteeism, and the quality of feedback to students become very low hence making the teaching-learning process

ineffective (Bascia, 2003). The small class size allows for individualized attention and this strengthens the cordial relationship between the teachers and learners. Managing a large class is a serious problem in many institutions as it creates stressful working conditions for the teachers and leads to higher teacher absenteeism (Corcoran, Walker & White, 1988). Wabuoba (2011) observed that overcrowding in class rooms make it difficult for the students to write.

Corcoran, Walker and White (1988) noted that crowded lecture hall conditions not only make it difficult for learners to concentrate but inevitably limit the amount of time lecturers can spend on innovative teaching methods such as cooperative learning and group work. Large class size in recent times has become a necessary evil for public universities in the country. The seriousness of the problem is directly linked to the quality of teaching and assessment of students, and finally, the quality of graduates turned out onto the job market. This assertion is shared by other scholars, such as Anderson (2000), whose opinion of likely factors that are associated with class size and students' achievements includes aspects directly connected to teaching. The President's Committee on review of education reforms seems to share this assertion when it indicated that "quality of teaching and learning, and research is adversely affected by the high STR (student-teacher ratio)" (The Republic of Ghana, 2002, p. 19).

The issue of large class size has arisen because of increase in the population, the quest for higher education and better living conditions of life. This is highlighted in the President's Committee on review of education which reported that there has been tremendous "expansion in enrolment in tertiary education" in the last 10 years (The Republic of Ghana, 2002, p. 17). It is

observed that, “The participation rate of the age-group 18-21 years in tertiary institutions in the country is as low as 2.5% compared to 30%-40% for corresponding age-group in developed countries”. The committee opined that the main “factors” that account for the phenomenal increase in enrolment in tertiary institutions are two-fold. The first reason is “The existing tertiary institutions’ inability to meet the high demand for tertiary education”. The reason for this is “The rapid growth of population and expansion in pre-tertiary education following the introduction of educational reforms in 1987”. The second reason is attributed to the “mismatch between existing academic facilities and physical infrastructure on the one hand” and the “continuous increase of students’ quest for tertiary education on the other hand”. As if this is not enough, the staffing situation in the public universities has compelled management to resort to large class size, especially in general courses, so as to make do with the limited staff available. Indeed, large class size has become a big challenge to management of universities in Ghana, because they know that, “The quality of provision in the institutions is clearly inappropriate as staff-student ratios become more difficult to manage” (Awoyemi, 2006, p. 12). This state of affairs has called for an empirical study to come out with views of lecturers and administrators on the effects of large class size on effective teaching and learning at UCC Campus.

Overcrowded or large classes are now common places in most educational institutions, especially those in the developing world of which Ghana is no exception. There are many challenges that university teachers face when teaching large class size particularly in developing countries. According to Benbow, Mizrachi, Oliver, and Said-Moshiro (2007), the growth of large

classes in the developing world is as a result of global initiatives for universal education and rapid population growth. Naturally, in order to mitigate the effects of rapid population growth, there is the need to expand access of higher education through increasing funding. Ogbondah (2010, p. 318) noted that, "One of the major critical issues facing public universities in Nigeria is underfunding". He opined that, "Adequate funding of public universities is "sine qua non" for sustainable development as such the much-needed development will be fast-tracked and sustained". It must be stressed that even though "money cannot correct all ills of public universities", the lack of "adequate funding leads to inadequate school buildings, inadequate educational facilities, poorly qualified and poorly remunerated teachers, inadequate learning conditions and lack of instructional materials" (Ogbondah, 2010, p. 321).

A study carried out in Ghana by Amua-Sekyi (2010, p. 144) observed that "lack of funding was perceived to impinge well beyond the classroom to the workplace and ultimately to the state of the economy" as expressed by some respondents. Her respondents indicated that, "If we have teaching and learning resources such as slides, flow chart of life cycle on screen, students can make contributions, even as the topic is discussed". She further found that the lack of large lecture hall space was another problem that her respondents complained about. This is borne out of the fact that lecturers observed that, "At level 100 and 200 where class sizes are usually large, students are not really involved in teaching and learning". She argued that, "Even at level 300 and 400 when the class size gets smaller as they choose areas of specialization, students' contributions seem to improve". She, however, observed that, "Even then one

can see they have a lot of defects they have not developed the attitudes to contribute at lectures and do independent critical thinking". She opined that, even though we try to mould them, I do not think we are actually able to impact their lives through the training as expected. Amua-Sekyi (2010) in her discussion further observed that, those who are good developed with the little guidance/exposure and pick up and develop their talents and express themselves do independent work come to see me and ask how to relate what they have found on the internet with what have been taught. The question one may ask is that how many of them are able to do this? The greater majority is unable to explore on their own, so that when they are unable to benefit from a large class they tend to suffer and become average students and those who are "extremely weak" may suffer several referrals and may drop out or go home without degrees or certificates. Yet, another respondent expressed his frustration about inadequate resources in the universities in Ghana by saying, you have only got to go around science laboratories to see that there is no intention anywhere of investing in the teaching infrastructure.

The situation is worse with practicals. For instance, when students are working with microscopes, we may have groups of four students to a microscope. How can they focus on observing the specimen to draw? Even though we may draw, it does not appeal as when students mount these things under the microscope and then view more or less actual specimen. The same students who pass through with these difficulties are the same students who end up teaching in the secondary school. The implications are that if students are poorly prepared in the universities where they were supposed to have obtained the best of training, then it means when they are to teach in the secondary school

or basic school level we should not expect magic. The quality of teaching they can provide would be suspicious and cannot provide the results we expect in our schools. Amua-Sekyi (2010, p. 145) stressed that the "perceived lack of appropriate value associated with teaching was aggravated by government policy to increase and widen access to higher education". On this issue, respondents indicated that "The repercussions of this policy are that teaching associated activities", such as increasing marking load, organizing large classes for effective teaching, diversity of student needs both academic and non-academic, etc.", make teaching for the lecturer stressful. In addition, "finding time for marking, planning and assessment", as observed by Elkington and Llyod-Staples (n.d., p. 8), is more of a problem in large classes. They further contend that "teachers see this as a direct threat to the quality of teaching". Some of the respondents frankly said that, you cannot set essay questions. It is not practicable. Tutorials are impossible and counterproductive. You have to face the whole class. The interaction is not close enough (Amua-Sekyi, 2010).

Quality teaching and assessment actually suffer in large classes and this is an indictment on the quality of higher education in Ghana and the other developing countries. This is supported by the fact that lecturers "reported that developing appropriate teaching and learning styles in large classes with diverse needs is challenging in itself" (Amua-Sekyi, 2010, p. 145). In a survey carried out by ATL (2009, p. 1), it was noted that many of the "respondents echoed the difficulties that come with having a large class". ATL (2009, p. 2) indicated that, Helen Terry, a secondary school teacher from Rothertham, said, "I am unable to give all students the time and attention they often need". They further found that 83% of the respondents felt that the size of their classes had an impact

on students' concentration and participation. Yelkpieri (2009) expressed that, it is a sad spectacle to see lecture halls crowded with students peeping through the louvers and windows to listen and write lecture notes. As a result of inadequate seating and writing places, students have to wake up as early as 4:00 a.m. to look for seats in the lecture halls. These imply that large class size really impacts negatively on students' academic achievements and their quality. Yelkpieri (2009) observed that most students who sit at the back and outside the lecture halls neither participate nor pay attention to whatever goes on but engage themselves in arguments and gossips. This phenomenon needs immediate attention which cannot be compromised.

Yelkpieri, Namale, Esia-Donkoh and Ofosu-Dwamena, (2012) conducted a study on class size and teaching and learning at Winneba campus of UEW. Results suggested that large class size affects effective teaching and learning and recommended provision of public address systems as one sure way of enhancing delivery of lectures. They also were of the view that the use of teaching assistants will go a long way to improve the situation.

In order to address the quality of teaching in large classes, Amua-Sekyi (2010, p. 147) corroborated that a number of measures, such as "compulsory orientation programmes for new staff in methods of teaching large classes' must be initiated to" strengthen teaching in higher education. In the same vein, Benbow et al. (2007) reiterated increasing the number of qualified teachers, increasing or improving facilities, and providing additional resources to offset the issues of large class size in universities.

Class size and student achievement knowing that building age can contribute to the deterioration of facility conditions does not, in itself, assist

practitioners in the improvement of student achievement. Many other factors of facility design have been linked to academic success of students. As enrollment numbers climb, the issue of class size becomes relevant to the task of improving student performance. Class size questions came to the forefront after the Columbine disaster, where two students designed and carried out a violent plan undetected by the adults in the university (Kennedy, 2003). Kennedy (2003) notes that educators have been battling this disconnectedness that seems more prevalent at larger universities. Universities with smaller sizes have shown a greater capacity to develop personal connections among students and staff that tend to prevent violent or antisocial behavior (Yaunches, 2002). An issue related to school size is the ability for students and staff to establish personal links with one another and with the physical environment. This notion has been adopted by school designers as they design entire campuses or as they lay out classroom plans that allow for small-group or individualized instruction (Cook, 2002). Bryk (1994) found that students in smaller learning environments achieved at higher levels than their cohorts in larger schools.

This University of Chicago study (Bryk, 1994) supported suggestions that smaller universities not only provided a safer environment than their large counterparts but they also promoted advanced academic achievement. In an examination of hundreds of such studies, the Educational Research Information Clearinghouse commissioned a report that supported the assumption that smaller universities provide more attention to and support for individual student success (Raywid, 1999). Despite the wealth of research espousing the benefit of smaller universities, statistics indicate that districts continue to erect larger campuses (Viadero, 2001).

Education week reports that a majority of our nation's students attend universities with enrollments of 750. Raywid (1999) reports that educational leaders continue to ignore the impact of institutional size on student achievement. Raywid (1999) suggests that policy makers and scholars have turned a deaf ear to the debate of university size, favouring a focus on curriculum and pedagogy. This trend seems to follow suit with parents and teachers. A recent New York City survey indicates that less than half of teachers and parents would favor dividing large high universities into those with enrollments of less than 500 (Viadero, 2001). Why would educators, university board members and politicians continue to promote the construction of larger universities? Much of the research suggests that there are financial motives.

