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The Impact of Environmental Factors on Academic Achievement of Music Students in Secondary Schools in Uyo, Akwa Ibom State

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Annotation

This study sought to investigate the impact of environmental factors on academic achievement of music students in selected secondary schools in Uyo, Akwa Ibom State. Having observed that environment has significant impact on the academic performance of students generally, the study critically investigated some of those environmental factors and their consequence on music students' achievement. The survey design was employed. Five research questions were formulated to guide the study. An instrument tagged "Environmental Impact on Academic Achievement of Music Students' Questionnaire (EIAAMSQ)" was designed to elicit information from students who were the respondents. Students participated by indicating their honest options to questionnaire items which demanded rigid responses using Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D). The validity of the instrument was ensured through expert judgement. Data collected from the students' responses formed the data for analysis using simple percentage. The study established the impact of home, school, teacher and community on the academic achievement of students. The study concludes that enhanced learning environment creates and sustains interest and engenders quality academic work and high-level achievement by music students and others. One of the recommendations was that the home, school, teacher and the public should provide enabling environment for effective teaching and learning of music in schools.

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Introduction

Academic achievement is the ultimate goal expected by parents, teachers, students, government and other stakeholders in education business. Academic achievement is the extent to which students attain their short or long-term educational goals commonly measured through examinations or continuous assessments. Students' learning and their overall performance depend significantly on several factors which may have either negative or positive impact. Okoro (2002) classified these factors into three broad categories: hereditary, psychological and environmental factors, respectively.

Heredity here refers to the transmission of traits from parents to offspring through the process of reproduction; psychological factors are those aspects that motivate, arouse interest, promote self-concept and anxiety as well as prepare students to be ready to learn; environment refers to the learning surroundings which influence the entire process of teaching and learning and include, among others, home, school, community, teacher, and even peer groups, etc. Numerous as these factors may be, this study focuses on environmental factors which constitute the conditions in the learners' surroundings, that is, an aggregate of all internal and external conditions affecting the existence, growth and welfare of a person.

Statement of Problem

The nature of teaching and learning is really very dynamic. Every teacher has the potential for teaching and every child has the potential for learning but the Nigeria's experience is that majority of students in secondary schools drop music studies after their Junior Secondary School Certificate Examinations (JSSCE). The music students may hope for the best but sometimes get the worst because of certain conditions. They may even wish they could study music at the Senior Secondary School (SSC) level for a West African School Certificate (WASC) or National Examinations Council Certificate (NECO) but at the completion of JSSCE, their wish becomes frustrated. It is sometimes postulated that the students' actions are influenced by the numerous factors in their environments, including the students' factors. This study sought to investigate on possible environmental factors and their impact on the academic achievement of music students in secondary schools in Uyo, Akwa Ibom State.

Review of Concepts/Opinion

1. Environment

The term 'environment' can refer to setting, situation, atmosphere, milieu, location, surroundings, environs or background. It can also mean ambient, climate, clime, context, contexture, medium or terrain. Adams, P. H., Bozorth, R. M., Brayman, H. et al (2004, p. 425) describe environment as "the aggregate of all internal and external conditions affecting the existence, growth and welfare of organisms" or circumstances, objects or conditions by which one is surrounded. Ekpo (2008) sees it as the complex of physical, chemical, and biotic factors (as climate, soil, and living things) that act upon an organism or an ecological community and ultimately determine its form and survival.

Environments are either physical, biological or social (Ekanem, 1996). Physical environment refers to man's immediate surroundings and the world around him. It is made up of both natural and man-made features such as air, houses, roads, water, food, means of transportation, temperature, wind, rainfall sunshine, sand, etc. Biological environment includes the things that have life and include people, animals, plants and insects, etc. Lastly, social environment is made up of people with whom an individual life and interacts on a daily basis. It is an organized group of people such as family, village, community, clubs and associations. Environment can be named in relation to where people are found such as home, church, school, market, village or town environment, etc.

Ekanem points out that the nature of environment is very strong in molding children. For example, children from educated parents and enlightened community or society are naturally more intelligent than those from uninformed parents or community. On the other hand, children from rural community are always more active in their physical work than those from towns. These conditions influence the students' entire behaviors and therefore influence their approach to academic work.

