



Environmental Scanning for Students' Academic Performance of Public Secondary Schools in Kolokuma/Opokuma Local Government Area, Bayelsa State

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ABSTRACT

The study investigated environmental scanning of students' academic performance of public secondary schools in Kolokuma/Opokuma Local Government Area, Bayelsa State. The study adopted the descriptive survey design. The population for the study consisted of 5,156 students from 11 public secondary schools. A 12.22 % simple random sampling technique of 630 sample size was used; the instrument used is titled "Environmental Scanning of Students' Academic Performance Questionnaire (ESSAPQ)". A modified four point Likert rating scales was used for respondents grading the reliability coefficient obtained was 0.82. Finding amongst others showed that academic factors such as students' good choice of career, adequate school materials, effective home management, students' close monitoring enhanced academic performance; but, lack of students' determination, inadequate school material, deficit economic region of the parents and indiscipline home affect academic performance. It was recommended that the students should identify their academic careers. Students' weaknesses should be managed by both the parents and the students; this can be done by creating reading culture by their parents when students are very tender so as not to depart from such culture. School academic and administrative staff should motivate their students more by making provisions for academic competitions (opportunities) with awards to propel learners to learning effectively.

Keywords: Environmental Scanning, Students Academic Performance, Internal and External Academic Factors; Strength, Weakness, Opportunity, Threat.

INTRODUCTION

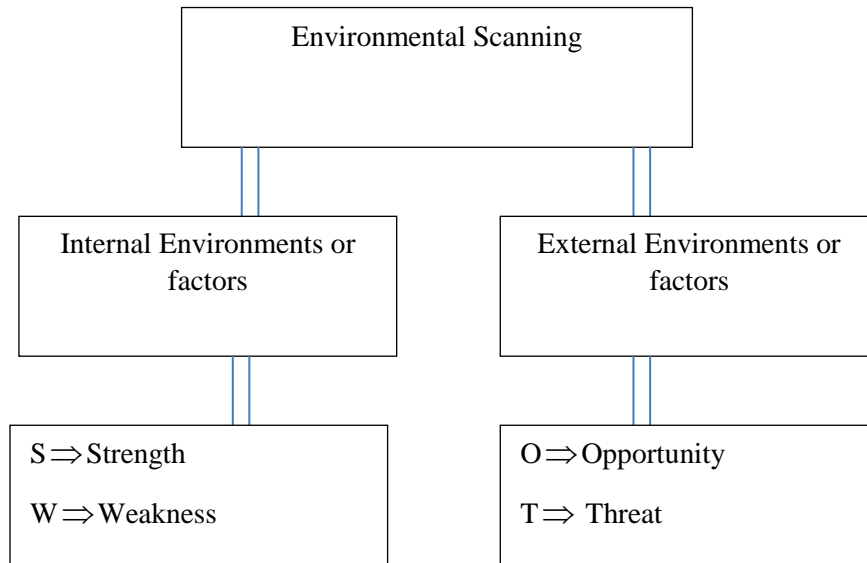
It is an obvious fact that for an effective performance of students, it is a function of many variables, such as administrative effectiveness, calibre of manpower or certified personnel, quality supervision and inspection, adequate personnel and school plants (facilities), managerial co-ordination of staff and students, conducive learning environment (Hoy and Miskel, 2013). Notwithstanding, some or major factor that is prime is the effort of the students to perform well academically in both internal and external examination.

The issue of academic performance of students has been of much concern to parents and teachers and even students themselves. Akinyele (2010) supported that the quality of education not only depends on teachers but also on internal and external variables. However, students are becoming indifference to their internal duties (having an effective timetable for reading at home) that will sharpened their external responsibilities (school teaching and learning) that will also make them to be effective in examination

performances. Visigah (2015) posited that some environmental academic factors that enhance student’s performance are classrooms, libraries, technical workshops, and laboratories, teaching method, peer group factors, home discipline etc, hence, the school and home environment remains an important area that should be studied and well managed by the parents, teachers and the students. The parents is to manage the internal (home) performance, the teachers or school administrators is to manage the external (school) performance while the learners (students) play both internal and external effectively if the dream of academic success will be actualized.