American University magazine reports that restricted funding and lack of available land encourage districts to continue to trend of constructing larger universities facilities (Kennedy, 2003). The ability to serve more students with common facilities such as cafeterias, libraries and other physical plant features makes the larger universities appear much more cost efficient on a cost-per-pupil basis (Nathan, 2002). However, studies based upon cost-per-graduate instead of cost-per-pupil indicate that smaller universities are as efficient financially as their larger counterparts (Nathan, 2002). University systems promoting smaller campuses have also found that the sharing of student-support facilities such as libraries and gymnasiums have lowered the construction and operating costs of decreasing university size (Nathan, 2002). Supplemental funding for the construction and maintenance of smaller university has also become available in the wake of university size research.

A study conducted by Gates Foundation, along with the Carnegie Foundation, provided more than $38 million in support of building smaller 22 schools (Kennedy, 2003). Under the Clinton Administration, the United States Department of Education established the Smaller Learning Communities programme with $45 million in grants for program participants. Arguments other than cost efficiency exist in reluctance to build smaller institutions. Some of this resistance finds its roots in more affluent communities, where research indicates that the link between institution size and student achievement is not as strong (Howley & Bickel, 2002). Support for larger institution is also based upon the premise of student choice. Proponents of large university, especially large high university, base their position upon the assumption that larger institution provide a wide range of curricular choices such as advanced classes and fine arts. (Viadero, 2001). The size and variety of course offerings also afford larger institutional the luxury of employing more specialized and diverse staff members (Stevenson & Pellicer, 1998). Similar arguments for larger institutions espouse the ability of large institutions to support extracurricular programmes such as athletic teams, theatrical productions student clubs and competitions (Viadero, 2001). The small-university movement is an issue that is not solely addressed by building more university in attempts to keep campus enrollment down.

Lighting system in universities has a bearing on teaching and learning processes in universities. Our reactions, motivations, moods and sense of well-being are greatly impacted from the illumination of our surrounding environment (Ruck, 1989). Ruck (1989) noted that the issue of illumination has driven building design for centuries as evidenced by ancient architecture and its

attention to natural lighting. Differing degrees of illumination, namely natural lighting, can be used to stimulate productivity and increase creativity in offices and schools (Ruck, 1989). An Orange County, California study showed a significant correlation between natural lighting and student success (Hale, 2002). Hale (2002) reports that students in the Capistrano Unified Universities District with natural lighting provided by windows or skylights scored 19 to 26 points higher on standardized tests than their cohorts with little or no natural lighting in their classrooms. This study (Hale, 2002) does not clearly assign whether the improvement in student performance was due to increased light, quality of light or the physiological effect of natural lighting.

In universities study, student performance was compared across three campuses. The study found that students in classrooms with large or high amounts of windows and skylights outperformed other students by five to points on end-of course tests (Ruck, 19989). Ruck stated that windowless environments generate a great amount of tension, especially when coupled with restricted spaces and monotonous tasks. Lackney (1994) found that windowless spaces contribute to negative attitudes on the part of students and lecturers. Natural lighting, or daylight, has shown to be effective in improving the quality and quantity of lighting in instructional areas. Daylight has been and is still the standard by which artificial light is measured (Fielding, 2000). Fielding (2000) reports that studies by Kuller and Lindsten (1992) and the Heschong Mahone Group (1999), indicate a positive correlation between day lighting and academic performance. In Texas, districts have realized the academic benefit of natural lighting.

A study conducted by Fielding (2000) reported that physical classroom environment affects literacy outcomes and looked to the lecturers and students for an understanding of this issue. A thorough review of much current literacy theory and research revealed very little information regarding a direct relationship between the layout of the physical environment and learning, although such a relationship is assumed in the guided reading literature. On the other hand, environment-behaviour research reveals a nascent body of knowledge with regard to classroom environments and well-being, with studies in indoor air quality, daylight, and acoustics, albeit none directly concerned with the effect of the environment on literacy outcomes. All the lecturers agreed that their training, both during their formal institutions and after, as employees of institutions district, had taught them that the design of the classroom should be congruent with the educational paradigm or approach of their district. In the cases studied, that paradigm was Balanced Literacy.

The effect of the physical classroom on literacy design of the interview instrument. However, it is possible to make some inferences from the interview data. There are three major elements that both the photographic and interview data analyses revealed through coding the high value placed on reading and writing, the value of independent learning, and the value of group learning. The anchor charts and handwritten posters were all around the room, allowing a child to visually retrieve notes or guidelines with no problem, at any time. Approximately 50% of wall surface had these posters and charts (Fielding, 2000). There were opportunities for students to write on chalkboards, whiteboards, on chart paper, and in journals, and examples of both teacher and student writing visible everywhere. Independent learning was environmentally

facilitated by the location of leveled books on low, easily accessible shelves; paper and writing implements were located centrally on grouped student desks.

The central location and size of the large rug gave it importance as a place that the students and lecturers assembled to learn together. One unexpected finding was the large quantity of rich data that was collected in which the lecturers spoke about the quality of their personal experience of their classroom environment, and of their sense of responsibility for the managing the physical classroom space, the inhabitants' social space, and the students' learning experiences and outcomes (Fielding, 2000). This rich data has the potential to contribute to the environment-behavior body of knowledge and warrants further exploration and analysis. The interview process led the researcher to begin to question the usefulness of the research question. How would it be possible to know through qualitative methods if the classroom environment truly had any impact at all on literacy outcomes?

Psychological Factors

The individual differences in the psychological, physical, social and cultural milieu influence the quality and quantity of teaching and learning (Yelkpieri, 2009). The individual differences in psychological aspects differentiate individuals from one another in the learning processes. The psychology of individual differences of learners' deals with the intelligence and abilities associated with personality of the learner, learning styles and interests of the learner. The personality of learner includes their aptitude, motivation, mental health and aspiration to achieve their goal of life (Yelkpieri, 2009).

Leaning is most effective when differences in learners' language, cultural, and social behaviour are taken into account. Although basic principles

of learning, stimulus and effective instructions may apply to all learners, it is necessary to pay attention to language, intelligence, ethnic group, race, belief and socioeconomic status of the learners which can background, and cultures are valued and respected, the motivation for learning enhances.

The physical characteristics of learning environments can affect learners emotionally, with important cognitive and behavioural consequences. Although emotional reactions to environmental stimuli have been shown to vary widely across individuals and activities, most students would probably find learning difficult in a classroom that is stiflingly warm. Conversely, environments that elicit positive emotional responses may lead not only to enhanced learning but also to a powerful, emotional attachment to that space. It may become a place where students love to learn, a place they seek out when they wish to learn, and a place they remember fondly when they reflect on their learning experiences.

In higher education, we hope to provide such places for our students to learn, even as we build yet another large lecture hall and attempt to squeeze our students into crowded, noisy, and uncomfortable spaces (Wabuoba, 2011). Clearly, some learning environments are more comfortable and offer fewer distractions than others. In any learning environment, physical characteristics that create discomfort can be expected to interfere with learning; environments that produce positive emotional states can be expected to facilitate learning and the development of place attachment (Wabuoba, 2011).

Summary of Literature Review

The environment is seen as all the system of air, land, water and life that surround man. These systems sustain the livelihood of man on earth. The environment could be put into many categories depending on what one intends

to study. This may include the home environment, the school environment, the hospital environment and the industry environment. The school environment is believed to play cardinal role in teaching and learning processes. The school environment consists of the physical facilities in the school, the class size of students, the location of the school and the psychological factors which may affect the learning processes of students.

Generally, stakeholders of universities perceive the physical facilities of teaching and learning environment as one which is adequate and safe for students' usage. Ayoo (2002) noted that the institution environment should be such that lecture halls, desks and books have direct impact on good performance among the students. Lecture halls are a place the students spend the greatest part of their day. Students who attend schools with well-maintained and good lecture halls have higher achievement than those who attend poorly maintained institutions with poor lecture halls.

It is also evident that the location of institutions has a bearing on the academic achievements of students. The institution locations are known to influence the students learning through quality of teaching staff, class size and availability of infrastructure. Institution location/site of the institution influences academic performance students. This is so because in a situation whereby the institution is sited in a noisy area like airport or in the heart of a city Accra, where activities disrupt the teaching/learning of the students, one will not expect such students in this area to be doing well academically.

Institutional stakeholders' perception of the influence of class size on teaching and learning processes can also not be underestimated. Class size has a great impact on the teaching-learning process. The smaller the class size, the

easier it is for the teacher-learner interaction thus improving the teaching-learning process since the teacher will be able to give the learner individual attention. Large class size impacts negatively to the teaching-learning process since the teacher is not even able to move freely to assess the students work as they do their exercises. In institution, emotional factors may also inhibit learning and the need for a highly supportive and respectful environment to enable learners to validate and express their personal goals. This suggests that the emotional factors at institutions contribute immensely to the learning potentials of students.

CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter discusses the methodology that was adopted in carrying out the study. The methods and approaches as described in this chapter are under eight sub-sections. These are the research design, population, sample and sampling procedure, research instruments, pilot-testing procedure, validity and reliability of the instruments, data collection procedure and data analyses.

Research Design

A research design is a blueprint of how one intends to conduct a research (Mouton, 2011) which also provides control over factors that may interfere with the validity of the findings (Burns & Grove, 2009). It is also the researcher's overall framework for answering the research question or testing the research hypotheses (Polit, Beck & Hungler, 2010). Due to the nature of the variables in the study, quantitative approach which distinctively indicates both the dependent and the independent variables under investigation was employed (Fouche & De Vos, 2011). This quantitative research predominantly assumes a positivist world view (Henn, Weinstein & Foard, 2006) which are called paradigms and tied to research techniques firmly (Hughes, 1990). Guba and Lincoln (1994) assume that paradigms are superior to methods of enquiry in research. Quantitative research paradigm emphasizes the importance of generalizability and reliability (Henn et al., 2006, p. 16).

