

Learning Environment Indices and Students' Academic Achievement in Civic Education in Public Secondary Schools in Cross River State, Nigeria

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Abstract - This study was undertaken to determine the influence of social environment indices on students' academic achievement in Civic Education in public secondary schools in Cross River State, Nigeria. In line with the specific objectives of the study, four research questions were set and four null hypotheses were accordingly formulated to guide the study. The ex-post facto research design was adopted for the study. The study population comprised all the 9,696 Senior Secondary-Two Students in the 193 public secondary schools in Cross River State, Nigeria in the 2023/2024 academic session. 969 Students (10%) of the study population were selected as the sample size for the study. An instrument entitled "Social Environment Indices and Academic Achievement Questionnaire (SEIAAQ)" was used to collect data for the study. The instrument was given a face validation by experts in Test and Measurement. While, the reliability estimate of the instrument was determined using the Cronbach's Alpha Correlation Coefficient statistics. Data collected were first described using Mean and Standard Deviation statistics before they were analysed using the One-way Analysis of Variance (ANOVA) and 'Z'-test statistics at 0.05 level of significance. The findings were that family structure, peer-group and social media usage have significant influence on students' academic achievement in Civic Education, while school location does not have any significant statistical influence on academic achievement in Civic Education. Based on the findings, it was recommended among other things that there is a need for the school authority and parents to checkmate students' social media usage to avoid addiction, so that students' academic achievement in Civic Education in Cross River State will not continue to be a mirage.

Keywords: Learning, Learning Environment Indices, Academic Achievement, Civic Education.

I. INTRODUCTION

Human beings are both biological and social animals. A new born child has to be nurtured, trained and developed to acquire the social characteristics of the society which he is a member. It is only through the process of socialization that the child can be made into a socially refined and cultured human being from his natural and biological nature. In such a situation, the learning environment which the child finds himself is very essential in studying and explaining the child's behaviour and cognitive ability. The importance of learning does not necessarily require much sociological debates to enable an agreement that learning is ultimate in all human endeavours. Learning is the engine room of education and it is what makes the distinction between man and the lower class animals. Education is one of the major determinants of man's level of rationality, ability to maintain consciousness, dexterity and skills; and, education is what propels man and his society from the traditional and peasant states of existence to the modern state of technological development and modernization (Aguba, 2016).

(Ibe and Bassey, 2013) was of the belief that the high level of growth and development attained by nations of the world today have been the implications of education. In Nigeria, formal education has been credited for its efficacy in harnessing human capital, encouraging self-reliance and stimulating national development in all ramifications, (FGN, 2013). Learning has been reckoned as the pivot upon which the wheel of success of education rotates; Education involves a systematic learning to do a tasks under the guidance of a teacher. In the light of this, (Esuabanga, Uyanga and Eman, 2019) defined learning as the aggregate of all the processes by which the individual is guided to develop his knowledge, skills and other potentials which are innate for the sake of the individual and his society. (Udoh, 2010) described learning as a process of functional education by which the individual acquires the many physical, moral, social and technological

capacities and experiences demanded of him by the society for effective living and functioning within and outside the society he lives. It therefore becomes very necessary that the individual studies and acquires knowledge, skills and other capabilities that are worthwhile, of which, Civic Education is one of the subjects that offers such opportunities in the Secondary school.

Cross River State like Nigeria, has many tribes with their sub-cultures. This situation makes the study of Civic Education inevitable. (Ntibi and Edoho, 2017) viewed that the study of civic education helps students to be aware of the social status of their people and their socio-political environment as well as developing the spirit of brotherhood and understanding of the common laws that hold the State together. Accordingly, the study of Civic Education enables students' understanding of the necessary duties, obligations and civic responsibilities required of every member of the State. In all these, (Esuabanga, 2021) averred that learning environment indices play a significant role on the child's ability to learn and understanding the common intricacies in civic education. Thus, as used in this study, learning environment is used to describe the 'surroundings', especially the physical surrounding after birth where the individual consistently interacts with. In the same vein, learning environment indices is accordingly used in this study to describe all the complex social factors, other than genetic, which influence the child's social awareness, growth and behavioural development from the time of birth to adulthood. These include family structure, peer-group activities, social media usage, and school location among others which may pose some influence on academic achievement.