Performance in secondary schools represent the largest component of the investment in the students and for students to excel well there must be a strong determination by the students to succeed. Vipene and Jackreece (2017) further stressed that poor studying environment and interpersonal relationship (school or home) causes academic set back, these constitute internal weakness and external threat while internal strength and external opportunities are very supportive to institutional discipline.

Here, below is the organogram of environmental scanning;



SWOT Academic Analysis meaning “Study With Out Threat”.

(Source: Ukegbu, Eneremadu, Bola, Onyemelukwe and Dikeocha, 2014)

In education, the environmental scanning is done at two levels namely; internal scanning to determine the student’s strengths and weaknesses and the external scanning to determine the opportunities and threats. Strength represent areas where the students has competitive advantage; strengths are the resources available or provided by the parents that will aids the students’ discipline at home with best career choice in line with the capabilities that can be used as basis for development.

Oli (2013) opined that students can strategize on their strength to increase academic performance as follows; internally, discover career choice by the student himself through the optimal performance in class activities (examinations); internal adequate provision of reading materials by the parents; internal arrangement and management of home responsibilities by the parents that give the students efficient time to study; internal monitoring, controlling, supervision and inspection for studying by the parents; efficient intrinsic motivation or drive within the student to study hard for ultimate school performance. This is most paramount because if the student has not design to determine every other effort will be in futility at the end of the day.

Weakness is lack of strength, power and determination by the parents and the student, may be as a result of lack of academic status of the parents. Weaknesses refer to those internal variables that would militate against the student in achieving set goals. For instance, when there is poor academic performance as a

result of inadequate school materials that should be provided by the parents and due to the deficit economic level, indiscipline in the home and poor upbringing of the student, students' indifference to studying at home, the student lack internal drive to be serious with academic business (Oli, 2013). This can be caused by some environmental factors such as peer group, location of the school and home, territorial belief, insecurity

The external factor consists of opportunities and threats, the student must be proactive to teaching and learning in the formal academic environment which can result to opportunities or threats. Opportunities are the developments in the school environment that can enhance the school activities, opportunities could also refer to a conducive environment where it is possible to smoothly, effectively and efficiently promote teaching-learning (Nwideeduh, 2007). The essence of opportunities which can be taken advantage at all academic level is germane in various spheres, these can be evaluated in the area of sound management by the principal, vice principal(s), and staff; certified teachers employed in the noble profession, adequate and effective instructional plant recreational plant, residential plant and open space, a workable lesson plan, pragmatic learning methodology, well furnished library with books, laboratory, neat and tranquility academic environment, impartation of relevant learning habit by the teachers, working with the lay down curriculum and to finish it in every academic term, teachers to match the numbers of subject and students in the secondary school to ensure timely and effective delivery (Oli, 2013).

Threats are those external factors that hinder the progress of the school as well as the students, threats represent the possibility of trouble, danger, disaster, cultism in secondary schools, government negligent attitude towards developing secondary schools infrastructure and high level of indiscipline. Threats are negative factors in the school environment which operate to frustrate the plan to succeed (alpha performance).

Amadi (2015) explained that these external conditions could further be industrial strike by the State or National chapter of NUT (Nigeria Union Teacher), inadequate and ineffective teachers, teachers lack of promotion or promotion without remuneration that follows it, lack of school plants, insecurity, poor school management, students' unseriousness to study, staff conflict and overpopulation of students in a class with limited staff strength, students lateness to school and not paying attention while learning affects the performance of teachers as well as the students.

Statement of the Problem

The dream of Nations, States, Schools and Parents is to optimally increase performance in internal and external educational examinations by students, however, the dream sometimes achieved below standards due to some environmental factors. Hence, the study investigated students' internal (home indiscipline and indifference study culture) and external (secondary school management and administrative defects) shortcomings that led to poor academic performance of public secondary schools in Kolokuma/Opokuma Local Government Area, Bayelsa State.

Aim and Objectives of the Study

This aim of the study is to assess the environmental scanning of students' academic performance of public secondary schools in Kolokuma/Opokuma L.G.A., Bayelsa State.

Specifically, the objectives of the study are to:

- (1) Examine the strengths of students' academic performance of public secondary schools in Kolokuma/Opokuma L.G.A., Bayelsa State
- (2) Ascertain the weaknesses of students' academic performance of public secondary schools in Kolokuma/Opokuma L.G.A., Bayelsa State
- (3) Find out the opportunities of students' academic performance of public secondary schools in Kolokuma/Opokuma L.G.A., Bayelsa State
- (4) Identify the threats of students' academic performance of public secondary schools in Kolokuma/Opokuma L.G.A., Bayelsa State.