2. Home

The word 'home' is so burdened with meanings that a specific definition may not be suitable for it. For the basis of this work, home is a common meeting place of many people and custodial values. Home is synonymous with family in which the parents, siblings, aunts, uncles, and in some cases, care givers are the constituents. Ekpo (2008) gives an explanation that the home should be seen as consisting of a group of persons united by the ties of marriage, blood, adoption and consisting of single households interacting and inter-communicating with each other in their respective social roles of husband and wife, mother and father, brother and sister creating a common culture. Home influences children at the most vital time of life because children often see their parents, siblings, and things in the home as the most significant. It is the very first agent of socialization with which the child comes into contact. During the first few years of life, the child has little connection of his basic needs and the extent to which the home meets them prepares them for the future.

3. School

The word 'school' in this context refers to an organization that provides instruction. It is an institution for formal education. The home as earlier mentioned is the initial education ground of the child. Although the home educates the child in certain aspects of life and parents provide educational materials to the child, the school may provide the most conducive environment for teaching and learning. Ebong (1996) points out that a well-planned and systematic stimulation of the child through activities such as play, music, and communication is vital within the school set up. Ebong adds that the school is an organization in itself and pulls from various homes several children and thus offering them an opportunity for interaction and cooperation among themselves. The greatest contribution made by the school in the life of the child is the provision of rich cognitive and intellectual development opportunities and activities. It plays the role of cultural transmission and the total ways of life, the social norms and values, arts, science, religion and philosophy of any given society are mostly imparted to the child in the school. The teacher is the surrogate parent in school and therefore needs to provide love, care and protection to the child. Ebong believes that it is the teacher that determines the likeness for school and in some cases, the subject chosen by the child at the higher level of education.

4. Community

Community refers to all the people who live in a particular area or country when talked about as a group. A group of people who share the same religion, race or job can also be called community. In the context of this work, community includes mainly the home, the school and the surroundings. In the Nigerian traditional society, the child belongs not just to his/her parents but to all within the community. The home transmits vital attitudes, trains the child in basic living habits, and serves throughout childhood as a transmitter of cultural mores, norms and values which the child is exposed to both outside and inside the home. The school compliments the training as part of the community.

5. Teacher

Teacher is a person whose job is teaching, especially in a school. A teacher may be seen as an educator, instructor, tutor, coach, lecturer, or simply, one who teaches another. He/she is the repository of knowledge; an input operator into the educational system; a person who plays a big role into the

conversion of raw materials into finished products. He/she must be a well dedicated, well informed, knowledgeable, inspiring and positively oriented at all times and at all levels of education. The teacher is the main determinant of the quality of education all over the world. The ultimate realization of any set of aims for education depends on the teacher. He/she is responsible for translating policy into action and principle into practice in the classroom interaction with students. The ability to deliver the lesson properly depends to a great extent on the skills and competencies of the teacher. According to Fafunwa (1974), effective learning results from effective teaching. If learners are expected to know more and be able to apply their knowledge skillfully, then teachers must be models of such learning. That is, high quality teaching is the ingredient in students' academic achievement.

Research Questions

The following research questions guided the study:

- (i) To what extent does home background affect their academic achievement in music in secondary schools in Uyo?
- (ii) To what extent does the socio-economic status of parents influence the academic achievement of music students in secondary schools in Uyo?
- (iii) To what extent does the interrelationship of music teachers with students influence the academic achievement of students in secondary schools in, Uyo?
- (iv) To what extent does the physical environment of schools affect the academic achievement of music students in secondary schools in Uyo?
- (v) To what extent does public perception of music as a school subject affect the academic achievement of music students in secondary schools in Uyo?

Research Hypotheses

- (i) There is no significant relationship between home background and academic achievement of music students in secondary schools in Uyo.
- (ii) There is no significant relationship between the socio-economic status of parents and academic achievement of music students in secondary schools in Uyo.
- (iii) There is no significant relationship between the interrelationship of music teachers with students and academic achievement of students in secondary schools in, Uyo.
- (iv) There is no significant relationship between the physical environment of schools and academic achievement of music students in secondary schools in Uyo.
- (v) There is no significant relationship between public perception of music as a school subject and academic achievement of music students in secondary schools in Uyo.

