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FOREWORD

You are welcome to this bumper harvest of many volumes. You would recall that the International Journal of Contemporary Issues in Education is published by the Institute of Education, Obafemi Awolowo University, Ile-Ife, Nigeria, after our annual conference in what looks like a proceedings. Herein, selected scholarly articles are peer reviewed and published.

This year conference is tagged "**Issues and Trends in Education: A Global Mandate.** The conference was held at the Distance Learning Centre. Obafemi Awolowo University, Moro, Ile-Ife because of the Academic Staff Union of University (ASUU) nationwide strike. It was well attended and highly regarded.

The conference provoked understanding of the issues that could foster education for societal transformation on a global scale through diverse contributions from scholars and researchers. Their contributions were put together in this book for widespread readership.

It is interesting to note that the Editoral Board has applied to African Journal Online (AJOL) based in South Africa for publication in their Journal outlet and henceforth the inclusion of this journal. It then means that these papers would be read throughout the world. Authors will be notified when their articles can be viewed in AJOL. This is a milestone in our efforts to pupolarise this publication.

We thereby present to you those scholarly articles after thorough review.

I pray that you find if refreshingly educative and useful for further researches and applications in areas of needs.

Wishing you a happy reading.

Dr. (Mrs.) O. S. Agboola (Associate Professor)

Editor-in-Chief

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Abstract

The study examined school environment and upper basic school pupils' learning outcome in Osogbo Local Government Area of Osun State, Nigeria. Descriptive research design was adopted for this study. Three research questions were generated with a research hypothesis. The sampled population for this study comprised of five upper basic schools within the local government area, while the sampling technique was simple random sampling, selecting two hundred (200) respondents, forty each from each school. The instrument used for data collection was a self-designed questionnaire and a pro forma. Frequency counts and percentage were used to describe the demographic data of sampled respondents, mean and standard deviation for analyzing the generated research questions, and multiple regression analysis for answering the postulated hypothesis. The findings showed that learning outcome of upper basic school pupils in Osogbo Local Government Area of Osun State was average with a mean score of 58.6%; public primary school environment in Osogbo Local Government, Osun State was favourable (55.5%); the predominant school environment in Osogbo Local Government, Osun State was staff-students relationship and classroom experience; and there was no significant relationship between school environment and learning outcome of upper basic schools outcome in Osogbo Local Government, Osun State. Recommendations were made that school staff should develop with the pupils a good interaction which is helpful in promoting pupils' learning outcome; a well-programmed learning and teaching environment which is conducive enough to achieve effective teaching and learning should be established; well trained and qualified teachers should be employed for teaching in upper basic schools; and schools should be situated in a friendly environment where teaching and learning could take place successfully.

Keywords: Environment, Upper basic pupils, Learning outcome

for development. It forms the basis for literacy, skill acquisition, technological advancement and ability to harness human and material resources towards the achievement of societal goal, (FRN, 2004). Education is very important in any given society. It is a process by which abilities and capabilities of individual are developed. These abilities might be physical abilities, emotional abilities, social abilities and intellectual abilities. It is the actualizing of human potential so that the individual can become something more than what he was before.

According to Ugwuanyi (2003), education is the process established by the society to assist the young to learn and understand the heritage of the past, participate productively in the society and contribute meaningfully to the development of the society. Bergin and Bergin, (2009) citing Kneller (2000) sees education as a process by which any society through schools, colleges, universities and other institutions deliberately transmit knowledge, values and skills from one person to another. As a result of deregulation in Nigerian education, the system of education has two main interest groups which are – public education and private education. Public education is the pillar or backbone of society which opens the door of equal educational opportunity to all citizens. It is a public owned property which attracts public attention constantly.

Secondary school is the next stage after primary school is completed. It is generally the final stage of compulsory education. Clare Boorn et. al (2010) sees secondary school as a school intermediate between elementary school and college, usually offering general technical, vocational or college, preparatory course, while Collins (2003) refers to it as a school for young people, usually between the ages of eleven and eighteen. As for the National Policy on Education (FRN, 2004) it is the form of education children receive after primary education and before the tertiary stage.