Research Questions

The following research questions guided the study.

- (1) What are the factors that enhance students' strengths to academic performance of public secondary schools in Kolokuma/Opokuma L.G.A., Bayelsa State?

- (2) What are the conditions that contribute to students' weaknesses to academic performance of public secondary schools in Kolokuma/Opokuma L.G.A., Bayelsa State?
- (3) What are the ways students' opportunities foster academic performance of public secondary schools in Kolokuma/Opokuma L.G.A., Bayelsa State?
- (4) What are the ways students' threats affect academic performance of public secondary schools in Kolokuma/Opokuma L.G.A., Bayelsa State?

METHODOLOGY

The study adopted the descriptive survey design. The population for the study consisted of 5,156 students from the following schools and Communities in Kolokuma/Opokuma L.G.A., Bayelsa State, INA Kaiama – 1183, KGS Kaiama – 445, GGSS Kaiama– 395, GSS Odi – 885, CGSS Odi – 111, SGS Sampou – 299, CSS Sabagreia – 409, CSS Okoloba – 363, ACSS Igbedi–298, OSS Opokuma – 299, OGS Opokuma – 470 (Source: Ministry of Education; Bayelsa State Secondary Schools Board, 2018).

A 12.22 % simple random sampling technique of 630 sample size was used; the instrument used for data collection is a self-structured questionnaire titled “Environmental Scanning of Students’ Academic Performance Questionnaire (ESSAPQ)”. The data collected were analysed with weight mean, to get the calculated mean response for each item, the reliability coefficient obtained was 0.82. A modified four point Likert rating scales with response options of; Strongly Agree (SA) = 4 Points, Agree (A) = 3 Points, Disagree (D) = 2 Points and Strongly Disagree (SD) = 1 Point. To determine the criterion mean for scoring the questionnaire, all the points from the alternative responses were added up and divided by four, for example $(4+3+2+1)/4 = 10/4 = 2.5$. The decision rule therefore, is that any mean that is 2.50 and above was accepted while any mean value below 2.50 was rejected.

Research Question I

What are the factors that enhance students' strengths in academic performance of public secondary schools in Kolokuma/Opokuma L.G.A., Bayelsa State?

Table 1: Responses on factors that enhance students' strengths in academic performance of public secondary schools in Kolokuma/Opokuma L.G.A., Bayelsa State

N=630

S/N	Questionnaire Items	SA	A	SD	D	Total Score	Mean Response	Remark
1.	Students' choice of career undertaking based on his expertise and not imposed by the parent or uncle.	320 (1,401)	201 (690)	34 (191)	75 (81)	2,363	3.75	Accepted
2.	Adequate provision of reading materials enhances students' performance.	245 (1,510)	218 (540)	81 (195)	86 (80)	2,325	3.69	Accepted
3.	Effective home management enables the students to maximize studying period.	250 (1,156)	290 (745)	44 (92)	46 (105)	2,098	3.33	Accepted
4.	Students home monitoring, supervision and inspection can be done by the students holistically to up academic performance	34 (149)	60 (101)	328 (690)	208 (510)	1,450	2.30	Rejected
5.	Intrinsic motivations of the students play a vital role for academic performance.	200 (1,301)	295 (910)	63 (154)	72 (81)	2,446	3.88	Accepted

From the data presentation on the factors that enhance students' strengths in academic performance, the opinion that students' choice of career undertaking base on his expertise and not imposed by parent or uncle ($\bar{x} = 3.75$). Adequate provision of reading materials enhance students' performance ($\bar{x} = 3.69$), whereas an effective home management enables the students to maximize studying period ($\bar{x} = 3.33$), however, students' home monitoring, supervision and inspection can be done by the students holistically to – up academic performance ($\bar{x} = 2.30$) and finally, the intrinsic motivation of the students play a vital role for academic performance is ($\bar{x} = 3.88$). All greater than 2.50 – the criterion mean except ($\bar{x} = 2.30$) rejected (questionnaire item 4).