Population of Study

The population consisted of one thousand two hundred and five (1205) students from 14 secondary schools offering music at the Junior Secondary School (JSS) level in Uyo, Akwa Ibom State. The study involved music students only since they are those being taught music and so are in a better position to assess their environmental factors as they affect their academic achievement in the subject.

Sample and Sampling Technique

From the targeted population, five (5) secondary schools were selected through random sampling technique. From each of the schools, thirty (30) Junior Secondary Three (JS3) students were randomly

selected, making a total of one hundred and fifty (150) students.

Instrumentation

The questionnaire tagged “Environmental Impact on Academic Achievement of Music Students’ Questionnaire (EIAAMSQ) constructed for the accomplishment of the purpose of the study was used. Students were expected to respond to each item using Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D).

Method of Data Analysis

Data derived from the students’ responses formed the data for analysis using simple percentage. Here, the possible outcome of the 150 copies of the questionnaire administered to the 5 schools of 30 responses each was divided by the total outcome and the result was multiplied by 100. The SA and A options were put together likewise the SD and D options. The final result was the percentage outcome.

Hypothesis 1: There is no significant relationship between home background and academic achievement of music students in secondary schools in Uyo, Akwa Ibom State.

Table 1: Home Background and Students’ Performance in Music

S/N	Name of School	N/S	SA	A	SD	D
1.	Uyo High School, Uyo	30	10	18	0	2
2	Community Secondary School, Offot Ukwa, Uyo	30	10	20	0	0
3.	Adiaha Obong Secondary Commercial School, Uyo	30	12	10	4	4
4.	Secondary Commercial School, Aka Offot,	30	20	4	2	4
5.	Community Secondsry School, Mbak Ekpe, Uyo	30	12	6	4	8
	TOTAL	150	64	58	10	18

Percentage earned on SA and A options

Total Number of Students = 150

Number of SA = 64

Number of A = 58

SA+A = 64 + 58 = 122

Sum Total of all Agree Options	122	100			
	=	_____	×	_____	= 81.3%
Total Responses	150	1			

Percentage earned on SD and D options

Number of SD = 10

Number of D = 18

SD + D = 10 + 18 = 28

$$\frac{\text{Sum Total of all Disagree Options}}{\text{Total Responses}} = \frac{28}{150} \times \frac{100}{1} = 18.7\%$$

Table 1 shows that out of one hundred and fifty (150) respondents, one hundred and twenty-two (122) representing 81.3% agreed that home background of students influences the academic Achievement of music students in secondary schools while twenty-eight (28) representing 18.7% disagreed.

Hypothesis 2: To what extent does the socio-economic status of parents influence the academic achievement of music students in secondary schools in Uyo, Akwa Ibom State?

Table 2: Socio-Economic Status of Parents and Students' Performance in Music

S/N	Name of School	N/S	SA	A	SD	D
1.	Uyo High School, Uyo	30	2	8	20	0
2	Community Secondary School, Offot Ukwa, Uyo	30	5	6	15	4
3.	Adiaha Obong Secondary Commercial School, Uyo	30	8	8	10	4
4.	Secondary Commercial School, Aka Offot,	30	4	4	20	2
5.	Community Secondsry School, Mbak Ekpe, Uyo	30	5	7	14	4
	TOTAL	150	24	33	79	14

Percentage earned on SA and A options

Total Number of Students = 150

Number of SA = 24

Number of A = 33

SA+A = 24 + 33 = 57

$$\frac{\text{Sum Total of all Agree Options}}{\text{Total Responses}} = \frac{57}{150} \times \frac{100}{1} = 38\%$$

Percentage earned on SD and D options

Number of SD = 79

Number of D = 14

SD + D = 79 + 14 = 93

$$\frac{\text{Sum Total of all Disagree Options}}{\text{Total Responses}} = \frac{93}{150} \times \frac{100}{1} = 62\%$$

Table 2 shows that out of one hundred and fifty (150) respondents, fifty-seven (57) representing 38% agreed that socio-economic status of parents influences the academic Achievement of music students

in secondary schools while ninety-three (93) representing 62% disagreed.

Hypothesis 3: There is no significant relationship between the interrelationship of music teachers with students and academic achievement of students in secondary schools in, Uyo, Akwa Ibom State?