Generally, the part played by family in moulding the behaviour of the child has in recent decades been observed to be strongly dependent on the structure or build-up of the family. Sociologists consider the examination of the various types of family structure in relation to education of the child very worthwhile. In the light of this, (Njam-Abang, 2005) identified three types of family structures including intact parents' family, separate parents' family and single parent's family structure. The intact parents' family setting has been observed by many writers to have the needed potentials such as economic resources to cater for the welfare and educational needs of the child as well as the needed time to check the behaviour of the student from home to school, (Patterson, 2000). (Ezeji, 2001) observed that the child's mental capacity and emotional behaviour are directly influenced by the type of family structure the child finds himself. According to the author, while family 'A' may be able to show a direct care, emotion and love for the child as well as provide for his educational needs, family 'B' may not have the inherent ability to do the same and this lays the difference between

children of the opposing family structures. This situation to a large extent influences students' academic achievement. (Akomolafe and Olorunfemi-Olabisi, 2011) carried out a study which was set to examine the impact of family structure on secondary school students' attitude towards schooling in two strands of intact and single parent's family setting. The results revealed that family structure has a significantly influence on students' attitude towards schooling.

In every society, individuals belong to one kind of group or the other. It is obvious that the most important group which an individual pays a great attention outside the individual's family is the group that is made up of his peers, (Lippino and Sander, 2015) and (Elliore, et al., 2014). This has proved in several studies conducted by many renowned authors that peer-group has a greater impact on adolescents' behaviours than any other factors including the family. The reason is because teenagers spend more of their time with their peers than with family members, (Deandrea et al., 2012). (Omotere, 2011), conducted a study to determine the impact of students' consistent engagement in peer-group activities on academic performance among students in selected schools in Ogun State. The study used students' performance and classroom participation as indicators for assessment. The finding of the study revealed that students' consistent engagement in peer-group activities poses a significantly influence their academic performance and interest for school tasks generally.

The traditional societies were less involving and less constraint as compared to modern societies where information and communication technology is a part. With ICT, social media are used frequently today by more students to build new friendship networks in order to be successful in both social and academic domains. On the contrary, the growing complexity in social media services seem to produce greater negative impacts on the behaviour, character adjustment and academic achievement of the secondary school students (Uyanga, Esuabanga and Kelvin, 2021). Through social media programmes most of which are unwholesome, students are now exposed to various unguided and unethical ways of making social adjustment at the expense of school activities. (Wanajak, 2010) carried out a study on impact of social media on school achievement among secondary school students in Chiang Mai, Thailand. The major finding of the study was that repetitive social media usage leads to abnormal behaviour which causes negative consequences to its users and, by extension, others in the community in any way. Such consequences may include psychological, physiological, behavioural, and sociological, among other important functional impairments which altogether have a pronounced influence on school achievement. In Cross River State as elsewhere in Nigeria, schools are sparsely located.

Thus, while some schools are located in the urban, others might be located in the rural areas of the State. School location refers to a particular place where the school is sited. School location could provide an index which promotes smooth teaching-learning process which have some implications on academic achievement (Ntibi & Edoho, 2017). (Esuabanga, 2008), carried out a study to determine the influence of school location on students' academic achievement in Central Senatorial District of Akwa Ibom State. The study revealed that school location is a factor which has enormous influence on academic achievement.

Academic achievement is the extent to which a student has attained his short or long term educational goals. Completion of educational benchmarks in order to obtain a Senior Secondary School Certificate (SSSC), Diplomas and bachelor's degrees represent academic achievement. Academic achievement could be measured using continuous assessment as well as terminal or standard examinations (Dike, 2005). It has equally been made clear that academic achievement at the macro or micro levels has been complicated by the fact that Students' academic achievement and personality development can never be totally attributed to only their experiences in school. This argument becomes tenable particularly, when learning environment indices such as family structure, peer-group activities, social media usage, and school location, among others are considered. (Kalgo, 2002) carried out an investigation to find out the factors contributing to students' poor academic achievement at different study levels. The major finding of the study was that students' educational success is contingent on social status of students' parents/guardians in the society. In a similar connotation, (Crawford & Novak, 2002), noticed that parent's income, social status and family type respectively affects Students' test score in examination. The real truism in the matter is that it is only through learning that any individual can boast of being educated. That is why learning environment indices have been assumed to have a lot of impacts on the learning ability and academic achievement of the learner.