Specifically, the study adopted the descriptive survey design. The descriptive survey design helped me to explore from lecturers and administrators the extent to which institution environment promotes teaching and learning processes in the University of Cape Coast. The descriptive survey design was deemed best for the study because, according to Cohen, Manion and Morrison (2004), it facilitates researchers' data collection at a particular point in time with the intention of describing the nature of existing conditions or identifying standards against which existing conditions can be compared. As recommended by Leedy and Omrod (2010), this method is suitable for purposes of making generalisations from a sample to a population so that inferences could be made about the characteristics, opinions, attitudes and past experiences of the population. Descriptive survey design provides a more accurate and meaningful picture of an event or phenomenon and seeks to explain people's perception and behaviour on the basis of data gathered at a particular time (Frankel & Wallen, 1993). Comparatively, other research designs such as case study, experimental and historical surveys would not have been appropriate for this study looking at the stated objectives and the time period for the study (Babbie, 2005).

However, the design is not totally devoid of biases. The design makes use of deductive reasoning and sometimes getting a sufficient number of questionnaire which will be used is problematic. Confidentiality is also a primary weakness of the design. Often subjects are not truthful as they feel the need to skew their responses to a desired result of the study. Osuola (2001) in buttressing the points on the weaknesses of the descriptive research, pointed out that designing a quality investigation requires particular attention to two central

factors with regards to appropriate sampling procedures and precision in eliciting information" (p. 201). He maintained that, while descriptive research is a prerequisite for finding answers to questions, it is not in itself sufficiently comprehensive in providing answers and that it cannot also provide cause-and-effect relationships.

Notwithstanding these challenges, the design remains the best and most appropriate for this study.

Study Area

The University of Cape Coast is a prestigious public collegiate research university located in Cape Coast, Ghana. The university, which is five kilometers west of Cape Coast, is on a hill overlooking the Atlantic Ocean. It operates on two campuses: the Southern Campus (Old Site) and the Northern Campus (New Site). Two of the most important historical sites in Ghana, Elmina and Cape Coast Castle, are only a few kilometers from the university.

The university was established in 1962 out of a dire need for highly qualified and skilled manpower in education. It was established to train graduate teachers for second cycle institutions such as teacher training colleges and technical institutions, a mission that the two existing public universities at the time were unequipped to fulfill. The university has since added to its functions the training of doctors and health care professionals, as well as education planners, administrators, and agriculturalists.

Population

Population refers to the large general group of many cases from which a researcher draws a sample and which is usually stated in theoretical terms (Neuman, 2003). According to Amedahe (2004), the target group about which

a researcher is interested in gaining information and drawing conclusions is what is known as the population. It is a group of individuals who have one or more characteristics in common that are of interest to the researcher. The target population of the study comprised all lecturers and administrators in the University of Cape Coast. The total size of lecturers and administrators is 745 and 536 respectively (Human Resource Department, 2017).

Sample and Sampling procedure

Polit, Beck and Hungler (2010) define a sample as a proportion of a population. A carefully selected sample can provide data representative of the population from which it is drawn. Therefore, based on the target population, a carefully selected subset of the unit that comprises the target population was drawn to represent the sample of the study. A sample size of two hundred and ninety-one (291) was drawn from the target population made up of 745 lecturers and 536 administrators (1281). This is in accordance with Krejcie and Morgan (1970) sample size determination formula and confidence level needed from a given population which indicates that a population of one thousand two hundred and eighty-one (1281) should have a sample size of two hundred and ninety-one (291). According to Cohen, Manion and Morrison (2007), the sample 291 based on the target population is the minimum requirement for valid results.

Orodho and Kombo (2002) explained sampling as the procedure a researcher uses to gather people, places or things to study. It thus involves the process of selecting a portion of the population to represent the entire population (Amedahe, 2000). In this study, a proportional sampling procedure of the 745 (169) lecturers and 536 (122) administrators was selected for the study. This corroborates Mugenda and Mugenda (1999) recommendation that, for

descriptive studies ten percent or above of the accessible population is enough for the entire study.

Then again, I used simple random technique to select 169 lecturers and 122 administrators. According to Amedahe (2002), simple random sampling technique is the process in which each element in the population has an equal, independent chance of being selected. The total number of respondents for the study was 291.

Data Collection Instrument

The instrument that was used for the study is the questionnaire. The instrument is self-designed based on the research questions. A single questionnaire was used to gather data from both lecturers and administrators. This is because both lecturers and administrators work are related. The choice of questionnaire is based on the assertion of Cohen, Manion and Morrison (2004), that, it is widely used and is also a useful instrument for collecting survey information, providing structured, numerical data and being able to be administered without the presence of the researcher. Shadish, Cook and Campbell (2002) also maintain that the purpose of the survey questionnaire is to elicit information about the characteristics or opinions of the respondents. The questionnaire has the advantages of allowing the researcher to collect data from a group of respondents at the same time and it is easy to score. The choice of questionnaire is based on the assertion of Shadish, et al (2002) that, they are particularly advantageous whenever the sample size is large enough to make it uneconomical for reasons of time or funds to observe or interview every subject. Further, questionnaire is easy to administer, friendly to complete and fast to

score and therefore take relatively less time from researchers and respondents (Knowles, 2000). The questionnaire comprised closed ended items only.

The questionnaire comprised four (5) sections; Section A, B, C, D and E. Section A (items 1 and 2) obtained data on demographic information on both lecturers and administrators. Section B (items 3 to 13) elicited information about the extent to which physical facilities affect the process of teaching and learning in the University of Cape Coast. Section C (items 14 to 30) collected information about how class size promote teaching and learning processes in the University of Cape Coast while section D (items 31 to 40) covered data on the extent to which institution location affects the teaching-learning process in the University of Cape Coast and the section E (items 41 to 50) dealt with the psychological environment within which teaching and learning processes occur.

Items on the questionnaire were multiple-scored on a four-point Likert type scale. The items on the Likert type scale were scored ranging from one (1) = not very adequate, (2) = not adequate, (3) = adequate and (4) = very adequate. The Likert type scale was chosen because according to Asamoah-Gyimah (2002), in measuring the views and impressions of teachers on an on-going practice, it is the simplest, but equally efficient approach when considered alongside social-distance scales, Thurstone scales and the scalogram analysis. It was adopted also to ensure effective analysis of the data even though it restricts free expression and perception of respondents in a study.

Validity of Instrument

In order to enhance the validity of the study, the questionnaire was given to my supervisors in the Institute of Educational Planning and Administration in the University of Cape Coast for expert judgement and assessment. This

helped to ensure both face and content related evidence to the items. The items were examined to see whether they are related to the research questions and also comprehensively cover the details of the study. Based on their comments and suggestions, the questionnaire was fine-tuned to achieve the purpose of the study.

Pre-testing of the Instrument

The success of any research study depends, to a large extent, on the validity and reliability of the survey instrument. A pre-test of the instrument was conducted to ascertain any need for revisions. A pre-testing of the instrument was carried out at University of Education, Winneba. The aim of the pre-testing was to improve the validity and reliability of the instruments. The participants of the pre-test were asked to complete the questionnaire and to provide comments or suggestions for revising any ambiguous items. They were told to discuss openly with me any ambiguities, incoherence or incomprehension that they experienced about any aspect of the draft questionnaire. The final instrument for the study was produced after subsequent revisions in the wording of a few items. The necessary corrections were affected after the pre-testing.

Reliability of Instrument

The reliability (internal consistency) of the questionnaire for the main study was estimated using Cronbach‘s co-efficient alpha. According to Cronbach (as cited in Ebel & Frisbie, 1991), co-efficient alpha can provide a reliability estimate for a measure composed of items of varying point values such as essays or attitude scales that provide responses such as strongly agree and strongly disagree with intermediate response options. To obtain the reliability of the instrument, Cronbach‘s co-efficient alpha was used to estimate

the internal consistency for lecturers and administrators as 0.73 and 0.78 respectively which lies within the normal.

Ethical Consideration

Consideration for moral issues and respect for participants is essential in social research. Hence, in this research several ethical issues were taken into consideration. The research addressed all ethical concerns which includes informed consent, anonymity and confidentiality. Informed consent affords prospective participants the opportunity to accept or decline to engage in the research. It describes the need for participants to understand the aims, objectives and potential harm that such involvement may have on them (Seidman, 2006). In this study, the purpose of the study was carefully reviewed with the participants before they were involved in the research.

Anonymity of study respondents was also highly taken into consideration in the present study. Oliver (2010) pointed out that anonymity is a vital issue in research ethics because it gives the participants the opportunity to have their identity concealed. In this research, fictitious names were used for identification purposes which could not be traced to the participants. Codes were adopted where necessary to ensure anonymity of information and harm. In order not to unnecessarily invade the privacy of participants, I made prior visit to departments and administrative sections in the university before the data collection commenced. Neither names nor any identifiable information from respondents was taken as a way of ensuring the ethical principle of anonymity. This prevented possible victimization of respondents where certain responses may be viewed as unpalatable to stakeholders.

On the issue of confidentiality, efforts were made to maintain confidentiality of the responses of the participants. Participants were told that their responses would be kept confidential and that no one known to them would have access to the information provided and none of the respondents names would be recorded in the study. Most essentially on the ethical issues, pieces of information that would be cited from earlier studies on perceptions of in-school stakeholders regarding the role of school environment on the teaching and learning processes to support the review of related literature was duly acknowledged through both citation and referencing in order to avoid academic dishonesty otherwise known as plagiarism.

Data Collection Procedure

Before embarking on the data collection, I obtained ethical clearance from the Institutional Review Board (IRB) in the University of Cape Coast to seek permission from the various schools. I again, obtained a letter of introduction from the Director of the Institute of Education Planning and Administration. The letter spelt out the purpose of the study, the need for individual participation and anonymity as well as confidentially of respondents' responses. After establishing the necessary contact with lecturers and administrators, permission was sought from various heads of department for the administration of the instrument.