Table 3: Interrelationship of Music Teachers with students and Students' Academic Performance.

S/N	Name of School	N/S	SA	A	SD	D
1.	Uyo High School, Uyo	30	4	0	16	10
2	Community Secondary School, Offot Ukwu, Uyo	30	2	2	18	8
3.	Adiaha Obong Secondary Commercial School, Uyo	30	2	2	20	6
4.	Secondary Commercial School, Aka Offot,	30	2	2	20	6
5.	Community Secondary School, Mbak Ekpe, Uyo	30	4	0	16	10
	TOTAL	150	14	6	90	40

Percentage earned on SA and A options

Total Number of Students = 150

Number of SA = 14

Number of A = 6

SA+A = 14 + 6 = 20

$$\frac{\text{Sum Total of all Agree Options}}{\text{Total Responses}} = \frac{20}{150} \times \frac{100}{1} = 13.3\%$$

Percentage earned on SD and D options

Number of SD = 90

Number of D = 40

SD + D = 90 + 40 = 134

$$\frac{\text{Sum Total of all Disagree Options}}{\text{Total Responses}} = \frac{130}{150} \times \frac{100}{1} = 86.7\%$$

Table 3 shows that out of one hundred and fifty (150) respondents, twenty (20) representing 13.3% agreed that interrelationship of music teachers with students influences the academic achievement of music students in secondary schools while one hundred and thirty (130) representing 86.7% disagreed.

Hypothesis 4: There is no significant relationship between the physical environment of schools and academic achievement of music students in secondary schools in Uyo, Akwa Ibom State?

Table 4: Physical Environment of School and Academic Performance of Music Students

S/N	Name of School	N/S	SA	A	SD	D
1.	Uyo High School, Uyo	30	12	8	6	4
2	Community Secondary School, Offot Ukwu, Uyo	30	20	6	2	2
3.	Adiaha Obong Secondary Commercial School, Uyo	30	12	6	4	8
4.	Secondary Commercial School, Aka Offot,	30	20	8	2	0
5.	Community Secondary School, Mbak Ekpe, Uyo	30	16	6	4	4
	TOTAL	150	80	34	18	18

Percentage earned on SA and A options

Total Number of Students = 150

Number of SA = 80

Number of A = 34

SA+A = 80 +34 = 114

$$\frac{\text{Sum Total of all Agree Options}}{\text{Total Responses}} = \frac{114}{150} \times \frac{100}{1} = 76\%$$

Percentage earned on SD and D options

Number of SD = 18

Number of D = 18

SD + D = 18 + 18 = 36

$$\frac{\text{Sum Total of all Disagree Options}}{\text{Total Responses}} = \frac{36}{150} \times \frac{100}{1} = 24\%$$

Table 4 shows that out of one hundred and fifty (150) respondents, one hundred and fourteen (114) representing 76% agreed that the physical environment of school influences the academic achievement of music students in secondary schools while thirty-six (36) representing 24% disagreed.

Hypothesis 5: There is no significant relationship between public perception of music as a school subject and academic achievement of music students in secondary schools in Uyo, Akwa Ibom State?

Table 5: Public Perception of Music as a School Subject and Music Students; Academic Performance

S/N	Name of School	N/S	SA	A	SD	D
1.	Uyo High School, Uyo	30	16	10	2	2
2	Community Secondary School, Offot Ukwu, Uyo	30	16	14	0	0
3.	Adiaha Obong Secondary Commercial School, Uyo	30	18	6	4	4
4.	Secondary Commercial School, Aka Offot,	30	20	4	0	4
5.	Community Secondary School, Mbak Ekpe, Uyo	30	10	12	6	2
	TOTAL	150	80	46	12	12

Percentage earned on SA and A options

Total Number of Students = 150

Number of SA = 80

Number of A = 46

SA+A = 80 + 46 = 126

$$\frac{\text{Sum Total of all Agree Options}}{\text{Total Responses}} = \frac{126}{150} \times \frac{100}{1} = 84\%$$

Percentage earned on SD and D options

Number of SD = 12

Number of D = 12

SD + D = 12 + 12 = 24

$$\frac{\text{Sum Total of all Disagree Options}}{\text{Total Responses}} = \frac{24}{150} \times \frac{100}{1} = 16\%$$

Table 5 shows that out of one hundred and fifty (150) respondents, one hundred and twenty-six (126) representing 84% agreed that public perception of music as a subject of study influences the academic achievement of music students in secondary schools while twenty-four (24) representing 16% disagreed.

