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Research Article

Influence of School Environment on Effective Teaching of English Language in Katsina State, Nigeria

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Abstract. The effectiveness of English Language teaching in Nigerian secondary schools is influenced not only by teacher competence but also by the school environment and availability of instructional materials. This study examined the influence of school physical environment and instructional resources on effective English Language instruction in secondary schools in Katsina State, Nigeria. Employing a descriptive correlational research design, the study involved a population of 2,556 English Language teachers across 255 public secondary schools, from which a sample of 333 teachers was selected using the Research Advisors (2006) table. Data were collected through a structured questionnaire and analyzed using descriptive statistics, including mean and standard deviation, and multiple regression analysis to determine the relationships between variables. Findings revealed that

the school physical environment, including classroom space, ventilation, lighting, cleanliness, and overall school facilities, significantly enhances teachers' instructional effectiveness and students' engagement. Similarly, the availability of instructional materials such as textbooks, charts, audio-visual aids, and up-to-date teaching resources was found to positively influence lesson delivery and interactive teaching. Multiple regression analysis confirmed that both the physical environment ($\beta = 0.412$, $p = 0.000$) and instructional materials ($\beta = 0.389$, $p = 0.000$) significantly predict effective English Language teaching. These findings underscore the critical role of adequate school infrastructure and instructional resources in improving teaching outcomes. The study recommends that policymakers, school administrators, and community stakeholders prioritize the provision and maintenance of conducive learning environments and sufficient instructional materials to enhance the quality of English Language education in Katsina State.

Keyword: Instructional materials, School environment, Secondary schools, Teaching effectiveness, English Language

INTRODUCTION

The effectiveness of English language instruction in secondary schools is widely acknowledged as contingent not only on teacher competence but also on the school environment and the availability of instructional materials, both of which create the conditions for successful teaching and learning. Research indicates that instructional materials significantly enhance students' understanding and performance in English when effectively utilized, as they provide concrete representations of abstract language concepts and promote learner engagement (Odiyani, 2025). Similarly, studies on language education emphasize the pivotal role of adapted and culturally relevant materials in facilitating meaningful learning experiences among secondary school learners, suggesting that materials tailored to learners' needs can lead to improved teaching outcomes (Hanifa, Yusuf, Yusra, & Suherdi, 2024). Beyond materials, the classroom and school environment including physical layout, emotional tone, teacher-student interaction, and overall educational climate has been shown to influence language learners' motivation, engagement, and academic success, particularly in EFL contexts (Jamil, 2025).

In Nigeria, empirical investigations highlight how environmental factors such as infrastructure and classroom conditions are correlated with students' academic performance, implying that poor environments may impede effective instruction and learning (Akinyemi, Gbesoevi, & Afolabi, 2024). Collectively, these findings underscore the critical importance of both a conducive school environment and adequate instructional resources for effective English language teaching, justifying the need to examine these variables in the context of secondary schools in Katsina State. Students' perceptions of school environment factors such as facilities, library access, and extracurricular language programs were associated with their English academic achievement, with a majority reporting a noticeable impact of

environmental features on their learning outcomes (Sudirman, 2022). Similarly, studies on classroom physical environments in Kenya reported that adequate lighting, relevant classroom displays, and minimal noise positively influenced students' engagement and performance in English language tasks, while poor acoustic and temperature conditions impeded attention and comprehension (Wawire, 2022). These findings underscore that physical dimensions of school infrastructure including adequate space, ventilation, and instructional displays are essential elements for creating a conducive context for effective English language instruction.

Regarding instructional materials, empirical research consistently demonstrates that the availability and quality of teaching resources directly affect instructional effectiveness and students' academic performance. In Nigeria, the use of instructional materials significantly enhanced students' performance in English, and teachers who incorporated resources such as textbooks, charts, and language aids reported improved instructional outcomes (Odiyani, 2025). Complementing this, studies in Burundi showed that the scarcity of textbooks and audio-visual aids limited learners' interaction with language content, and recommended greater provision of appropriate materials to enhance learning achievement (Irambona & Chang'ach, 2023). In broader contexts, research on material adaptation in English as a foreign language classroom demonstrated that modified and context-relevant instructional materials designed by teachers can foster meaningful learning experiences and better support diverse learner needs (Hanifa, Yusuf, Yusra, & Suherdi, 2024).