Trained research assistants for the collection of the data helped to explain the purpose of the study and procedure for responding to the questionnaire to respondents. In order to ensure clarity of how the questionnaire would be completed, myself and the assistants administered the questionnaires

to respondents during regular school time. We use a period of two (2) weeks to distribute and collect the questionnaire.

Data Analysis

The responses to the questionnaires were edited, coded and scored. The editing procedure was to check whether respondents have followed directions correctly, and whether all items have been responded to. The Statistical Product and Service Solution (SPSS version 21.0) was used for the analysis.

Section A which was on demographic data of the respondents was analysed using frequencies and percentages. Data on research questions one, three and four were analysed using means, standard deviations and one-sample t-test. The tests were conducted at 0.05 level of significance. Also, data on research question two was analysed using frequencies and percentages.

Chapter Summary

The study was designed to assess the perceptions of institutional stakeholders regarding the role of institutional environment on the teaching and learning process in the University of Cape Coast**.** In the quest of achieving this, a detailed guided research methods process was clearly delineated towards achieving the stated study purposes. Data from perceived factors which affected the teaching and learning processes were generated using lecturers and administrators survey questionnaires. Data generated from the questionnaire were coded and analysed using descriptive statistics (means and standard deviations and frequencies and percentages).

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter deals with the presentation and analysis of the data collected. The purpose of the study was to assess the perceptions of institutional stakeholders regarding the role of university environment on the teaching and learning process in the University of Cape Coast. Specifically, the study (a) examined the extent to which physical facilities affect the process of teaching and learning, (b) assessed how class size promote teaching and learning processes, (c) found out the extent to which university location affect the teaching-learning process and (d) examined the psychological environment within which teaching and learning process occurs in the University of Cape Coast.

The methodology used in this study was the descriptive survey design. The instrument chosen for the data collection was the questionnaire. The statistical tools used for the analysis included frequency distributions, means, standard deviations and a one sample t-test analysis. The purpose of the tests were to find out whether differences existed among the means at a significance level of 0.05.

Description of Sample

The study was carried out in the University of Cape Coast in the Cape Coast Metropolis in the Central Region of Ghana, with an actual sample size of 223 made up of 125 Lecturers and 98 Administrators after the data collection.

Distribution of lecturers and administrators by gender

Table 1 presents the distribution of lecturers and administrators by gender

Table 1- *Distribution of Lecturers' and Administrators' by Gender*

	Gender	Frequency	Percent (%)
Lecturers	Male	94	75.2
	Female	31	24.8
Administrators	Male	60	61.2
	Female	38	38.8

Source: Field Survey (2018)

Table 1 shows that 75.2% of the lecturers were males while 24.8% were females. It was also found out that 61.2% of the administrators were males while 38.8% were females. It could therefore be inferred that regarding lecturers who participated in the study, majority of the them were males while males as well dominated the number of administrators who participated in the study.

Distribution of lecturers and administrators by occupation

Table 2 presents the distribution of occupation of lecturers and administrators involved in the study.

Table 2- *Distribution of Lecturers and Administrators by Occupation*

Occupation	Frequency	Percent (%)
Lecturer	125	56.1
Administrator	98	43.9
Total	223	100.0

Source: Field Survey (2018)

Table 2 shows that 56.1% were lecturers and 43.9% were administrators. It could be observed from the study that more lecturers participated in the study than administrators.

Working experience of lecturers and administrators

Table 3 presents the working experience of lecturers and administrators.

Table 3- *Working Experience of Lecturers and Administrators*

	Working experience	Frequency	Percent (%)
Administrators	1-5years	32	32.7
	6-10years	34	34.6
	Above 10years	32	32.7
	Total	98	100.0
Lecturers	1-5years	18	14.4
	6-10years	35	28.0
	Above 10years	72	57.6
	Total	125	100.0

Source: Field Survey (2018)

The results from Table 3 revealed that 34.6% lecturers had worked for 6 to 10 years while 32.7% worked for 1 to 5 years and above 10 years. It was also observed that 57.6% of the administrators had worked for above 10 years while 14.4% worked for 1 to 5 years. The findings of the study showed that regarding administrators who participated in the study majority of them had worked for 6 to 10 years. It was also found that majority of the lecturers involved in the study had worked for above 10 years.

How Physical Facilities Affect Teaching and Learning

This information sought to find out perceptions of stakeholders on how physical facilities affected teaching and learning in the University of Cape Coast. Respondents were requested to respond to twelve (13) items. A four-point likert scale, 'very much' (4), 'much' (3), 'not much' (2), and 'not very much' (1) was associated with the items outlined on the questionnaire.

One hundred and twenty-five (125) lecturers and ninety-eight (98) administrators provided responses. The results are presented in Tables 4, 5 and 6.

Table 4- *Descriptive Statistics on Lecturers' and Administrators Perception of Physical Facilities Affecting Teaching and Learning Processes*

Statement	Lecturers			Administrators		
	N	M	SD	N	M	SD
1. School library affects teaching and learning process	125	3.20	.75	98	2.84	.88
2. Size of lecture halls affects teaching and learning process	125	3.58	.69	98	3.22	1.11
3. Laboratories affects teaching and learning process	125	3.48	.64	98	3.43	.71
4. School buildings affects teaching and learning process	125	3.45	.67	98	3.21	.73
5. Desk and tables affects teaching and learning process	125	3.49	.61	98	3.24	.87
6. Toilet facilities affects teaching and learning process	125	3.01	.90	98	2.92	1.05

Table 4 Cont.

7. Adequate lighting affects teaching and learning process	125	3.69	.76	98	3.04	1.18
8. Good roof and adequate space affect teaching and learning process	125	3.24	.72	98	2.88	.92
9. Play grounds affect teaching and learning process	125	2.92	.91	98	2.46	1.05
10. Recreational facilities affects teaching and learning process	125	2.84	.89	98	2.70	.86
11. School administration offices affect teaching and learning process	125	3.17	1.93	98	2.89	.92
12. Lecturers offices affect teaching and learning process	125	3.23	.87	98	2.98	.97
13. Administrators offices affect teaching and learning process	125	2.88	.93	98	2.81	.99

Source: Field Survey (2018)

A one-sample t-test was conducted to test the statistical significance of the means at 0.05 level of significance. A test value of 2.5 was used as a cut-off. The 2.5 cut-off point was obtained by summing the weight of the responses divided by the total number of responses. This is because in showing the current lecturers and administrators perceptions of physical facilities affecting the process of teaching and learning, ideally lecturers and administrators are to either indicate very much or much on the likert scale of the physical facilities. The results are shown in Table 5.

Table 5- *One Sample t-Test of Lecturers' and Administrators Perception of Physical Facilities Affecting Teaching and Learning Processes*

Statement	Lecturers			Administrators		
	t	df	Sig.	t	Df	Sig.
1. School library affects teaching and learning process	10.41	124	.000*	3.86	97	.000*
2. Size of lecture halls affects teaching and learning process	17.37	124	.000*	6.42	97	.000*
3. Laboratories affects teaching and learning process	17.05	124	.000*	12.92	97	.000*
4. School buildings affects teaching and learning process	15.76	124	.000*	9.61	97	.000*
5. Desk and tables affects teaching and learning process	18.04	124	.000*	8.43	97	.000*
6. Toilet facilities affects teaching and learning process	6.36	124	.000*	4.01	97	.000*
7. Adequate lighting affects teaching and learning process	17.49	124	.000*	4.52	97	.000*
8. Good roof and adequate space affect teaching and learning process	11.52	124	.000*	4.13	97	.000*
9. Play grounds affect teaching and learning process	5.14	124	.000*	-.28	97	.775
10. Recreational facilities affects teaching and learning process	4.33	124	.000*	2.33	97	.021*
11. School administration offices affect teaching and learning process	3.85	124	.000*	4.25	97	.000*
12. Lecturers offices affect teaching and learning process	9.38	124	.000*	4.95	97	.000*
13. Administrators offices affect teaching and learning process	4.63	124	.000*	3.13	97	.002*

Source: Field Survey (2018) *Significant at 0.05

As shown in Table 5, both lecturers and administrators involved in the study perceived physical facilities to affect teaching and learning processes. These include:

1. School library affects teaching and learning process.
2. Size of lecture halls affects teaching and learning process.
3. Laboratories affects teaching and learning process.
4. School buildings affects teaching and learning process.
5. Desk and tables affects teaching and learning process.
6. Toilet facilities affects teaching and learning process.
7. Adequate lighting affects teaching and learning process.
8. Good roof and adequate space affect teaching and learning process.
9. Recreational facilities affect teaching and learning process.
10. School administration offices affect teaching and learning process.
11. Lecturers offices affect teaching and learning process.
12. Administrators offices affect teaching and learning process.

All these twelve items were statistically significant at the 0.05 level of significance.

An overall mean score was further computed for the general lecturers and administrators' perception of physical facilities affecting teaching and learning processes by transforming the individual items on physical facilities into general physical facilities. This was done by combining all the individual items into a single physical facility termed general physical facilities. The cut-off point for the items were calculated by multiplying the number of items (13 items) by the cut-off point value (2.5). This gave a value of 32.5. The 32.5 was then compared with the overall mean score for lecturers and administrators'

perception of physical facilities affecting teaching and learning processes. Table 6 presents the general lecturers and administrators' perception of physical facilities affecting teaching and learning processes.

Table 6- *One-Sample t-Test of Physical Facilities Affecting Teaching and Learning Processes*

Physical facilities	Overall Mean	t	df	Sig. (2-tailed)
Lecturers	42.24	14.50	124	.000*
Administrators	38.70	7.38	97	.000*

Source: Field Survey, (2018) *Significant at 0.05

As shown in Table 6 the general result was statistically significant at the 0.05 level of significance. The overall mean score was 32.5. The overall mean score for both lecturers and administrators' perception of physical facilities affecting teaching and learning processes is greater than the mean score for the items (32.5). This implies that in general lecturers and administrators perceived physical facilities to affect teaching and learning processes.