Research Question 2

What are the conditions that contribute to students’ weaknesses in academic performance of public secondary schools in Kolokuma/Opokuma L.G.A., Bayelsa State?

Table 2: Responses on conditions that contribute to students’ weaknesses in academic performance of public secondary schools in Kolokuma/Opokuma L.G.A., Bayelsa State

N=630

S/N	Questionnaire Items	SA	A	SD	D	Total Score	Mean Response	Remark
6.	Lack of students’ determination affects academic performance.	301 (1,501)	195 (551)	59 (28)	75 (66)	2,146	3.41	Accepted
7.	Poor academic performance is as a result of inadequate school materials.	290 (1,169)	245 (890)	46 (252)	49 (119)	2,430	3.86	Accepted
8.	Parents at the deficit economic region as no bearing on the students’ academic performance.	54 (100)	76 (113)	360 (797)	140 (480)	1,490	2.37	Rejected
9.	Good parental up-bringing enhances students’ academic performance.	341 (1,300)	217 (700)	25 (155)	47 (161)	2,316	3.68	Accepted
10.	Students can be develop academically a mix indiscipline home and peer group influence.	48 (52)	74 (88)	310 (760)	198 (390)	1,290	2.05	Rejected

Table 2 revealed that lack of students’ determination affects academic performance is ($\bar{x} = 3.41$), poor academic performance is as a result of inadequate school materials is ($\bar{x} = 3.86$). Parents at the deficit economic region as no bearing on the students’ academic performance is ($\bar{x} = 2.37$), while good parental up-bringing enhances students’ academic performance is ($\bar{x} = 3.68$). Finally, students can be developed academically a mix in discipline home and peer group influence is ($\bar{x} = 2.05$). All greater than 2.50 – the criterion mean except ($\bar{x} = 2.37$) and ($\bar{x} = 2.05$) rejected (questionnaire items 8 and 10).

Research Question 3

What are the ways to optimize students' opportunities toward academic performance of public secondary schools in Kolokuma/Opokuma L.G.A., Bayelsa State?

Table 3: Responses on ways to utilize students' opportunities toward academic performance of public secondary schools in Kolokuma/Opokuma L.G.A., Bayelsa State. N=630

S/N	Questionnaire Items	SA	A	SD	D	Total Score	Mean Response	Remark
11.	Conducive learning environment promotes students' academic performance	310 (1,212)	200 (899)	49 (129)	71 (85)	2,325	3.69	Accepted
12.	Sound or effective school management enhances students' performance.	321 (1,410)	201 (890)	51 (95)	57 (48)	2,443	3.88	Accepted
13.	Availability of the various school plants is a plus to students' performance.	361 (1,400)	212 (851)	24 (40)	33 (22)	2,313	3.67	Accepted
14.	Uncertified teachers in the teaching profession are a boost in the field.	50 (128)	55 (141)	215 (361)	310 (811)	1,441	2.29	Rejected
15.	Lesson plan prepared and suitable learning method promote students' academic domains (performance).	301 (1,131)	211 (796)	75 (310)	43 (114)	2,351	3.73	Accepted

Table 3 above shows the conducive learning environment promotes students' academic performance is ($\bar{x} = 3.69$), sound or effective school management enhances students' performance is ($\bar{x} = 3.88$). The availability of the various school plants is a plus to students' performance is ($\bar{x} = 3.67$), while the uncertified teachers in the teaching profession is a boast in the field is ($\bar{x} = 2.29$) and finally, lesson plan prepared and suitable learning method promote students' academic domains (performance) is ($\bar{x} = 3.73$). All therefore, are greater than 2.50 – the criterion mean except ($\bar{x} = 2.29$) which was rejected (questionnaire item 4).

Research Question 4

What are the ways students' threats affect academic performance of public secondary schools in Kolokuma/Opokuma L.G.A., Bayelsa State?

Table 4: Responses on ways threats affect Student academic performance of public secondary schools in Kolokuma/Opokuma L.G.A., Bayelsa State.