1.1 Statement of the Problem

Students' low academic achievement in Civic Education in public Secondary Schools in Cross River State has been observed to be increasing tremendously particularly, in recent times. This has become a serious issue of concern to the teachers, parents and concerned members of the public. This therefore calls for the need to undertake some researches aimed at discovering the factor that is directly responsible for this anomaly in public Secondary School in the State. Accordingly, Notable scholars such as, (Ndiyo, 2005), (Cuele, 2006) and (Udoh, 2010), among others have carried out several studies on academic achievement. But it is discovered

that only very little has been done to determine the influence of learning environment indices on academic achievement in Civic Education. This study was therefore motivated by the need to assist education managers and concerned members of the public to redress the influence of learning environment indices on Students' academic achievement in Civic Education in public secondary schools in Cross River State of Nigeria.

1.2 Justification of the Study

This study is justified on the ground that the findings would help to provide members of the public within the awareness of the influence of learning environment indices on Students' academic achievement in Civic Education in public secondary schools in Cross River State, Nigeria.

1.3 The specific objectives of the study include:

1. To determine if family structure has an influence on Students' academic achievement in Civic Education in public Secondary schools.
2. To investigate the extent to which peer-group activities influence Students' academic achievement in Civic Education in public Secondary schools.
3. To find out if social media usage has any influence on Students' academic achievement in Civic Education in public Secondary schools.
4. To determine if there is any influence of school location on students' academic achievement in Civic Education in public secondary schools in Cross River State.

1.4 Research Questions

In order to guide the study, the following questions were set:

1. What is the influence of family structure on Students' academic achievement in Civic Education in public secondary schools in Cross River state, Nigeria?
2. To what extent does peer-group activities influence Students' academic achievement in Civic Education in public secondary schools in Cross River state, Nigeria?
3. What is the influence of social media usage on Students' academic achievement in Civic Education in public secondary schools in Cross River state, Nigeria?
4. How does school location influence Students' academic achievement in Civic Education in public secondary schools in Cross River state, Nigeria?

1.5 Research Hypotheses

Ho1: There is no significant influence of family structure on Students' academic achievement in Civic Education in public Secondary schools in Cross River State, Nigeria.

Ho2: Peer-group activities do not significantly influence Students' academic achievement in Civic Education in public Secondary schools in Cross River State, Nigeria.

Ho3: There is no significant influence of social media usage on Students' academic achievement in Civic education in public Secondary schools in Cross River State, Nigeria.

Ho4: School location has no significant influence on Students' academic achievement in Civic Education in public Secondary schools in Cross River State, Nigeria.

II. METHODOLOGY

This study adopted the Ex-post facto research design. The ex-post factor design is suitable when a researcher wishes to obtain information on a variable which is already in existence and would not easily be manipulated (Ndem, Udoh and Joseph, 2003) and (Ndiyo, 2005). Area of the study was all the 193 public Secondary Schools in Cross River State, Nigeria. The population of this study comprised 9,696 SS2 Students in the 2023/2024 academic session. A sample size of 969 Students representing 10 percent of the study population was used. Selection of the sample followed a multi stage procedure where the whole public secondary schools in the State were first clustered into three education zones of Calabar, Ikom and Ogoja education zones for easy selection of schools.

Following this arrangement, Calabar education zone has seven Local Government Areas and 94 public secondary schools with a total number of 3,039 SS-2 Students. Out of these, four LGAs representing 50 percent (approximately) of the seven LGAs were first selected. The four LGAs have 65 schools with 2,701 Students. Accordingly, 28 schools representing 43 percent of the 65 schools in the four LGAs were selected for the study using the stratified sampling method; the 20 schools have 1,801 SS2 Students. The 28 schools also represent 30 percent of the 94 in Calabar education zone. It is from the 28 schools and 1,801 Students that the actual selection was done to build up the sample size for the study.

In the same vein, Ikom Education zone has six Local Government Areas and 111 public secondary schools with a population of 4,105 students. Out of these, three L.G.As representing 50 percent of the six L.G.As were selected for the study. The three L.G.As have 69 public secondary schools and 2,849 students. 30 schools representing 43 percent of the 69 schools in the three LGAs were selected. The 30 schools have 2,040 students. It is from the 30 schools and the 2,040 students that the actual selection was done to build up the sample size in that zone for the study.

Accordingly, Ogoja Education zone has five local government areas and 89 public secondary schools with 2,554 Students' population. Out of these, two LGAs representing 50 percent (approx.) of the five LGAs were selected for the study. The two LGAs have 51 public secondary schools and 1,933 students. Out of these, 22 schools representing 43 percent of the 51 schools were accordingly selected for the study. The 22 schools have a total of 1,006 Students. It is from the 22 schools and 1,006 students that the actual selection was done to build up the sample size for the study.