Extent to Which Class Size Promote Teaching-learning Process

The purpose was to find out from lecturers and administrators the extent to which they perceived class size to promote teaching-learning processes. Respondents were requested to respond to eleven (10) items. A four-point likert scale, 'strongly agree' (4), 'agree' (3), 'disagree' (2) and 'strongly disagree' (1) was associated with class size promoting teaching-learning processes outlined on the questionnaire. strongly agree and agree were combined as "Agree" and strongly disagree and disagree were also combined as "Disagree" for purposes of analysis.

One hundred and twenty-five (125) lecturers and ninety-eight (98) administrators provided responses. The results are presented in Tables 7.

Table 7- *Distribution of Results of Lecturers and Administrators Perception of Class Size Affecting Teaching and Learning Processes*

Statement	Lectures				Administrators			
	Agree		Disagree		Agree		Disagree	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1. Smaller class size makes it easier for the teacher-learner interaction.	116	92.8	9	7.2	73	74.5	25	25.5
2. Large class size impacts negatively to the teaching-learning process.	112	89.6	13	10.4	69	70.4	29	29.6
3. Smaller class size creates more intimate setting and therefore can increase teacher-students bonding.	118	94.4	7	5.6	86	87.8	12	12.2
4. Large class size makes monitoring of student' attendance very difficult.	118	94.4	7	5.6	79	80.6	19	19.4

Table 7 Cont.

5.	Large class size encourage students' absenteeism.	117	93.6	8	6.4	82	83.8	16	16.7
6.	Overcrowding in class rooms make it difficult for the students to write.	117	93.6	8	6.4	73	74.5	25	25.5
7.	Using appropriate teaching and learning styles in large classes is challenging.	116	92.8	9	7.2	74	75.6	24	24.4
8.	Class sizes have an impact on students' concentration.	119	95.2	6	4.8	88	89.8	10	10.2
9.	Class sizes have an impact on students' participation in class.	116	92.8	9	7.2	76	77.6	22	22.4
10.	Large class sizes makes it difficult for teachers to give all time and attention needed to students.	118	94.4	7	5.6	84	85.7	14	14.3

Source: Field Survey (2018)

Table 7 shows that in sum, lecturers and administrators involved in the study perceived class size to affect teaching and learning processes. It was found that 95.2% of lecturers agreed that class sizes had an impact on students' concentration. The results of the study showed that 94.4% of the lecturers agreed that large class sizes made it difficult for lecturers to give all time and attention needed to students and also made monitoring of student' attendance very difficult. Again, 94.4% of the lecturers agreed that smaller class size creates more friendly situation and could increase teacher-students bonding. It was observed that 93.6% agreed that large class size encouraged students' absenteeism and made it difficult for the students to write. The results of the study further showed that 92.8% of the lecturers agreed that smaller class size made it easier for the lecturers-learner interaction while in large classes the use of appropriate teaching and learning styles is challenging and impacted on students' participation in class as well.

The study results revealed that 89.8% of the administrators agreed that class sizes had an impact on students' concentration. It was found that 87.8% of the administrators agreed that large class size impacted negatively to the teaching-learning process. Moreover, 85.7% agreed that large class sizes made it difficult for lecturers to give all time and attention needed to students. Also, 83.8% agreed that large class size encouraged students' absenteeism. It was observed that 80.6% agreed that large class size made monitoring of student' attendance very difficult. It was found out that 77.6% of the administrators agreed that class sizes impacted students' participation in class and 75.6% agreed that the use appropriate teaching and learning styles in large classes was challenging. The results of the study revealed that, generally, both lecturers and

administrators agreed that class size affected the teaching and learning processes in the University of Cape Coast.

Extent to Which University Location Affect the Teaching-learning Process

The purpose was to find out the perceptions of lecturers and administrators on the extent to which university location affected the teaching-learning process in the University of Cape Coast. Respondents were requested to respond to eight (8) items. A four-point likert scale, 'strongly agree' (4), 'agree' (3), 'disagree' (2), and 'strongly disagree' (1) was associated with the items outlined on the questionnaire.

One hundred and twenty-five (125) lecturers and ninety-eight (98) administrators provided responses and the results are presented in Tables 8, 9 and 10.

Table 8- *Descriptive Statistics on Lecturers' and Administrators Perception of University Location Affecting Teaching and Learning Processes*

Statement	Lecturers			Administrators		
	N	M	SD	N	M	SD
1. Schools sited in noisy environment such as airport affect teaching and learning processes.	125	3.32	.65	98	3.24	.89
2. School sited in environment with high economic class of people affect teaching-learning process.	125	3.11	.58	98	2.97	.81
3. Cultural environment influences teaching and learning processes.	125	3.04	.43	98	3.10	.60
4. The urban location of the school has an effect on the teaching-learning processes.	125	3.24	.62	98	2.93	.75
5. The rural location of the school has an effect on the teaching-learning processes	125	3.29	1.75	98	3.09	.43
6. Clanism also affects the process of teaching and learning.	125	2.90	.46	98	2.78	.64
7. The proximity of school to students hostels affect teaching and learning processes.	125	3.40	.66	98	3.23	.65
8. The proximity of school to lecturers' homes affect teaching and learning processes.	125	3.04	.83	98	2.83	.86

Source: Field Survey (2018)

A one-sample t-test was conducted to test the statistical significance of the means at 0.05 level of significance. A test value of 2.5 was used as a cut-off. The 2.5 cut-off point was obtained by summing the weight of the responses divided by the total number of responses. This is because in showing the current lecturers and administrators perception of university location affecting teaching and learning processes, ideally lecturers and administrators are to either indicate strongly agree or agree on the likert scale of the university location affecting teaching and learning processes. The results are shown in Table 9 and 10 below.

Table 9- *One Sample t-Test of Lecturers' and Administrators Perception of University Location Affecting Teaching and Learning Processes*

Statement	Lecturers			Administrators		
	t	df	Sig.	T	Df	Sig.
1. Universities sited in noisy environment such as airport affect teaching and learning processes.	14.08	124	.000*	3.86	97	.000*
2. University sited in environment with high economic class of people affect teaching-learning process.	11.69	124	.000*	6.42	97	.000*
3. Cultural environment influences teaching and learning processes.	14.01	124	.000*	12.92	97	.000*
4. The urban location of the university has an effect on the teaching-learning processes.	13.18	124	.000*	9.61	97	.000*
5. The rural location of the university has an effect on the teaching-learning processes	5.07	124	.000*	8.43	97	.000*
6. Clanism also affects the process of teaching and learning.	9.70	124	.000*	4.01	97	.000*
7. The proximity of university to students hostels affect teaching and learning processes.	15.35	124	.000*	4.52	97	.000*
8. The proximity of university to lecturers' homes affect teaching and learning processes.	7.21	124	.000*	4.13	97	.000*

Source: Field Survey (2018) *Significant at 0.05

As shown on Table 8, the following university location were perceived by lecturers and administrators to affect teaching and learning processes.

1. Universities sited in noisy environment such as airport affect teaching and learning processes.
2. University sited in environment with high economic class of people affect teaching-learning process.
3. Cultural environment influences teaching and learning processes.
4. The urban location of the university has an effect on the teaching-learning processes.
5. The rural location of the university has an effect on the teaching-learning processes
6. Clanism also affects the process of teaching and learning.
7. The proximity of university to students' hostels affect teaching and learning processes.
8. The proximity of university to lecturers' homes affect teaching and learning processes.

An overall mean score was further computed on the general university location affecting the teaching-learning processes by lecturers and administrators by transforming the individual university location into a general university location affecting the teaching-learning processes. This was done by combining all the individual university location into a single university location termed general university location affecting the teaching-learning process. The cut-off point for the items were calculated by multiplying the number of items (8 items) by the cut-off point value (2.5). This gave a value of 20. The 20 was then compared with the overall mean score for lecturers' and administrators'

perception of university location affecting the teaching-learning processes. Table 10 presents the general university location affecting the teaching-learning processes.

Table 10- *One-Sample t-Test of University Location Affecting Teaching and Learning Processes*

University location	Overall Mean	t	df	Sig. (2-tailed)
Lecturers	25.37	15.96	124	.000*
Administrators	24.21	11.61	97	.000*

Source: Field Survey, (2018) *Significant at 0.05

As shown in Table 10 the general result was statistically significant at the 0.05 level of significance. The overall mean score was 20. The overall mean score for both lecturers and administrators' perception of physical facilities affecting teaching and learning processes is greater than the mean score for the items (20). This implies that in general lecturers and administrators' perceived university location to affect teaching and learning processes.

Extent to Which the Psychological Environment Influences the Teaching and Learning Process

This information sought to find out the perceptions of stakeholders on the extent to which psychological factors affected the teaching-learning process in the University of Cape Coast. Respondents were requested to respond to eight (8) items. A four-point likert scale, 'strongly agree' (4), 'agree' (3), 'disagree' (2), and 'strongly disagree' (1) was associated with the items outlined on the questionnaire.

One hundred and twenty-five (125) lecturers and ninety-eight (98) administrators provided responses and the results are presented in Tables 11, 12 and 13.

Table 11- *Descriptive Statistics on Lecturers' and Administrators Perception of Psychological Factors Affecting Teaching and Learning Processes*

Statement	Lecturers			Administrators		
	N	M	SD	N	M	SD
1. The emotional state of a lecturer can affect teaching and learning processes.	125	4.08	3.65	98	5.07	8.12
2. The emotional state of an administrator can affect teaching and learning processes.	125	2.84	.75	98	2.87	.70
3. The motivation level of a lecturer can affect teaching and learning processes.	125	3.59	.62	98	3.23	.74
4. The motivation level of an administrator can affect teaching and learning processes.	125	2.88	.89	98	2.85	.77
5. The mental state of the lecturer can affect teaching and learning processes.	125	3.55	.58	98	3.69	.54
6. The mental state of the administrator can affect teaching and learning processes.	125	2.88	.89	98	3.09	.76
7. The aspiration level of the lecturer can affect teaching and learning processes.	125	3.44	.62	98	3.32	.72
8. The aspiration level of the administrator can affect teaching and learning processes.	125	2.89	.73	98	3.08	.72

Source: Field Survey, (2018)

A one-sample t-test was conducted to test the statistical significance of the means at 0.05 level of significance. A test value of 2.5 was used as a cut-off. The 2.5 cut-off point was obtained by summing the weight of the responses divided by the total number of responses. This is because in showing the current lecturers and administrators perception of psychological factors affecting teaching and learning processes, ideally lecturers and administrators are to either indicate strongly agree or agree on the likert scale of the psychological factors affecting teaching and learning processes. The results are shown in Table 12 and 13 below.