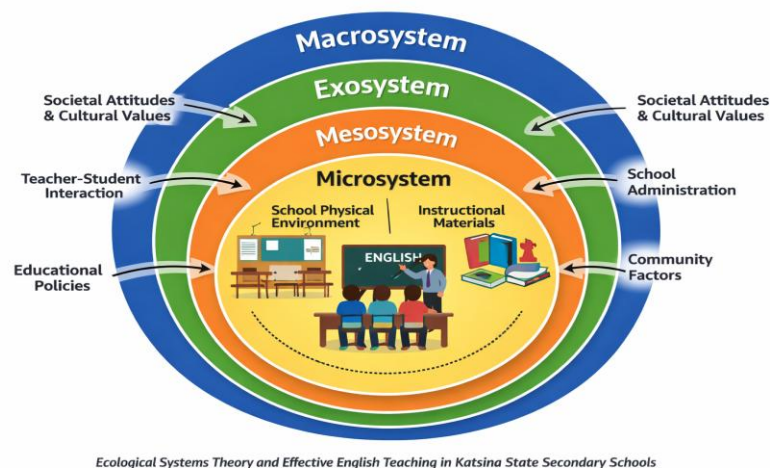
THEORETICAL FRAMEWORK

This study is anchored on Bronfenbrenner's Ecological Systems Theory (EST), which provides a comprehensive lens for understanding how environmental factors influence human development and learning. Bronfenbrenner (1979) posits that an individual's growth and behavior are shaped by multiple layers of the environment, ranging from the immediate setting to broader societal systems. The microsystem, comprising the individual's immediate surroundings such as the classroom, school infrastructure, teacher interactions, and instructional materials, directly affects teaching and learning outcomes. In the context of this study, the school's physical environment including classroom layout, ventilation, lighting, and overall school facilities along with the availability and quality of instructional resources, constitutes the microsystem that shapes teachers' effectiveness and students' academic performance in English language learning (Guy-Evans, 2024).

The mesosystem, which involves interactions between different components of the microsystem, such as teacher-student relationships and coordination among school administrators, also influences the instructional process. Similarly, the exosystem and macrosystem, including school policies, educational governance, and

societal attitudes toward education, indirectly affect teaching effectiveness by determining the resources and support available to schools (El Zaatari, 2022). Recent studies applying EST to educational research have emphasized that learning outcomes are not determined by a single factor but by the dynamic interaction between the learner and multiple environmental contexts, underscoring the importance of studying both physical environment and instructional materials in tandem (Kang & Han, 2025). Therefore, Bronfenbrenner's theory provides a robust framework for this study, enabling a systematic examination of how the school environment and instructional resources interact to influence effective English language teaching in secondary schools in Katsina State.

Figure 1:
Ecological Systems Theory (EST)



The diagram shows that effective teaching of English Language is influenced by the school environment through interconnected systems. The microsystem, which includes the school physical environment and instructional materials, has a direct impact on teachers' effectiveness. The mesosystem, exosystem, and macrosystem represent school interactions, administrative decisions, and broader societal values that indirectly support or hinder teaching. Overall, the theory explains that effective English language teaching results from the combined influence of immediate school conditions and wider environmental factors.

Statement of the Problem

Despite numerous educational reforms, the teaching of English Language in Nigerian secondary schools, including Katsina State, continues to yield unsatisfactory outcomes, with many students performing below expectations in both internal and external assessments. One of the enduring challenges identified in recent research is the inadequacy of the school physical environment including poorly ventilated and congested classrooms, lack of libraries, insufficient teaching spaces, and degraded infrastructure which has been shown to disrupt instructional

flow and reduce teacher effectiveness (Agboola & Oladipo, 2022; Musa & Mahmood, 2023). In addition, numerous studies have documented that the lack of appropriate instructional materials such as textbooks, language laboratories, teaching aids, and relevant digital resources considerably undermines teachers' ability to deliver interactive and engaging lessons, thereby limiting students' language acquisition and comprehension (Ezeudu & Ezeudu, 2021; Okoro & Akpan, 2024).