In all, nine LGAs and 80 schools were stratified for the study. The 80 schools have a total of 4,847 Students. It is from the 80 schools and 4,847 students that the actual sample size for the study was obtained. Thereafter, the simple random Sampling technique was used to select 20 percent of the students in each of the stratified schools in the three education zones. With this, 360 students were selected from Calabar education zone; 408 students from Ikom education zone and 201 students selected from Ogoja education zone bringing the total sample size selected to 969.

The researchers constructed an instrument entitled "Learning Environment Indices and Academic Achievement Questionnaire (LEIAAQ)" containing twenty (20) items statements in a Likert modified 4-Point rating scale of Strongly-agree (A), agree (A), disagree (D) and strongly-disagree (SD). The instruments were sub-divided into two sections of 'A' and 'B'. While the section 'A' of the instrument was used to collect demographic information about the research subjects, the section 'B' contained 20 items statement on social environment indices and academic achievement.

The LEIAAQ instrument obtained a face validation through three experts in test, measurement and evaluation, while, the reliability level of the instrument was determined using the Cronbach's Alpha 20 correlation coefficient statistics. Data collected were analysed using the One-way Analysis of Variance (ANOVA) and 'Z'-test statistical tools at 0.05 levels of probability. The administration of the instrument was directly handled by the researchers. There are three education zones in Cross River State, vis-a-vis: Calabar, Ikom and Ogoja education zones.

For easy administration of the instrument therefore, each of the three researchers and two research assistants were take care of one of the educational zones accordingly. In other words, administration of instrument and collection of data involved a direct contact with the research subjects in their various schools no matter the distance. However, out of 969 questionnaire copies administered, 947 copies representing 97.73 percent of the total questionnaire copies served were

correctly completed while, 22 copies (2.27%) were found to be incorrectly completed or missed in the hands of the research subjects. It was therefore the 947 correctly completed copies that were used for data analysis.

III. DATA ANALYSIS AND RESULTS

3.1 Analysis of Demographic Data using the simple Percentage (%) Statistics

Table 1: Frequency distribution of respondents by Age

Student's Age Bracket	Frequency	Percentage (%)
10 – 12 Years	313	33.05
13 – 15 Years	494	52.16
16 Years and Above	140	14.79
Total	947	100.00

Distribution of respondents in table 1 shows that 494 students representing 52.16 percent of the 947 students in this study are between the ages of 13 and 15. This implies that most of the students in the study are already in their teen and are expected to have a clear understanding of their academic abilities in civic education.

Table 2: Frequency distribution of respondents' Means of Accessing Social Media

Means of Accessing Social Media	Frequency	Percentage (%)
With computer set at home	51	5.39
Always using the school's ICT Facilities	181	19.11
Android Phone	715	75.50
Total	947	100.0

Frequency distribution of respondents on means of accessing/ using social media as shown in Table 2 indicates that 715 students representing 75.50 percent of the 947 students in this study have personal Android phone with which they access basic information on social media. This imply that a reasonable number of students in this study have a sound knowledge of social media usage for their daily routine tasks.

3.2 Answering the Research Questions using the Mean (\bar{x}) and Standard Deviation (SD) Statistics

Research Question 1: What is the influence of family structure on students' academic achievement in Civic Education in public Secondary schools in CRS, Nigeria?

Table 3: Summary of Mean (\bar{x}) and Standard Deviation (SD) Scores of students' responses on research question one

Family Structure	N	(\bar{x})	SD
Intact Family	333	26.89	8.07
Separate Family	540	31.36	8.29
Single Family	74	28.34	6.88
Total	947	29.55	8.38

Table 3 shows the mean (\bar{x}) and standard deviation (SD) scores of students' responses on family structure and students' academic achievement in Civic Education in public Secondary schools. From the table analysis, the separate parents' family setting recorded a higher Mean (\bar{x}) and Standard Deviation scores of (\bar{x} = 31.36 and SD = 8.29) as against the intact parents' family structure with a mean and standard deviation scores (\bar{x} = 26.89 and SD = 8.07) and, single parents family structure with mean and standard deviation scores of (\bar{x} = 28.34 and SD = 6.88). The marked difference in the mean and standard deviation scores of responses on the three categories of family structure is an indication that they may differ in their influence on students' academic achievement in Civic Education.

