

Rethinking Educational Psychology Strategies for Attaining Teaching and Learning Domains through Productive Connectedness

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Abstract

Rethinking educational strategies in a challenging period of educational institutions, in terms of quality and service delivery need a paradigm shift to facilitate the possible achievement of the three learning domains. This paper sees some of the challenges of educational environment as: teachers and administrators inability to satisfy students and parents interest in attaining the level of satisfying learning domains. There is a knowledge gap that existed between many individuals' professionals in schools and the assessment of job satisfaction to educational clients. Contemporary teachers in schools and other administrative officers are not actively conscious of the existing domains (cognitive, affective & psychomotor) that serve as the interconnecting factors for service delivery and satisfaction to work (teaching and learning). Therefore, the argument posits that every existing individual in the school environment has a role to play during interaction for service delivery or teaching and learning toward achieving the educational psychology learning domains. To have satisfaction and pleasing, motivational interaction within the school settings will lead to the achievement of educational goals, through positive and productive connection of assessing learning domains at all levels. Ecological theory was adapted to show the complex interaction of all the school factors (human & materials) as they interact and integrate to achieve school goals. Thus it is the duty of all education officers academic and non-academic to work and assess all interactions using the domains of learning for productive academic satisfaction.

Keywords: Educational psychology, Ecological theory, Productive Connectedness, Domains of learning.

Introduction

The recurrent basic learning and interaction challenges in Nigerian schools are to teachers, students, and school administrators; these are associated to factors emanating from knowledge gap of psychological traits in classrooms, school, and its environment interaction for productive school connectedness and the ability to achieve cognitive, affective and psychomotor domains. All the interactions of students, teachers, parents, administrators and others in school environment remains directly or indirectly to the satisfaction or assessment of cognitive, affective and psychological domains. The satisfaction of the domains cut across all types of interactions and association by the professional individuals in school

through productive connectedness. This means that all human interactions within the school settings are triangular in nature, leading towards the observation and achievement of learning domains, just like the case of teacher interaction with students (USDHHS, 2009; Ready, 2010; Roorda, Koomen, Split, & Oort, 2011). This position capitalizes that all the principal actors, not only the classroom teachers must remain conscious, focus and functional to the attainment of students learning, teaching objective and goals as they are related, interconnected and interdependent psychologically or otherwise in view to achieve the domains of teaching and learning as the traits in classroom and schooling interaction (Ames & Archer, 1988; Ellison, Boykin, Towns, & Stokes, 2000). Due to the unlimited educational psychology connectivity to teaching and students learning the need to rethink its strategies to foster productive student's friendliness to school environment must remain a contemporary challenge to all educational practitioners to achieve goals at the micro level of interaction, up to the certification stage and expected output in the complex world of productivity. It is expected that all the schooling systems should be dynamic and their interaction should remain technically interrelated to foster productive and comfortable learning environment which must remain connectedness to achieving the psychological domains of teaching and learning. The broad aim of learning environment is to attest to the three domains (Wisner et al., 2004) of teaching and learning achievement (Bear, Gaskins, Blank, & Chen, 2011; Johnson, 2006; Pellegrini & Perlmutter, 1989). These domains should be met in their physical, psychological and social interaction of teachers, students, parents and other staff with learning materials and styles. For an effective teaching and student's productive learning connectedness the strategies for connection which are the domains need to be carter for during, education policy initiation, lesson planning and classroom teachers interpretation and implementation of education policy (Chimombo, 2005; Johnson, 2006). The observation of these will enhance a lasting learning outcome and a possible manageable way of assessing educational initiations at all levels for expected outcome.

Generally, all the persons who interact with schools related factors need educational psychology strategies to achieve the cognitive, affective and psychomotor domains and to notice their presence in managing a productive official and unofficial learning and schooling interaction. The following are the primary areas of education environment interaction and they are expected to operate within the psychological domains of learning:

Table 1: Areas for Educational Strategies Effective Interaction and Connectedness

S/N	Expected Area	Interaction and Connectedness Strategies			
1.	Educational environment (EE)	Cognitive	Affective	Psychomotor	All Domains of learning
2.	Educational comfort and connectedness to learners (ECCL)				
3.	Teachers and students education initiation (TSEI)				
4.	Educational objectives and goals (EOG)				
5.	General educational expectation and outcome (GEEO)				
6.	Students learning and productive connectedness (SLPC)				

The position of this paper with respect to the above tables is that educational plan at the broader level is expected to have a ground for executing how to achieve aim by managing human and resources. This is expected in the educational environment, which is the school where all plans are narrowed down to achievable strategies for connection to all psychological domains of learning.