Table 12- *One Sample t-Test of Lecturers' and Administrators Perception of Psychological Factors Affecting Teaching and Learning Processes*

Statement	Lecturers			Administrators		
	t	df	Sig.	T	df	Sig.
1. The emotional state of a lecturer can affect teaching and learning processes.	4.83	124	.000*	3.13	97	.000*
2. The emotional state of an administrator can affect teaching and learning processes.	5.17	124	.000*	5.28	97	.000*
3. The motivation level of a lecturer can affect teaching and learning processes.	19.58	124	.000*	9.78	97	.000*
4. The motivation level of an administrator can affect teaching and learning processes.	4.82	124	.000*	4.57	97	.000*
5. The mental state of the lecturer can affect teaching and learning processes.	19.99	124	.000*	21.68	97	.000*
6. The mental state of the administrator can affect teaching and learning processes.	4.82	124	.000*	7.69	97	.000*
7. The aspiration level of the lecturer can affect teaching and learning processes.	16.87	124	.000*	11.22	97	.000*
8. The aspiration level of the administrator can affect teaching and learning processes.	5.99	124	.000*	7.91	97	.000*

Source: Field Survey (2018) *Significant at 0.05

As shown on Table 12, the following psychological factors were perceived by lecturers and administrators to affect teaching and learning processes.

1. The emotional state of a lecturer can affect teaching and learning processes.
2. The emotional state of an administrator can affect teaching and learning processes.
3. The motivation level of a lecturer can affect teaching and learning processes.
4. The motivation level of an administrator can affect teaching and learning processes.
5. The mental state of the lecturer can affect teaching and learning processes.
6. The mental state of the administrator can affect teaching and learning processes.
7. The aspiration level of the lecturer can affect teaching and learning processes.
8. The aspiration level of the administrator can affect teaching and learning processes.

An overall mean score was further computed on the general psychological factors affecting the teaching-learning processes by lecturers and administrators by transforming the individual psychological factors into a general psychological factor affecting the teaching-learning processes. This was done by combining all the individual psychological factors into a single psychological factor termed general psychological factors affecting the teaching-learning process. The cut-off point for the items were calculated by

multiplying the number of items (8 items) by the cut-off point value (2.5). This gave a value of 20. The 20 was then compared with the overall mean score for lecturers' and administrators' perception of psychological factors affecting the teaching-learning processes. Table 13 presents the general university location affecting the teaching-learning processes.

Table 13- *One-Sample t-Test of University Location Affecting Teaching and Learning Processes*

Psychological factors	Overall Mean	t	df	Sig. (2-tailed)
Lecturers	26.19	13.20	124	.000*
Administrators	27.23	8.12	97	.000*

Source: Field Survey, (2018) *Significant at 0.05

Table 13 revealed that the general result was statistically significant at the 0.05 level of significance. The overall mean score was 20. The overall mean score for both lecturers and administrators' perception of psychological factors affecting teaching and learning processes is greater than the mean score for the items (20). This implies that in general lecturers and administrators' perceived psychological factors to affect teaching and learning processes.

Discussion of Research Findings

The discussions of the study findings are done in relation with the following.

1. How Physical Facilities Affect the Process of Teaching and Learning
2. Extent to Which Class Size Promote Teaching-learning Process
3. Extent to Which University Location Affect the Teaching-learning Process
4. Extent to Which the Psychological Environment Influences the Teaching and Learning Process

Extent to Which Physical Facilities Affect the Process of Teaching and Learning

The purpose of objective one was to examine perceptions of lecturers and administrators on extent to which physical facilities affected the process of teaching and learning in the University of Cape Coast. The findings of the study revealed that in general, both lecturers and administrators perceived physical facilities to affect the process of teaching and learning very much in the University of Cape Coast. It was found that university library, size of lecture halls, laboratories, university buildings, desk and tables, toilet facilities, adequate lighting, good roof and adequate space, recreational facilities, university administration offices and lecturers' offices affected teaching and learning process.

The findings of the study corroborate with previous findings of Heyneman and Loxley (1993) who conducted a study on the effect of availability of physical facilities on academic performance of students and found out that presence of institution library related significantly to achievement in Brazil, China, Botswana and Uganda. The library is an essential factor in the teaching-learning process. Ayoo (2002) and Eshiwani (1993) also confirmed in their that institution environment such as; lecture halls, desks and books have a direct impact on good performance among the students in developing countries. Lecture halls are a place that students spend the greatest part of their day. Wabuoba (2011) quoted in Chuma (2012) observed that overcrowding in lecture halls make it difficult for students to write. The lecturer is also unable to move around the class to assist needy students and this affects the teaching-learning process. Crowded lecture halls conditions not only make it difficult for learners

to concentrate but inevitably limit the amount of time lecturers could spend on innovative teaching methods such as cooperative learning and group work.

Physical facilities in terms of adequacy and quality were perceived by stakeholders to have great impact on performance of students in examination. The government of Kenya in Koech Report (1968) noted that congestion within lecture halls affected teaching-learning processes. This is because the lecturers may not be able move around to give individual attention to all the students in need due to the high number of students in class. Bernstein (2006) further opined that in the United States of America, students who attended well maintained colleges with good lecture halls have a higher achievement than those who attended poorly maintained colleges with poor lecture halls. Institutions with adequate facilities stand a better chance of providing education effectively. Hines (1996) reported that student achievement was as much as 11 percentile points lower in substandard buildings as compared to above standard buildings. This clearly shows how physical facilities such as lecture halls, desk and tables and libraries could affect teaching and learning processes.

Mention should be made that institution laboratories were perceived to by lecturers and administrators to affect teaching and learning processes. Institutions with equipped laboratory have their students performing better than their counterparts in institutions without laboratories or those with ill equipped laboratories. Owoeye and Yara (2010) reported that laboratory work stimulates learners' interests as they are made to personally engage in useful scientific activities and experimentations. Stricherz (2000) noted that universities campuses with no science laboratories, inadequate ventilation and faulty heating systems made their students difficult to cope with academic activities.

The quality of institution building plays a vital role in students' academic achievement. This finding is supported by research findings of Lewis (2000) who identified the independent effects of institution building quality in a study of text scores and found out that good facilities had a major impact on learning. Edward (1992) confirmed that disciplinary incidents increased in institutions with better buildings. This could be caused by the strict discipline standards in these institutions among other factors. Earthman (1995) supported this when he pointed out that institutions with lesser quality of building had fewer disciplinary incidents than institutions that are rated higher on the structural components. Institution buildings that could adequately provide a good learning environment are essential for student success. Old building did not have such features as control of thermal environment, adequate lighting, good roof and adequate space that are necessary for a good learning (NCES, 2000). This may be because they are not functioning due to poor maintenance. Students' achievement delays in a shabby or inadequate institution building.

Extent to Which Class Size Promote Teaching-learning Process

The findings from research objective two showed that in sum, lecturers and administrators involved in the study perceived class size to affect teaching and learning processes. Lecturers and administrators agreed that class sizes had an impact on students' concentration, large class sizes made it difficult for lecturers to give all time and attention needed to students, difficulty in monitoring students attendance, large class size encouraged students' absenteeism and made it difficult for the students to write, smaller class size made it easier for the lecturers-learner interaction while in large classes the use

of appropriate teaching and learning styles was challenging and impacted on students' participation in class as well.

The influence of class size has a great impact on the teaching-learning processes. The smaller the class size, the easier it is for the teacher-learner interaction thus improving the teaching-learning processes since the teacher would be able to give the learner individual attention. The finding is consistent with findings of Eamon (2005) who reported that large class size impacted negatively to the teaching-learning processes since the lecturers were not even able to move freely to assess the students work as they did their exercises. The National Council for Teacher Education (NCTE) in India also noted that small class size led to engagement of the learner, increased participation, and attentiveness. Smaller class size allowed educators to focus more on the students in their teaching coming to better understanding and adjust their methods to diverse individual needs. Eamon (2005) further noted that smaller class size created more intimate setting and therefore could increase teacher-students bonding which had also been shown to have had a positive effect on students' success.

Large class size made monitoring of student' attendance very difficult. Large class size encouraged students' absenteeism, and the quality of feedback to students became very low hence making the teaching-learning processes ineffective (Bascia, 2003). The small class size allowed for individualized attention and this strengthened the cordial relationship between the lecturers and learners. Managing a large class is a serious problem in many institutions as it creates stressful working conditions for the teachers and led to higher teacher

absenteeism (Corcoran, Walker & White, 1988). Wabuoba (2011) observed that overcrowding in class rooms made it difficult for the students to write.

Corcoran, Walker and White (1988) confirmed the findings that crowded lecture hall conditions not only made it difficult for learners to concentrate but inevitably limit the amount of time lecturers can spend on innovative teaching methods such as cooperative learning and group work. Large class size in recent times has become a necessary evil for public universities in the country. The seriousness of the problem is directly linked to the quality of teaching and assessment of students, and finally, the quality of graduates turned out onto the job market. This assertion is shared by other scholars, such as Anderson (2000), whose opinion of likely factors that are associated with class size and students' achievements includes aspects directly connected to teaching. The President's Committee on review of education reforms seems to share this assertion when it indicated that "quality of teaching and learning, and research is adversely affected by the high STR (student-teacher ratio)" (The Republic of Ghana, 2002, p. 19).