Research Question 2: How does a peer-group activity influence students' academic achievement in Civic Education in public Secondary schools?

Table 4: Summary of Mean (\bar{x}) and Standard Deviation (SD) Scores of students' responses research question two

Variables	N	(\bar{x})	SD
Peer-Group Activities	94	34.21	4.91
Students' Academic Achievement	94	29.55	8.38

The display of data in Table 4 shows the mean and standard deviation scores of students' responses on peer-group and students' academic achievement in civic education. From the table, the 947 responses on peer-group produced a mean and standard deviation scores of (\bar{x} = 34.21 and SD = 4.91) as against responses on students' academic achievement in Civic Education with a mean and standard deviation scores of (\bar{x} = 29.55 and SD = 8.38). The marked difference between the mean and standard deviation scores of students' responses on peer-group activities and students' academic achievement is an indication that peer-group may have some influence on students' academic achievement in Civic Education in public Secondary schools.

Research Question 3: What is the influence of social media usage on Students' academic achievement in Civic Education in public Secondary schools in CRS, Nigeria?

Table 5: Summary of Mean (\bar{x}) and Standard Deviation (SD) Scores of students' responses research question three

Variables	N	(\bar{x})	SD
Social Media Usage	947	33.45	5.30
Students' Academic Achievement	947	29.55	8.38

The display of data in Table 5 shows the Mean and Standard deviation of responses on social media and school drop-out tendency. From the table, the 947 responses on social media produced a mean and standard deviation scores of (\bar{x} = 33.45 and SD = 5.30) as against responses on Students' academic achievement in civic education with a Mean and standard deviation scores of (\bar{x} = 29.55 and SD = 8.38). The difference between the mean and standard deviation scores of students' responses between social media usage and Students' academic achievement in civic education is an indication that social media may have influence on Students' academic achievement in civic education.

Research Question 4: How does school location influence students' academic achievement in Civic Education in public secondary schools in Cross River State, Nigeria?

Table 6: Summary of Mean (\bar{x}) and Standard Deviation (SD) Scores of students' responses research question four

School Location	N	(\bar{x})	SD
Urban	481	29.93	8.2
Rural	466	29.15	8.4
Total	947	29.54	8.3

The display of data on Table 6 shows the mean and standard deviation scores of students' responses on school location. From the table, 481 representing 50.8 percent of the 947 students used for the study responded in favour of urban school location while, 466 students representing 49.2 percent of students used for the study responded in favour of rural school location. The summary of the mean and standard deviation scores of responses on school location shows that urban school location recorded a higher mean and standard deviation scores of (\bar{x} = 29.93 and SD = 8.2) as against the rural school location with a mean and standard deviation scores (\bar{x} =29.15 and SD = 8.4). The marked difference in the mean and standard deviation scores of the two categories of school location is an indication that the two may differ in their influence on students' academic achievement in Civic Education.

Hypothesis 1:

There is no significant influence of family structure on students' academic achievement in Civic Education in public Secondary schools.

Hypothesis 1 was analysed using Analysis of Variance (ANOVA) statistics to determine the influence of family structure on students' academic achievement in Civic Education in public Secondary schools. The calculated F-value is shown on Table 7.

Table 7: Summary of Analysis of Variance (ANOVA) Statistics of the Influence of Family Structure on Students' Academic Achievement in Civic Education in public Secondary Schools (n=947)

Status	Sum of Squares	DF	Mean Square	F-ratio	F-crit.	Remarks
Between Group	4221.972	2	2110.986	32.890	3.00	Significant
Within Groups	2202.395	34	64.776			
Total	6424.367	36				

Analysis of data using the One-way Analysis of Variance (ANOVA) statistics as shown in Table 7 shows that the calculated F ratio is 32.037, while the critical F- value is 3.00. The calculated F-value of 32.890 is found to be greater than the critical F-value of 3.00 when compared at 0.05 level of significance using 2 and 946 degree of freedom. Based on this result, the null hypothesis which stated that there is no significant influence of family structure on students' academic achievement in Civic Education in public Secondary schools was rejected, while the alternative hypothesis which stated that there is a significant influence of family structure on students' academic achievement in Civic Education in public Secondary schools was retained.

Given the significant F-value, a post hoc test of significance was carried out using Scheffe's Multiple Comparison statistics. The result of the post hoc test is as shown in Table 8.