In the position of the table, number one educational environment (EE) integrates all the aspects of teaching and learning, expected input factors and output expectations as they related to all stakeholders. These involve parents, community, policies, teachers and students. This is a complex stage that requires the relevance of all education stakeholders to achieve the entire psychological domains of teaching and learning. The school physical structures (Van de Werfhorst & Mijs, 2010), facilities (Oluwadare & Julius, 2011), relationship, expertise and methods of school administration are all in this stage and required the possible existence in the consideration of cognitive, affective & psychomotor domains to remain accountable to the success of the school (Braddock, 1980; Cellini, Ferreira, & Rothstein, 2008). The consideration of students, staff and parents feelings towards school environment either the structure or learning

materials is in connection to the domains and this is the strategies that all school personnel's need to use in daily educational interaction assessment.

Educational comfort and connectedness to learners entails that all the teaching and learning factors are expected to lead to student's positive connection to the feeling and appreciation of learning and to achieve desired objectives. These factors can be within the classroom and outside, but still in the school. Therefore, it is expected that the entire school environment should lead to students comfort and attract positive connectedness through available facilities and accessible friendly relationship to all. The school attraction should go beyond classroom interaction, thus it's should be on the assessment constantly to cater for all the domains of human learning (Angelo & Cross, 1993).

Teachers and students education initiation (TSEI) is in the school classroom interaction and school factors connectedness that brings teachers and students together. The teachers and students are constantly integrating themselves to school library, books, administrative staff, rules and regulations purposely for educational succeed. But the big question is how are these factors rich enough to sustain the relationship of teachers and students to achieve the domains of learning through all the educational initiated factors within schools. The school remain focus in initiating and directing factors that will facilitate teachers and students to meet of education goals.

Educational objectives and goals (EOG) are the central issues in schooling and education design; in this respect all educational objectives and goals must put the domains as central focus. This is equally saying that the entire school activities and factors that influence the educational achievement must be in line with the objectives, goals and learning domains.

General educational expectation and outcome (GEEO) is channel to teachers efforts, students needs and parents expectations. This includes the expectations of the other sectors of society from the school products. This expectation depends on the level of positive learning connection to school resource and facilities. These facilities need to conform to the feeling, appreciation, conform to the satisfaction of students and teachers to achieve the psychological domains of learning. Positive expectation entails multiple input factors and building school environment to meet the expected domains.

Students learning and productive connectedness (SLPC) are factors of students' academic productivities that centred on the resourcefulness and positive connection of students to the availability and accessibility of school resource to their satisfaction (McGrath, 2001; Schneider, 2002).

This therefore clarifies issues on the position of educational psychology as a working subject matter and the sensitive part of all stages of successful educational interaction in school environment. The application of psychological theories and level of justified proposed hypothesis clearly posits the relevance of interconnectedness of all teaching and learning temperaments, factors and persons. Rethinking educational psychology sees far beyond the effects and factors connection of educational environment (EE) on the child learning. Teaching and learning connectedness here implies resourceful input and influences of productive outcome from the teacher, students, administrators and educational expert to achieve educational psychology domains and goals in school setting (Dovos, Dupriez, & Paquay, 2012; Nwagwu, 1997).

Going with the above position of educational psychology on general interaction and the assessment or watch of psychological domains in all school interaction and connectedness, the following question stands. To what extent do the learning expectations met by the principal actors in the school and how is the entire school social psychology of individual interaction, connection, feelings, appreciation, safety, comfort, thinking, professionalism, schedule and selfless dedication and productive connectedness promotes educational performance that remain active and productive to all that are expected to benefit from the school interaction. The presented positions, questions and hypothesized argument are presented to identify the conscious and unconscious interplay and interdependency of all educational clients to the subject matter educational psychology. Strategically, we all apply this concept in school interaction, teaching and learning and technically we are all victims of educational psychology in practices of educational process within the institutions. The essence of rethinking educational psychology strategies for attainment teaching and learning domains connected through meso connection is to identify that the challenges are existing and they must be faced appropriately to have a productive learning outcome and fruitful individual association towards the attainment of institutional goals to human satisfaction (Anderman, 1991; Gratto, 2001; Lee, Dedrick, & Smith, 1991; Ames & Archer, 1988; Collins, 1986; Hallinger & Heck, 2002).