The issue of large class size has arisen because of increase in the population, the quest for higher education and better living conditions of life. This is highlighted in the President's Committee on review of education which reported that tremendous "expansion in enrolment in tertiary education" in the last 10 years (The Republic of Ghana, 2002, p. 17). It is observed that, "The participation rate of the age-group 18-21 years in tertiary institutions in the country is as low as 2.5% compared to 30%-40% for corresponding age-group in developed countries". The committee opined that the main "factors" that accounted for the phenomenal increase in enrolment in tertiary institutions are

two-fold. The first reason was "The existing tertiary institutions' inability to meet the high demand for tertiary education". The reason for this is "The rapid growth of population and expansion in pre-tertiary education following the introduction of educational reforms in 1987". The second reason is attributed to the "mismatch between existing academic facilities and physical infrastructure on the one hand" and the "continuous increase of students' quest for tertiary education on the other hand". As if this is not enough, the staffing situation in the public universities has compelled management to resort to large class size, especially in general courses, so as to make do with the limited staff available. Indeed, large class size has become a big challenge to management of universities in Ghana, because they know that, "The quality of provision in the institutions is clearly inappropriate as staff-student ratios become more difficult to manage" (Awoyemi, 2006, p. 12). This state of affairs has called for an empirical study to come out with views of lecturers and administrators on the effects of large class size on effective teaching and learning at UCC Campus.

Overcrowded or large classes are now common places in most educational institutions, especially those in the developing world of which Ghana is no exception. There are many challenges that university teachers face when teaching large class size particularly in developing countries. Benbow, Mizrachi, Oliver, and Said-Moshiro (2007) noted that the growth of large classes in the developing world was as a result of global initiatives for universal education and rapid population growth. Ogbondah (2010, p. 318) noted that, "One of the major critical issues facing public universities in Nigeria is underfunding". Ogbondah opined that, "adequate funding of public universities was "sine qua non" for sustainable development as such the much-needed

development will be fast-tracked and sustained". The lack of "adequate funding led to inadequate school buildings, inadequate educational facilities, poorly qualified and poorly remunerated teachers, inadequate learning conditions and lack of instructional materials" (Ogbondah, 2010, p. 321).

A study carried out in Ghana by Amua-Sekyi (2010, p. 144) observed that "lack of funding was perceived to impinge well beyond the classroom to the workplace and ultimately to the state of the economy" as expressed by some respondents. Her respondents indicated that, "If we have teaching and learning resources such as slides, flow chart of life cycle on screen, students can make contributions, even as the topic is discussed". She further found that the lack of large lecture hall space was another problem that her respondents complained about. This is borne out of the fact that lecturers observed that, "At level 100 and 200 where class sizes are usually large, students are not really involved in teaching and learning". She argued that, "Even at level 300 and 400 when the class size gets smaller as they choose areas of specialization, students' contributions seem to improve". Amua-Sekyi (2010) in her discussion further observed that, those who were good developed with the little guidance/exposure and pick up and develop their talents and express themselves do independent work come to see me and ask how to relate what they have found on the internet with what have been taught. The question one may ask was that how many of them were able to do this? The greater majority was unable to explore on their own, so that when they were unable to benefit from a large class they tend to suffer and become average students and those who are "extremely weak" may suffer several referrals and may drop out or go home without degrees or certificates.

Extent to Which University Location Affect the Teaching-learning Process

Research objective three sought to find out from lecturers and administrators on their perception regarding the extent to which university location affected teaching and learning processes. The findings of the study revealed that institutional location affected teaching and learning processes. Lecturers and administrators indicated that university sited in noisy environment such as airport affected teaching and learning processes, university sited in environment with high economic class of people affected teaching-learning process, cultural environment influenced teaching and learning processes, urban location of the university had an effect on the teaching-learning processes, the rural location of the university had an effect on the teaching-learning processes, clanism also affected the process of teaching and learning, the proximity of university to students' hostels affected teaching and learning processes and the proximity of university to lecturers' homes affected teaching and learning processes.

The findings of the study are consistent with findings of Ezeh (2008) who opined that institution locations are known to influence the students learning through quality of teaching staff, class size and availability of infrastructure. Ezeh added that the choice and location of institution site had been an indispensable aspect of any effective institution planning. The site of the institution could influence the type of institution to be built and the quality and quantity of the buildings. Ezema (1996) quoting Mood, (1985) also confirmed that the lecturer is one of the most important factors in the students' environment that influenced his academic performance. Institution location/site of the institution influenced academic performance of students. In a situation

whereby the institution was sited in a noisy area like airport or in the heart of a city like Accra, where activities disrupt the teaching/learning of the students, one would not expect such students in this area to be doing well academically.

Onukwo (2004) also mentioned that students felt happy in a peaceful and friendly environment whereas institutions sited in noisy urban streets are associated with deficits in mental concentration leading to student's poor performance. Noise is anything that interferes with teaching/learning process. Noise influenced students' information processing strategies, feelings of personal control as well as their level of arousal. Economic and motivational were also other factors that influenced academic performance of students as a results of location of institution. Institutions sited in towns where the cost of living was high posed a lot of economic frustrations to students. Students would spend a lot of money to acquire a particular valuable. These hampered the students' intellectual development considerably as such treatments invariably resulted in negative self-concept of students. Culture influenced teaching and learning processes institutions. The cultural environment influenced aspiration because culturally based explanations of behaviour tended to focus on the moral codes that operate within particular families, communities or groups. Culture had to do with beliefs values, norms and socializations. The environment contributed to what a students learned and how it was being learned.

The findings of the study were also supported by findings of Mbipom (2000) who noted that institutions were either situated in one geographical location or the other. These geographical locations are either termed rural (remote) where modern facilities such as leisure, easy transportation, cultural heterogeneity, and cosmopolitan population were lacking or urban (city) where

there were adequate facilities such as leisure, cinema, easy transportation, cultural heterogeneity, and cosmopolitan population. Unlike the rural institutions where the population is relatively small and the students know one another by name, interactions are personal. Urban dwellers live individualistic life and only relate with people they feel like relating with, without any form of permanency. Ogili (2009) posited that the per capital income among rural people are low and there is general poverty. Ogili added that about 70% of the rural populations were engaged in farming at subsistence level while the urban populations were mostly civil servants, traders and artisans. The effect of nature had compelled man to either settle or dwell in an urban or rural area. This educationally implied that in the rural location there was poor accessibility to the modern educational facilities and this served as a hindrance to the motivation of a rural students to learning.

Lecturers and administrators indicated that the role of the environment in the teaching and learning processes could not be relegated to the background. This was confirmed by findings of Denga (1998) who maintained that the environment played a part in shaping the development of the students academically in terms of teaching and learning. Students of urban surrounding had more opportunities to radios, educative film shows, electricity, televisions, well equipped laboratories and libraries; that helped or contributed in molding their approaches when compared to rural location students regarding academic achievement.

Effiong (2001) on his part opined that any two individuals with approximately equal intelligence but living in two separate and distinct environments may end up attaining unequal intellectual heights. Olasunkanmi

(2007) in his research on the influence of institution location on students' academic achievement in Lagos State, found that students from rural areas tended to perform poorly while those within the urban areas tended to perform better due to the availability of modern educational facilities. Ahmen (2003) observed that the institution location had variables such as economic status of the neighbourhood and institutions built near market centers among other variables affected the teaching-learning processes. The extent to which students learning could be enhanced depended on the location of the institution. When an institution was built near market center, the noise from the market would distract the learners from concentrating thus affecting the processes of teaching-learning. Aikens and Barbarin (2008) also noted that institutions located in low economic status communities are often under resourced and this affected the teaching-learning processes. Parents from low economic status are unable to afford resources such as books, computers or tutors to create this positive literacy environment. Woolfolk (2007) further supported that when the communities' economic status is low, they may not be able to support the institution financially. Economic status of the community would make the community have the ability to support or not support the institution s within their communities.

It was also found that lecturers and administrators indicated that clanism affected the process of teaching and learning. Parents liked to send their children to institutions where their relatives worked. This was done perhaps with the mindset that such children would have some kind of leverages in such institutions. The finding was in line with findings of Chuma (2012) who noted that parents preferred taking their children to institutions within their clans

despite the performance of such institutions. This affected teaching-learning since some institutions had a record of poor performance yet they still stick to them because of clanism.

Extent to Which the Psychological Environment Influences the Teaching and Learning Process

The findings from research objective four showed that generally, both lecturers and administrators perceived psychological factors to affect teaching and learning processes. Lecturers and administrators indicated that the emotional state of a lecturer, emotional state of an administrator, motivation level of a lecturer, the motivation level of an administrator, mental state of the lecturer, mental state of the administrator, aspiration level of the lecturer and the aspiration level of the administrator can affect teaching and learning processes.

The findings above were supported by previous findings of Yelkpieri (2009) who reported that the individual differences in the psychological perspective influenced the quality and quantity of teaching and learning. Yelkpieri noted that the individual differences in psychological aspects differentiate individuals from one another in the learning processes. The psychology of individual differences of learners' dealt with the intelligence and abilities associated with personality of the learner, learning styles and interests of the learner. The personality of learner includes their aptitude, emotion, mental health and aspiration to achieve their goal of life (Yelkpieri, 2009).

It was also revealed in the study that the emotional status of students was influenced by the physical characteristics of learning environments. Although emotional reactions to environmental stimuli had been shown to vary widely

across individuals and activities, most students would probably find learning difficult in a classroom that is stiflingly warm. Conversely, environments that elicited positive emotional responses may lead not only to enhanced learning but also to a powerful, emotional attachment to that space. It may become a place where students love to learn, a place they seek out when they wish to learn, and a place they remember fondly when they reflected on their learning experiences. Wabuoba (2011) opined that in higher education, such places should be provided for students to learn. In any learning environment, physical characteristics that created discomfort can be expected to interfere with learning; environments that produced positive emotional states can be expected to facilitate learning and the development of place attachment (Wabuoba, 2011).