Questionnaire Items

(A) Home Background of Students

S/N	Home Background or Students	SA	A	SD	D
1.	The musical facilities in my home contribute in no small measure to achievement in music in school.				
2.	My parents have no interest in music and that affects achievement in music negatively.				
3.	My home deprives me from listening to music as well as playing musical instruments thus bringing negative effect on my musical achievement in school.				
4.	Poor nourishment in my home relates to poor performance in music examinations in school.				
5.	My parents' love for music impacts positively on my academic achievement in music.				

(B) Socio-Economic Status of Parents

S/N	Socio-Economic Status of Parents	SA	A	SD	D
1.	Because my parents are financially buoyant, adequate support is provided to enhance academic achievement in music.				
2.	My parents' socio-economic status enables them to provide the needed materials for my academic work in music.				
3.	Because my parents are well exposed to the needs of the society, they give me the freedom to offer music in school which encourages me to perform well in examinations.				
4.	I perform better in music examinations because my parents engage tutorial teachers for me after normal school hours.				
5.	Because of the socio-economic status of most homes, they do not desire their wards to take music as a subject of study.				

(C) Interrelationship of music teachers with students

S/N	Interrelationship of music teachers with students	SA	A	SD	D
1.	My music teacher relates freely with the students thus encouraging us to put in more effort for better results in examinations,				
2.	The interrelationship of our music teacher with us has impacted on us positively in our academic achievement in music.				
3.	The interrelationship of our music teachers has aroused, increased and sustained our interest in music for better accomplishment.				
4.	I did not like music initially but the music teachers' interrelationship with us has prompted my love for the subject.				
5.	Indeed, the academic achievement of music students depends on how the music teachers relate with the students.				

(D) Physical environment of school

S/N	Physical environment of school	SA	A	SD	D
1.	My school is located in a serene environment and that makes learning interesting and rewarding.				
2.	My school has musical facilities which make lessons absorbable and rewarding.				
3.	Our music classrooms are well equipped for better academic accomplishment.				
4.	Our school buildings are properly ventilated for convenience and better academic achievement in music.				
5.	There are enough spaces in our school blocks for regular and improved practical work.				

(E) Public perception of music as a course of study

S/N	Public perception of music	SA	A	SD	D
1.	The public regards music as a course for the lazy and weak minded and that affects our academic performance in music.				
2.	The public prefers the sciences at the detriment of the arts, especially music.				
3.	The Nigerian public only welcomes music as art for entertainment but not for school.				
4.	My interest in music as a course of study is jeopardized because the public regards musicians as morally unsound people.				
5.	The public prefers spending all its resources in science and related subjects but not for arts and music.				

Discussion

The findings of this study reveal that:

1. The home is very important in the life of the growing child. It ensures the provision of the socially approved values and norms for the training of the child. While some homes can provide educational materials for their children, others cannot. The availability and non-availability of such materials make a lot of difference in children's learning. The study supports Onwuchekwa (1987) claim that the type of home a child comes from influences his/her mental capacities and emotional behavior. The findings also reveal that an individual's mental capacity and emotional behavior are necessary ingredients for school work and that, deprivation in some homes has produced negative effect on children's academic pursuit.

2. Educated parents are likely to provide both financial and material support to enhance their children's progress in school than their illiterate counterparts. Also, children from deprived social backgrounds evidently lagged behind their more fortunate counterparts in most aspects of school learning. Undoubtedly, children learn more effectively when they are well-fed but become weak and cannot concentrate on their learning task when they are malnourished. Durojaiye (2002) supports the assertion by saying that hungry children are usually restless and irritable; fidgeting, irritability and other bad behaviors directly linked to hunger pangs and malnutrition in infancy and in childhood relates to poor performance on cognitive tasks in later life.