What is important in this concept is to have it that the school activities and plan and its clients are seasonal jurist to each other and the limitation of this action is toward child centre success. In the school teachers want to achieve educational goals, through classroom and other interaction. The school want to attain level of high satisfaction, attraction and fulfilment in the nature of its input and output. Other relevant professionals are equally out to sustain quality and affection towards school goals for students and society. Educational psychology should be seen as the ability for individuals within the school environment regardless of professional status to judge educational strategies as they effectively remain

importance to a constructive teaching which is student's goals inclusive. The possibility of this position is done by the relative interdependent of all school factors. These factors psychological temperament be judged to positively connect as strategies toward developing the goals of students learning.

Conceptual Clarification and Connectedness to School Environment

The conceptual clarification intends to be a pointer with a clear possible ideological and effective domains attraction as educational psychology strategies for positive and productive teaching connectedness to students learning in schools. It is very important that the concentration of educational environment should be of high level of conceptualizing factors relationship and connectivity of the central client who is the learner. The argument here is to have a paradigm shift from conventional meaning of concepts and factors to ideological and purposeful existence of educational environments and sub-factors psychological interrelationship to the learner's success. Therefore the following are presented as a relative paradigm shift, that all individual in school environment are condition to operate within the connection of cognitive, affective and psychomotor domains to achieve a goal:

Educational psychology is the link of all the social psychological feelings that deals with affection, satisfaction, attraction, comfort and appreciation in teaching, learning and the relationship of all factors in school that influences the learners learning ability, learning comfort that lead to achievement, socio-psychological security and conduciveness. Indeed rethinking educational psychology strategies demand the active and positive psychological attachment of individual students, teacher, administrative staff and others readiness and feeling to associate with all factors of educational environment that are set up to mediate between learners and learning factors, and interacting persons to achieve the domains of educational psychology. In this case the learning environment is set to promote, motivation, courage, feelings, dedication, affections, zeal, commitment and self-regulatory assessment towards all official schedules and goals.

The ideology of strategies implies the connectivity that is expected to be established by all educational clients towards the possibilities of having good learning atmosphere with a pleasing temperament for attracting learner's interest, motivate their morals and support learning prospects. Technically, the educating environment is a set of integrated dynamic factors and professional persons, whom their individual expertise and professional acclaimed status work collectively for the interest of schooling. Therefore, the better attached relationship to individual factors within the school is what transforms to

psychological accommodativeness of the learning and consequently manifest to positive learning.

Educational comfort and connectedness to learners, teaching and learning are two actors that their success and productive continuity depends on other internal and external educating support factors. Their relationship can be openly seem or silently felt to promote the inherent psychological traits of teaching and learning comfort and connectedness. This comfort depends on the resourcefulness; the pleasing nature of these resources provides the task of teaching and learning. Educational psychology roles are attracting student's interest of learning, toward learner's goals and general educational outcome through the planned school activities. These activities are official and hidden curriculum initiated. This factor is related to the entire school facilities that are inbuilt to facilitate interest of learning and learners, teaching and teacher's connection to the goals of school and education.

Educational objectives and goals, all educational activities, right from the macro planning stage to the classroom interaction are directed towards immediate objectives or long time goals. But these factors are only achieved through the preparation and adequate resources available to connect human learning readiness and expected learning outcome through psychological domains of learning. This position portrait that the teachers and learners objectives and goals are dependent on external factors, which are the input through other educational agencies that can facilitate the achievement of the objective and goals.

Students' learning is an activity with focus on all school activities to achieve desired goals, which are strongly tied to the three domains of learning.

Students' learning is an activity with focus on all school activities to achieve a desired goal. Learning here is not restricted to the classroom conditional learning alone, but integrates all free nature of learning that takes places within the school officially or otherwise. Students connect and relates with school facilities i.e. library, field, teachers, cafeteria, peers and others. These factors influences learning and are part of what influences productive and effective students learning connectedness and outcome (Mahram, Mahram, & Mousavinasab, 2008; McGrath & Noble, 2007; Zineldin & Jonsson, 2000; van Sickle & Spector, 1996).

Theoretical Framework

This paper adapts the ecological theory which was introduced in 1970s and credited Russian psychologist, Urie Bronfenbrenner (1917-2005). The concept ecology describe the complex relationship between two or more thing i.e. animals

and plants. This therefore is used further to describe the complex interrelationship of students or pupils with teachers, learning materials, environment and the stated objectives and goals of education in schools (Ellison *et al.*, 2000). Ecology describes best the complex interaction associated with a particular social unit or system because of its strength to integrate factors related to human interaction apart from the biological ones. The theory centred on micro, meso, exo, macro and chrono system of school interaction, integration, input, output and productive social clients connectedness in and within school activities (Guerrettaz & Johnston, 2013; Muyskens & Ysseldyke, 1998). These are the interacting and interconnected levels of the ecological theory as they are logically applicable to rethinking educational psychology strategies for attaining students learning interaction, connectedness to the domains of educational environment.