Chapter Summary

In summary, the study revealed that both lecturers and administrators indicated that physical facilities affected the process of teaching and learning very much in the University of Cape Coast. It was found that university library, size of lecture halls, laboratories, university buildings, desk and tables, toilet facilities and adequate lighting affected the process of teaching and learning. Also, lecturers and administrators agreed that class sizes had an impact on students' concentration, large class sizes made it difficult for lecturers to give all time and attention needed to students, difficulty in monitoring students' attendance, large class size encouraged students' absenteeism and made it difficult for the students to write. It was revealed that university sited in noisy environment such as airport and in environment with high economic class of people affected teaching-learning processes. It was further revealed that psychological factors affected teaching and learning processes. These included

the emotional state of a lecturer, the emotional state of the administrator, the motivation level of a lecturer, the motivation level of the administrator, mental state of the lecturer, mental state of the administrator and the aspiration level of the lecturer and the aspiration level of the administrator.

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CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview of the Study

The study assessed the perceptions of institutional stakeholders regarding the role of university environment on the teaching and learning processes in the University of Cape Coast. The Chapter is divided into four sections. The first section highlights the summary of main findings of the study. The second section discusses the overall study conclusions of the study. Recommendations for closing the gap are presented in section three. Finally, section four discusses the suggestions for further research in testing practices.

The study specifically on the extent to which (a) physical facilities affected the process of teaching and learning, (b) class size promoted teaching and learning processes, (c) university location affected the teaching-learning process and (d) psychological environment within which teaching and learning process occurred in the University of Cape Coast.

The study was conducted in the University of Cape Coast in the Cape Coast Metropolis in the Central Region of Ghana. The methodology used in this study was the descriptive design. The study included surveys of 125 lecturers and 98 administrators in the University of Cape Coast. The instrument chosen for the data collection was the questionnaire. The statistical tools used for the analysis included frequency distributions, means, standard deviations and a one sample t-test analysis. The tests were conducted for significant differences at a significance level of 0.05.

Summary of Key Findings

The following are the main findings from the data analysis:

Lecturers and administrators perceived physical facilities such as university library, size of lecture halls, laboratories, university buildings, desk and tables, toilet facilities, adequate lighting, good roof and adequate space, recreational facilities, university administration offices and lecturers' offices to affect teaching and learning process.

It was found that class sizes affected teaching and learning processes. These included; large class sizes made it difficult for lecturers to give all time and attention needed to students, difficulty in monitoring students' attendance, students' absenteeism from class and made it difficult for the students to write.

The study results showed that university location was perceived by lecturers and administrators to affect the process of teaching and learning. Lecturers and administrators indicated university sited in noisy environment such as airport affected teaching and learning processes, university sited in environment with high economic class of people affected teaching-learning process, cultural environment influenced teaching and learning processes, clanism also affected the process of teaching and learning, the proximity of university to students' hostels affected teaching and learning processes and the proximity of university to lecturers' homes affected teaching and learning processes.

Lecturers and administrators perceived emotional state of a lecturer, emotional state of an administrator, motivation level of a lecturer, the motivation level of an administrator and mental state of the lecturer and the administrator affected teaching and learning processes.

Conclusions

The following conclusions can be drawn. Lecturers and administrators generally reported that physical facilities affected teaching and learning process. It could therefore, be concluded that, to a great extent, lecturers and administrators in the University of Cape Coast perceived physical facilities to affect the process of teaching and learning in the sense that they agreed that university library, size of lecture halls, laboratories, university buildings, desk and tables, toilet facilities, adequate lighting, good roof and adequate space affected teaching and learning processes. Lecturer and administrators generally reported that class size affected the process of teaching and learning. Large class sizes made it difficult for lecturers to give all time and attention needed to students. Lecturers and administrators indicated generally reported that psychological factor affected the process of teaching and learning. The emotional state of a lecturer and the administrator affected teaching and learning processes.

Recommendations

From the findings, it is evidently clear that lecturers and administrators who participated in the study perceived that institution environment affects the teaching and learning processes. I therefore, provide the following recommendations to serve as motivation for lecturers and administrators to keep up with the work.

In the first place, I recommend that resource allocation for physical facilities should be improved. To achieve this, the government of Ghana should allocate more funds to the education sector in Ghana. Again, government should provide universities with facilities such spacious lecture halls, libraries, desks

and laboratories with adequate supplies of equipment and reagents for practical lessons. This will help to engage the students in meaningful activities.

Large class sizes were indicated to affect the process of teaching and learning. I therefore, recommend that the university management should build more lecture halls and put students in smaller class sizes. This would help lecturers and administrators to overcome most of the challenges such as difficulty in controlling students in large class sizes during, lectures, quizzes and examinations thereby ensuring sound atmosphere during, lectures, quizzes and examinations.

Institution location was seen to affect the process of teaching and learning. I therefore recommend that government of Ghana and communities to ensure that students have access to the institutions nearest to their areas of residence. This would make students have some level of flexibility in the course of their studies in the sense that they would be able to reach out to their relatives whenever the need aroused.

It was revealed that emotional state of both lecturers and administrators affected the processes of teaching and learning. I therefore recommend that lecturers and administrators should be encouraged by other institution stakeholders such as the university management to be considerate with students. This would help them not to be put off by the conditions of services hence discharging their duties accordingly. Also, instituting incentive packages by the government or the university authorities to motivate lecturers and administrators could help boost their morale.

Suggestions for Further Research

The following are recommended for future research.

1. The study was exploratory in nature. In order to accept or refute the findings of the study and generalise them for the whole country, it is suggested that the study is replicated in other public universities in the country.
2. Future studies should make use of qualitative methods in determining the perceptions of institutional stakeholders regarding the role of university environment on the teaching and learning processes in the University of Cape Coast, as they are more comprehensive and free from biases that come with using self-reported questions or quantitative methods.

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APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION

THE PERCEPTIONS OF IN-SCHOOL STAKEHOLDERS ON THE ROLE OF SCHOOL ENVIRONMENT IN THE TEACHING AND LEARNING PROCESSES IN THE UNIVERSITY OF CAPE COAST

QUESTIONNAIRE FOR LECTURERS AND ADMINISTRATORS

You have been selected to participate in this study to provide information on the perceptions in-school stakeholders have regarding the role of school environment on the teaching and learning processes in the University of Cape Coast. The study is important in the sense that it will ultimately bring to bear the environmental factors which influence teaching and learning processes in the University of Cape Coast. Please answer the questions as frankly as you can. Whatever you say will be treated as confidential. Your name will not be associated with the responses you will give. Thank you in advance for your cooperation.

Instructions: Please tick [√] where appropriate.

Section A: Demographic Data of Respondent

Gender: Male [ ] Female [ ]

Teaching experience: 1-5 years [ ] 6-10 years [ ] Above 10 years [ ]

Section B: Physical Facilities

Please respond to the following statements about the physical facilities that you perceive to affect teaching and learning processes in the University of Cape Coast. Indicate the extent to which you perceive physical facilities to affect teaching and learning processes by using very much (4), much (3), not much (2) and not very much (1).

STATEMENTS	NVM	NM	M	VM
School library affect teaching and learning processes.				
Size of lecture halls affect teaching and learning processes.				
Laboratories affect teaching and learning processes.				
School buildings affect teaching and learning processes.				
Desk and tables affect teaching and learning processes.				
Toilet facilities affect teaching and learning processes.				
Adequate lighting affect teaching and learning processes.				
Good roof and adequate space affect teaching and learning processes.				
Play grounds affect teaching and learning processes.				

Recreational facilities affect teaching and learning processes.				
School administration offices affect teaching and learning processes.				
Lecturers offices affect teaching and learning processes.				
Administrators offices affect teaching and learning processes.				

Section C: Class Size

Please respond to the following statements about how you perceive class size to affect teaching and learning processes in the University of Cape Coast. Indicate the extent to which you perceive class size to affect teaching and learning processes by using strongly agree (4), agree (3), disagree (2) and strongly disagree (1).

STATEMENT	SD	D	A	SA
Smaller class size makes it easier for the teacher-learner interaction.				
Large class size impacts negatively to the teaching-learning process.				
Smaller class size creates more intimate setting and therefore can increase teacher-students bonding.				

Large class size makes monitoring of student' attendance very difficult.				
Large class size encourage students' absenteeism.				
Overcrowding in class rooms make it difficult for the students to write.				
Using appropriate teaching and learning styles in large classes is challenging.				
Class sizes have an impact on students' concentration.				
Class sizes have an impact on students' participation in class.				
Large class sizes makes it difficult for teachers to give all time and attention needed to students.				

Section C: School Location

Please respond to the following statements about how you perceive school location to affect teaching and learning processes in the University of Cape Coast. Indicate the extent to which you perceive school location to affect teaching and learning processes by using strongly agree (4), strongly (3), disagree (2) and strongly disagree (1).

STATEMENT	SD	D	A	SA
Schools sited in noisy environment such as airport affect teaching and learning processes.				
School sited in environment with high economic class of people affect teaching-learning process.				
Cultural environment influences teaching and learning processes.				
The urban location of the school has an effect on the teaching-learning processes.				
The rural location of the school has an effect on the teaching-learning processes				
Clanism also affects the process of teaching and learning.				
The proximity of school to students hostels affect teaching and learning processes.				
The proximity of school to lecturers' homes affect teaching and learning processes.				
The proximity of school to administrators' homes affect teaching and learning processes.				

Section C: Psychological factors

Please respond to the following statements about how you perceive psychological factors to affect teaching and learning processes in the University of Cape Coast. Indicate the extent to which you perceive psychological factors to affect teaching and learning processes by using strongly agree (4), strongly (3), disagree (2) and strongly disagree (1).

STATEMENT	SD	D	A	SA
The emotional state of a lecturer can affect teaching and learning processes.				
The emotional state of an administrator can affect teaching and learning processes.				
The motivation level of a lecturer can affect teaching and learning processes.				
The motivation level of an administrator can affect teaching and learning processes.				
The mental state of the lecturer can affect teaching and learning processes.				
The mental state of the administrator can affect teaching and learning processes.				
The aspiration level of the lecturer can affect teaching and learning processes.				
The aspiration level of the administrator can affect teaching and learning processes.				