3. Parents' attitude to education and their interest in the children's academic progress depend on their socio-economic status. If children realise that their parents value their education and are interested in their progress in school, they put in more effort toward achieving success in their learning task. Also, children of parents of low socio-economic status who place little or no value on education and have little or no interest in their academic progress, get bored by school work and very often become truants. They develop academic skills more slowly compared to children from higher socio-economic status group (Morgan, 2009). Inadequate education and increased dropout rates affect children's academic achievement perpetuating the low socio-economic background of parents or community. Children from such background may sometimes not be unwilling to make reasonable effort in their learning and eventually drop out of school.

4. The nature of the physical environment of the school determines the nature of the learning that can take place there. Nwankwo (1987) supports this by saying that the nature, condition, adequacy and relevance of school facilities such as the library, laboratory, workshop, classroom equipment and other conveniences have direct impact on the learning engagement. The positioning of the classrooms, the type of furniture, the ventilation of the rooms, the lighting and sound effects, all contribute to give quality to the facilities available. There is no gain saying that a better quality learning occurs in schools where suitable instructional materials, adequate and well-equipped classrooms, laboratories, workshops, and libraries are available that in schools where such facilities are either lacking or insufficient.

5. High quality learning takes place in classrooms where the teachers' relationship with the students is nonthreatening, loving and cordial. Learning cannot take place in an environment where the teacher abuses, ridicules, humiliates, or even brutalities the students. It is worthy of note that learning cannot be as effective in large classes as in smaller ones. The study has revealed that interaction influences on learning vary according to the size of the class. The class size should be such that the teacher can conveniently manage and interact with in order to bring about effective participation. In that wise, small groups normally yield better results than large ones. Also, teachers' personality is a major factor in music students' achievement. Udofot (1995) supports the claim when he says that the teachers' teaching style, habits and language are essential components of the teachers' personality. A music teacher who is academically sound, professionally competent and committed is able to command the respect of the learners through good teaching and students under such condition will make good results. On the contrary, the students would tend to ridicule a teacher whose teaching they do not enjoy and whose personality is unbecoming of him/her.

6. The school is a part and parcel of the larger society. Invariably, the values and programs of the school are affected by those of the larger society. The physical surroundings of schools under which teaching and learning take place is a major factor in students' academic achievement. It could be argued that there are greater chances for effective teaching and learning results in music in a good physical surrounding than in a poor school environment. Also, it is common experience in Nigerian secondary schools of increased students' enrolment to have more than what the music teacher can cope in a small classroom. Under such poor physical condition, effective teaching and learning can hardly take place and the music student, for instance, cannot perform effectively.

7. The community or the public may give children the impression that it does not pay off going to school or doing a particular course of study because the present experience in Nigeria tends to prove that some of the least paid workers in the society are those who have attained very high levels of education while the highest earners, like some of the politicians, are those with little education. If hard work and honesty are portrayed by the public as obsolete values, then effort by music students to aspire for good results may be put behind the scene.

8. Several negative experiences in the society discourage and dampen the desires of students who should have chosen to study music as a career. The Nigerian public perceives music as a subject for the less privileged, the lazy, the drop outs and as the last option, where nothing else works. The public feels that every musician in the community is a morally unsound individual and so discourages children from taking music as a course of study of from putting extra effort in their music studies. The result is nothing but poor academic achievement.

Conclusion

Based on the findings of this study, it can be concluded that the music students' environment has great impact on their academic achievement. Home background, socio-economic status of parents or community, school, public perception of education or certain subjects or courses of study, the teacher and even the students themselves and every other aspect of environment play vital roles in the academic achievement of the learning child. These factors are expected to complement each other in helping to educate the child for the realization of the National educational goals and objectives as entrenched in the Policy on Education of Nigeria.

Recommendations

1. Whatever the role played by the above-mentioned factors; care should be taken not to damage the educational prospects of the music student.
2. Parents, teachers, schools and the community must exude love, care, warmth and understand the psychological needs of the music students; they should have sympathy for them whenever necessary and guidance rather than strict instruction should be the watchword.
3. Government at all levels and parents should provide schools with adequate equipment and facilities to spur the music students' interest in the subject of study.
4. The learning environment should be made conducive enough for the teaching and learning of music to be adequately carried out.
5. Parents must not present their socio-economic status, educational background or any other reason as obstacles in doing the needful for better academic work of the music students in secondary schools.

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