Micro level of ecological interaction can be seen in the school and classroom where all teaching and learning domains are expected to be directly assessed by teachers for productive input strength and output. Thus all social educational psychology interaction in the school involves micro level of interaction. All social actors in school regardless of position and professional expertise must be involved in the micro level of interaction which must be productive to cognitive, affective and psychomotor domains of school connectedness. The students have close interaction with teacher's staff and all factors of learning in school environment.

Meso level of ecology theory shows the ability of two primary micro interactions to come together. I.e. student's interaction as associated or affective domains in related to administrative activities of any principal officer. The meso premises are built to fostering linkage of interaction that exist all primary or micro stages. This is common bureaucratic setting like the school where more micro interaction are interconnected and chain to the achievement of the whole i.e. professional schedule of communication for productive action. The entire personnel's and students are hereby connected to school goals and interact within the jurisdiction of the domains set for moderation activities.

The exo-system tries to bring the importance of large phase of structures or bureaucratic relationship together. Here, the teacher remains the link of the student or pupils to the policy on education and school administrators are associated to the students or pupils through teachers and policy teaching expectation. This is where the input and output of school, ministries, students, teachers and parents interact complexly to achieve the psychological domains of teaching and learning.

The macro system association to school is all about the bigger body of policy making i.e. government as the strategically remain important organ to students,

school and teachers through the micro, meso, exo ability of teaching and learning connectedness to achieve the stated objective and goals of schooling system.

The chrono system ability connects the overstretching of acquired experiences of the teaching and learning domains to the outer factors of social life in society. This implies that the domains of teaching and learning have a lasting manifestation to the life style of individual students who graduate. Therefore, this domains must be positively deliberated on as the entire human activities centred round them in schools and in work places after schooling period.

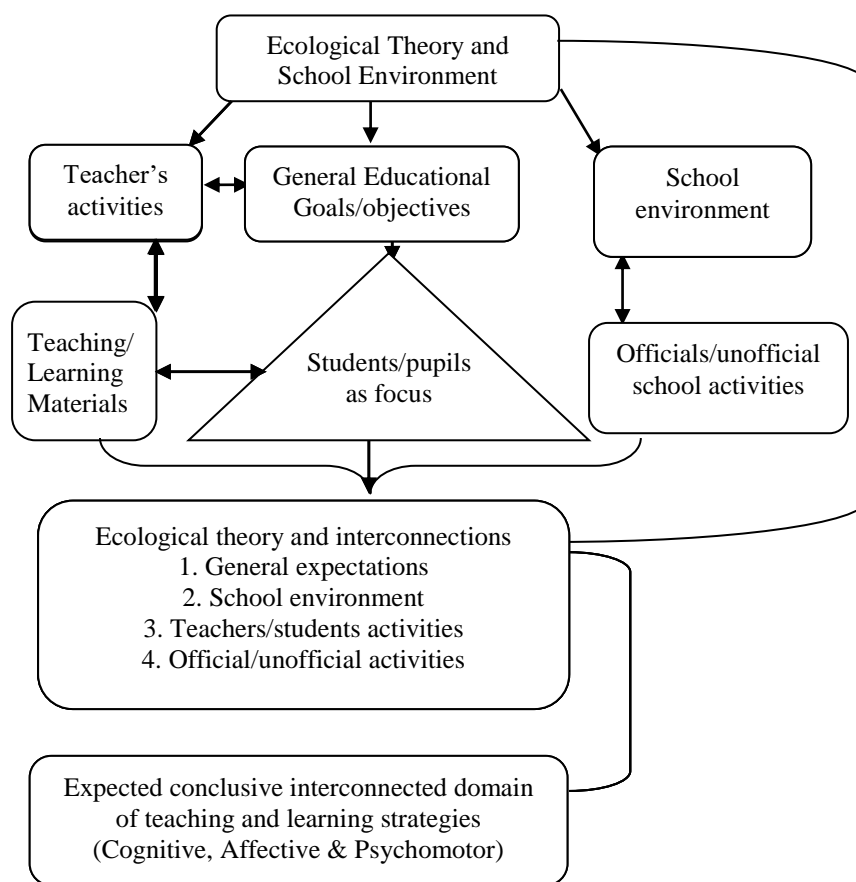


Figure1. Theoretical Framework of Ecological Theory on School Environment Learning Domains

The framework is to show that the entire school environment is a strategic place of factors connectedness for teaching and learning productivity. The rethinking

concept of the framework centred on the possible relationship of all social actors' connection to the attainments of the expected domains of teaching, learning and other interaction within the school regardless the professional status of individuals.