In the specific area of Katsina State, anecdotal reports by education stakeholders suggest that many public secondary schools operate with dilapidated facilities and severely constrained learning resources, yet there is limited empirical research that systematically investigates how these environmental constraints and resource gaps influence the effectiveness of English language teaching. Without such evidence, it remains difficult for policymakers, school administrators, and teacher educators to design targeted interventions that improve instructional practices and student outcomes. Therefore, this study seeks to fill this critical gap by examining the influence of the school physical environment and the availability of instructional materials on effective English language teaching in secondary schools in Katsina State.

Research Objectives

1. To examine the influence of school physical environment on the effective teaching of English Language in secondary schools in Katsina State.
2. To determine the effect of availability of instructional materials on the effective teaching of English Language in secondary schools in Katsina State.

Research Questions

1. How does the school physical environment influence the effective teaching of English Language in secondary schools in Katsina State?
2. To what extent does the availability of instructional materials affect the effective teaching of English Language in secondary schools in Katsina State?

Research Hypothesis

H₀: There is no significant influence of school physical environment and availability of instructional materials on the effective teaching of English Language in secondary schools in Katsina State.

RESEARCH METHODOLOGY

This study employed a descriptive correlational research design to investigate the influence of the school environment on the effective teaching of English Language in secondary schools in Katsina State, Nigeria. The population comprised all 2,556 English Language teachers in 255 public secondary schools across the state.

A sample of 333 teachers was selected using the Research Advisors (2006) table to ensure proportional representation. Data were collected through a structured questionnaire developed by the researcher, which focused on two key variables: school physical environment and availability of instructional materials. Respondents indicated their perceptions using a four-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree." To establish reliability, a pilot study was conducted, yielding a Cronbach's alpha coefficient above the acceptable threshold of 0.70 for all constructs.

Data were analyzed using descriptive statistics, including mean and standard deviation, to answer the research questions, while multiple regression analysis was applied to test the hypothesized influence of school environment factors on effective English Language teaching. This approach facilitated a systematic examination of the combined effects of physical facilities and instructional resources, in line with Bronfenbrenner's Ecological Systems Theory, which emphasizes the role of immediate environmental factors in shaping teaching and learning outcomes

RESULTS

Research Question One: How does the school physical environment influence the effective teaching of English Language in secondary schools in Katsina State?

Table 1:

Descriptive Analysis of Mean and Standard Deviation of Responses on School Physical Environment

S/N	School Physical Environment	Mean	Std Dev.	Decision
1	The classrooms in my school are spacious enough to support effective English Language teaching.	2.87	0.81	Agreed
2	Adequate lighting and ventilation in classrooms enhance my effectiveness when teaching English Language.	3.02	0.76	Agreed
3	The general condition of school buildings positively influences my motivation to teach English Language.	2.91	0.83	Agreed
4	Availability of functional classrooms reduces distractions during English Language lessons.	2.78	0.88	Agreed
5	A clean and well-organized school environment improves students' attention during English Language classes.	3.05	0.72	Agreed
Total		2.93	0.80	Agreed

Table 1 shows that respondents agreed that the school physical environment positively influences the effective teaching of English Language, as all mean scores exceeded the 2.50 benchmark. Adequate lighting, ventilation, and a clean school environment were rated most highly. The grand mean of 2.93 confirms overall agreement, while the low standard deviation indicates consistency in respondents' views.

Research Question Two: To what extent does the availability of instructional materials affect the effective teaching of English Language in secondary schools in Katsina State?

Table 2:

Descriptive Analysis of Mean and Standard Deviation of Responses on Instructional Materials

S/N	Instructional Materials	Mean	Std Dev.	Decision
6	Availability of English Language textbooks supports effective lesson delivery.	3.11	0.69	Agreed
7	Teaching aids such as charts and audio-visual materials enhance students' understanding of English lessons.	3.03	0.74	Agreed
8	The absence of instructional materials limits the effectiveness of my English Language teaching.	2.96	0.79	Agreed
9	Access to up-to-date instructional resources improves my instructional methods in English Language.	3.09	0.71	Agreed
10	Adequate instructional materials encourage interactive teaching of English Language.	3.00	0.77	Agreed
Total		3.04	0.74	Agreed

Table 2 shows that respondents agreed that instructional materials positively influence the effective teaching of English Language, as all mean scores were above 2.50. Textbooks and up-to-date resources were rated most important. The grand mean of 3.04 confirms overall agreement, while the low standard deviation indicates consistency in responses.