N=630

S/N	Questionnaire Items	SA	A	SD	D	Total Score	Mean Response	Remark
16.	Cultism is a danger to students' academic performance.	329 (1486)	201 (694)	59 (132)	41 (111)	2,423	3.85	Accepted
17.	No or inadequate school facilities hindered students' academic performance.	319 (1,002)	190 (894)	73 (109)	48 (98)	2,103	3.34	Accepted
18.	School insecurity poses a serious threat to the students' performance.	299 (1,094)	258 (990)	40 (318)	33 (88)	2,490	3.95	Accepted
19.	Staff conflicts affect teaching and learning	312 (981)	241 (1,019)	27 (214)	50 (98)	2,312	3.67	Accepted
20.	Students' lateness to school and overpopulation in a class affects teaching-learning.	311 (1,241)	223 (814)	33 (231)	63 (81)	2,367	3.76	Accepted

Table 4 shows that the opinion which suggest that cultism is a danger to students' academic performance is ($\bar{x} = 3.85$), also no or inadequate school facilities hindered students' academic performance is ($\bar{x} = 3.34$). The school insecurity poses a serious threat to the students' performance is ($\bar{x} = 3.95$) while staff conflicts affect teaching and learning is ($\bar{x} = 3.67$) and finally, students lateness to school and overpopulation in a class affects teaching-learning is ($\bar{x} = 3.76$). All of the above are greater than 2.50 – the criterion mean, hence accepted.

DISCUSSION OF FINDINGS

Based on the findings of the study, it revealed internal academic factors such as students' choice of career should be based on their academic know-how, provision of relevant and adequate school material, effective home management, students' close monitoring and self intrinsic motivation enhance students' strength towards academic performance. Eseyin cited in Oluwuo and Asodike (2016) identified these factors that by putting these conditions in place will contribute to the generation of maximum output. These also help to reduce students' academic failure, making them plan to succeed, establishing strong culture or foundation on their academic strength to exceptional performance.

The findings also revealed internal conditions such as lack of students' determination, inadequate school material, deficit economic region of the parent, good parental up-bringing and irrespective of the indiscipline home and peer group contribute to students' weakness towards academic performance; these are internal factors that negate the glory to positive permanent relative experience in the behaviour of the learner (Nwideduh, 2007). These conditions have the potency to defeat the aim and objectives of establishing public secondary schools. Over some decades now there are capital flights of parents at the surplus economic region to send their children and wards abroad and quality private secondary school within (Visigah and Kobani, 2017).

The findings further revealed ways to utilize students' opportunities such as conducive learning environment, effective school management, available and effective school plants, certified teachers and lesson plan and contingent and situational teaching and learning method towards academic performance. In an exposition by Okoroma (2016), these characteristics should be adequately provided by the government, secondary school administrators, (the principal and other administrative staff), the academic staff (teachers) for the students' academic performance to be maximized. As external formal factor, students' opportunities are a product of the school management system.

Finally, it was revealed that threats such as cultism, absence or inadequate school facilities, insecurity, staff conflicts and lateness and overpopulation in a class affect students' academic performance of public secondary schools. The external threats distort smooth, sound and effective operation of the school system; Udeorah (2012) and Hoy and Miskel (2013) emphasized that the school system must gather a strong momentum or administrative force to subject these threats to a minimal stage as a discipline institution for an effective students' performance in the secondary system.

CONCLUSION

Based on the results and findings of the study, it could be deduced that the environmental scanning of the SWOT exposition; strengths and weaknesses are internal factors that affect academic performance of secondary school students. This can be done positively, if what motivates the students at home is encouraged by parents and the students.

On the other way round, opportunities and threats constitute external factors that involved and revolved round the government, secondary school administrator (principal), teachers and the students. In a nutshell, the student is in the centre of event by both the internal (home-up-bringing) and external (secondary school-up-bringing) factors. For academic domains of the learning to boom, the students must be prepared, designed to be determined with the support of both sides of the coin.

RECOMMENDATIONS

The following recommendations were made, based on the findings:

- (1) Internally, the students should identify their academic ability and work in line so that they will not struggle in a strange career.
- (2) Internally, students' weaknesses should be managed by both the parents and the students; this can be done by creating study culture by the parents when students are very tender so as not to depart from reading culture.
- (3) Externally, school academic and administrative staff should motivate the students more by making provision for academic competitions (opportunities) with awards to propel learners to learning effectively.
- (4) Externally, there should be sound pragmatic steps to put an end or limit what threatens the school system by creating a disciplinary committee that will discipline and as occasions demand, ex-communicate core defaulter without compromise.

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