Table 8: Scheffe's test analysis of influence of family structure on students' academic achievement in civic education in public secondary school (n=947)

Multiple comparisons						
Dependent Variable: Students Academic Achievement						
Scheffe						
(i) family structure	(j) family structure	Mean Diff.(i-j)	Std. Error	Sig.	95% confidence interval Lower Bound Upper Bound	
Intact family	Single family	-4.464*	.566	.000	-5.85	-3.08
	Separate family	-1.446	1.043	.383	-4.00	1.11
Single family	Intact family	4.464*	.566	.000	3.08	5.85
	Separate family	3.018*	1.006	.011	.55	5.48
Separate family	Intact family	1.446	1.043	.383	-1.11	4.00
	Single family	-3.018*	1.006	.011	-5.48	-.55

The mean difference is significant at the 0.05 level.

The Scheffe’s test analysis as displayed in Table 8 shows three possible pair-wise comparison of Mean (\bar{x}) difference in Family structure (Intact family 1, separate family 2 and single family 3). From the table analysis, the calculated Scheffe’s test values shows a significant difference in the Mean (\bar{x}) scores of Students’ academic achievement in Civic Education between intact family and single family ($t = 4.464$); between separate family and single family ($t = 3.018$), but there is no significant mean difference in the Mean (\bar{x}) scores of students’ academic achievement in Civic Education between intact family and separate family ($t = 1.446$). The largest mean difference between intact family and single family ($t = 4.464$) is an indication that the highest influence of students’ academic achievement based on family structure lies with the Single parent’s family.

Hypothesis 2:

Peer-group activities have no significant influence on students’ academic achievement in civic education in public Secondary schools.

In order to answer Hypothesis 2, the dependent Z-test analysis was used to determine the influence of Peer-group activities on students’ academic achievement in civic education in public Secondary schools. The calculated Z-value is shown on Table 9.

Table 9: Z-test statistics on influence of peer-group activities on students’ academic achievement in civic education in public secondary school (n=947)

Variables	(\bar{x})	SD	Z-cal.	Z-crit.	Decision
Peer-Group Activities	34.21	4.91	15.293	1.96	*Significant
Student’s Academic Achievement	29.55	8.38			

*Significant at 0.05, Z-cal. =15.293, Z-crit. =1.962, n= 947

The result of data analysis using the Z-test statistics as shown in Table 9 shows that the calculated Z-value is 15.293, while the critical Z-value is 1.96. From the table analysis, the calculate Z-value of 15.293 is found to be far greater than the critical Z-value of 1.96 when compared at 0.05 levels of significance. Based on this result, the null hypothesis which stated that peer-group activities have no significant influence on Students’ academic achievement in Civic Education in public Secondary schools was rejected, while the alternative hypothesis which stated that peer-group activities have significant influence on Students’ academic achievement in civic education in public Secondary schools was retained.

Hypothesis 3:

Social media usage has no significant influence on Students’ academic achievement in civic education in public Secondary schools.

Hypothesis 3 was analyzed using the Z-test statistics to determine the influence of social media usage Students’ academic achievement in civic education in public Secondary schools in Cross River State. The summary of the Z-test analysis is shown in Table 10.

Table 10: Summary of Z-test statistics on influence of social media usage on students’ academic achievement in civic education in public secondary school (n=947)

Variables	(\bar{x})	SD	Z-cal.	Z-crit.	Decision
Social Media	33.45	5.30	12.974	1.96	*Significant
Students’ Acad Achievement	29.55	8.38			

*Significant at 0.05, Z-cal. =12.974, Z-crit. = 1.96, n = 947

The result of data analysis using the Z-test statistics as displayed in Table 10 shows that the calculated Z-value is 12.974 while the critical Z-value is 1.96. When the two results are compared at 0.05 levels of significance it could be observed that the calculated Z-value of 12.974 is greater than the critical Z-value of 1.96. Based on this, the null hypothesis which stated that Social media usage has no significant influence on Students’ academic achievement in civic education in public Secondary schools is rejected, while the alternative hypothesis which stated that Social media usage has significant influence on Students’ academic achievement in civic education in public Secondary schools is retained.

Hypothesis 4:

School location does not significantly influence students’ academic achievement in civic education in public secondary schools in Cross River State.