H₀: There is no significant influence of school physical environment and availability of instructional materials on the effective teaching of English Language in secondary schools in Katsina State.

Table 3:

Multiple Regression Analysis showing the Influence of School Environment on Effective Teaching of English Language in Katsina State, Nigeria (n = 333)

Predictor Variable	B	SE B	Beta (β)	t-value	Sig. (p)
Constant	1.214	0.183	-	6.63	0.000
School Physical Environment	0.356	0.071	0.412	5.01	0.000
Instructional Materials	0.329	0.068	0.389	4.84	0.000

The regression analysis in Table 3 shows that both school physical environment and instructional materials have a significant positive influence on the effective teaching of English Language in Katsina State. School environment ($\beta = 0.412$, $p = 0.000$) and instructional materials ($\beta = 0.389$, $p = 0.000$) both significantly contribute to teaching effectiveness, confirming that better classroom conditions and adequate teaching resources enhance English Language instruction.

DISCUSSION OF FINDINGS

The findings of this study indicate that the school environment, encompassing both the physical conditions of the school and the availability of instructional materials, significantly influences the effective teaching of English Language in secondary schools in Katsina State. From Table 1, it was evident that respondents agreed that classroom space, lighting, ventilation, cleanliness, and overall building conditions positively affect teachers' effectiveness and students' engagement, with a grand mean of 2.93. This aligns with the views of Agboola and Oladipo (2022), who noted that well-maintained school infrastructure enhances teachers' motivation and facilitates better learning outcomes. Similarly, Wawire (2022) emphasized that adequate classroom facilities reduce distractions and improve students' focus, supporting the idea that physical environment is a key factor in effective teaching.

Regarding instructional materials, Table 2 showed that respondents agreed that textbooks, charts, audio-visual aids, and up-to-date resources significantly support lesson delivery, interactive teaching, and students' comprehension, with a grand mean of 3.04. These findings are consistent with Ezeudu and Ezeudu (2021) and Okoro and Akpan (2024), who found that the availability and use of instructional materials enhance teachers' instructional strategies and students' learning outcomes in English Language classrooms. The results further suggest that the absence of such materials limits teaching effectiveness, highlighting the critical role of resources in lesson planning and delivery.

Finally, the multiple regression analysis in Table 3 confirmed that both the school physical environment ($\beta = 0.412$, $p = 0.000$) and instructional materials ($\beta = 0.389$, $p = 0.000$) significantly predict effective English Language teaching. This empirical evidence supports the argument that teaching effectiveness is influenced by an interplay of environmental and resource-related factors, consistent with Bronfenbrenner's Ecological Systems Theory (Guy-Evans, 2024; Kang & Han, 2025),

which posits that individuals' performance is shaped by immediate and broader environmental contexts. Overall, the findings underscore the necessity for policymakers and school administrators to improve school facilities and ensure adequate provision of instructional materials to enhance the quality of English Language teaching in Katsina State.

CONCLUSION

The study concluded that the school environment, including both the physical conditions of classrooms and the availability of instructional materials, significantly influences the effective teaching of English Language in secondary schools in Katsina State. Findings revealed that adequate classroom space, lighting, ventilation, cleanliness, and functional school facilities, as well as access to textbooks and teaching aids, positively affect teachers' instructional effectiveness and students' engagement. The regression analysis confirmed that these factors jointly and significantly predict effective English Language teaching, emphasizing the need for schools and policymakers to prioritize improvements in infrastructure and provision of instructional resources to enhance teaching quality.

RECOMMENDATIONS

1. The Katsina State Ministry of Education should ensure that all secondary schools have adequately spacious, well-ventilated, and properly maintained classrooms.
2. School administrators should provide sufficient and up-to-date English Language instructional materials, including textbooks, charts, and audio-visual aids.
3. Teachers should be encouraged to make optimal use of available instructional resources to enhance interactive and effective teaching.
4. Policies should be developed to regularly assess and improve school physical environments to support teaching and learning.
5. Community stakeholders and educational partners should collaborate with schools to fund and maintain teaching facilities and resources.

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