Table 11: T-test statistics on the influence of school location on students’ academic achievement in civic education in public secondary schools in Cross River State (n=947)

Variables	N	Mean	SD	t-cal.	t-crit.	Decision
Urban	481	29.93	8.2	1.431	1.960	Not significant
Rural	466	29.15	8.4			

*Not Significant at 0.05, t-cal. =1.431, t-crit. =1.960, D.F. =945

Results of the 't'-test statistics in Table 11 shows that the calculated t-value of 1.431 was found to be less than the critical t-value of 1.962 when compared at 0.05 level of significance using 945 degree of freedom. Thus, the null hypothesis which stated that school location does not significantly influence students' academic achievement in civic education in public secondary schools in Cross River State was accepted, meaning that school location does not significantly influence students' academic achievement in civic education in public secondary schools in Cross River State.

3.3 Discussion of Findings

The result of data analysis on hypothesis one revealed a significant influence of family structure on students' academic achievement in civic education. This result is in tandem with the one reported by (Akomolafe and Olorunfemi-Olabisi, 2011) in a study which was set to examine the impact of family structure on secondary school students' attitude towards schooling. Family structure was observed in two strands of single parent family and intact parents family. The results showed that family structure significantly influenced attitude towards schooling. (Ashong (2004) observed that the child's mental capacity and emotional behaviour are directly influenced by the type of family structure the child finds himself. According to the authors, while family 'A' may be able to show a direct care, emotion and love for the child as well as provide for his educational needs, family 'B' may not have the inherent ability to do the same and this lays the difference between children of the opposing family structures.

The result of data analysis on hypothesis two revealed a significant influence of peer group activities on students' academic achievement in civic education. This result is in tandem with the one reported by (Omotere, 2011) in a study carried out to determine the influence of peer-group on tasks performance among students in selected schools in Ogun State where it was revealed that peer-group significantly influence the in-school adolescents' attitude towards school activities.

The result of data analysis on hypothesis three revealed a significant influence of social media usage on students' academic achievement in civic education. This result is in tandem with the one reported by (Wanajak, 2010) in a study on impact of social media on school achievement among secondary school students in Chiang Mai, Thailand that repetitive social media use leads to abnormal behaviour which causes negative consequences to its users or others in the community in any way. Accordingly, (Ramirez-Ortiz, Caballero-Hoyos and Ramirez-Lopez, 2004) held that social media are supposed to be used by students to improve on their academic tasks, instead, the growing complexity in social

media services seem to produce greater negative impacts on the behaviour, character adjustment and academic achievement of the secondary school students.

The result of data analysis on hypothesis four revealed a no significant influence of school location on students' academic achievement in civic education. A good school location and classroom environment provides students with effective instruction and promotes smooth teaching-learning process which have some implications on academic achievement. (Esuabanga, 2008) in a study to determine the variables which have some impacts on students' academic achievement identified location of school as a variable with a very strong influence on academic achievement. According to the scholar, location of school could be explained from the perspective of distance to school, teaching-learning facilities as well as quality of teachers among other factors which promote academic excellence without any disparity between urban and rural schools locations.

IV. SUMMARY/CONCLUSION

This study was conducted to determine the influence of learning environment indices on academic achievement in Civic Education in public secondary school in Cross River State, Nigeria. In order to achieve the objective of the study, the independent variable constituting learning environment indices was broken down into sub-variables of family structure, peer-group activities, social media usage and school location for easy collection and analysis of data. Data collected were analysed using appropriate statistical tools at 0.05 levels of probability. The findings of the study were that family structure, peer-group activities and social media usage have a profound statistical significant influence on students' academic achievement, while school location was found to have no statistical influence on academic achievement in civic education. Based on the findings of the study, it was concluded that learning environment indices have a significant influence on academic achievement in civic education in public secondary schools in Cross River State, Nigeria.

4.1 Recommendations

Based on the findings of the study, the following recommendations were made:

1. The practice of intact family structure should be encouraged where the two parents live together to care for the child's immediate needs which education is the paramount if the child must be saved from some psychological situations which often affect students' attitude towards academic activities.
2. There is a need for the school authority and parents to checkmate students' social media usage to avoid

addiction if students' academic achievement in civic education in Cross River State must not continue to be a mirage.

3. While engaging in activities amongst students of same age bracket is a necessity if the child must not be socially isolated and unfit to participate in society. But, students' engagement in peer-group activities should be closely monitored to marry their school tasks if students' academic achievement in civic n in public secondary schools must be improved.

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