The rounded rectangle at the top with the contents of ecological theory and school environment implies that the school in totality can best be positioned as an ecological relationship of factors, social actors and various professional objective and aim towards students. The environment must therefore interact under the watch of the three domains of teaching and learning social psychological interaction

The teacher activities and teaching or learning material are related to the school general educational objectives or goals, which are strongly associated to students or pupils who are the central focus of the learning environment. The position of these boxes shows the connection of cognitive, affective and psychomotor domains to teacher's activities, teaching/learning materials, students or pupils and the general objective and goal of schooling. This is a triangle relationship to a triangular domains, teacher, learners, learning materials and the three domains of attention in teaching and learning.

The box for school environment by far right is connected with arrow from the top box of ecological theory and to the box with official and unofficial school activities. This posits that all teaching and non teaching (academic and non academic) senior and junior staff, casual and security are integrated professional others who's services are integrated to produce position cognitive, affective and psychomotor well being of the learning and learning environment.

The right bracket connecting ecological theory box down to the down rounded rectangle and to the last box shows the connectedness of all the levels of education input and expected output to be centred round the isosceles triangle (student or pupils) that their entire interaction and connection to all factors of school environment official or unofficial must be centred round to the domains of teaching and learning school.

Generally, this framework concludes that the students or pupils who are the important others in school can achieve the domains of teaching and learning, through all the interacting factors that exists in school. All professional individuals in school environment are expected to strategically assess their activities during interaction to centre on achieving the three domains of teaching and learning. Therefore, all human interaction in the school environment must be strategized to capture cognitive, affective and psychomotor domains. Because teaching, learning

and administrative association in schools must in one way or the other borrow from educational psychology and position to achieve one of the three domains for officers schedule assessment.

Rethinking Educational Psychology Strategies for School Environment Learning Domains Connectedness

Educational psychology is not simple to define today with the rising concern of development of integrated abnormal external factors influencing human and institutional behaviour. The students and environment of learning are becoming complex and highly influenced by intrinsic and extrinsic factors that interfere with individual behaviours and activities and conceptualization of educational psychology and goals of learning. Educational psychology today should be concerned with student's inner sensation and the attributed factors of school sensation to students learning as mediating human and resources plays their roles. The learning environment is built with physical and nonphysical images of feelings, factors of human consciousness and emotions this position sees the entire schooling environment to be connected to individual student's feelings and productive connectivity to learning factors goals and domains of teaching and learning. Thus the psychology of the learning environment is circle round teachers, students and learning materials observable behaviour. Schools are professional centres expected to have an inbuilt psychological factors for learning consideration (Busato, Prins, Elshout, & Hamaker, 2000). This implies that school and its individual professionals, environmental factors, education aims are psychological tied to each other and is to admit that psychology of interaction matters a lot between and within students and learning environment. The educational environment must be pleasing, attractive, encouraging, connecting, and adorable to influences confidence and safety of learning, which all social actors plays their roles to sustain the interest of students in schools.

Educational psychology in the midst of teaching, learning materials and school authority has been attributed to effective, cognitive and psychomotor domains. This position is classical in nature and its existing strategies of application are silently observed today in all school dynamic factors connectedness. Contemporary, most teaching in schools are not positioned to assess the domains of teaching and learning. About 80% of teachers are not taking cognizance of the existing domains. But, this question needs to be presented (MacAulay, 1990; Montello, 1988).

Do all teaching and learning interaction between teachers and students attracts the domains of learning as expected to achieve educational goals.

Is there any need for students learning to be connected to the three domains in terms of teaching learning and to other school facilities? Do the school facilities promote students learning to be connected to these psychological domains?

To what extent does educational psychology remain connected to students, teachers, school, environment, learning facilities, learning objectives and school authorities.

In trying to rethink educational strategies in school environment for teachers and students productive connectedness, the complex interaction of these factors needs to be clarified. Giving a straight connection of teaching and learning to the domains of learning and to the factors of school environment might look vague. However, establishing effective teaching through productive learning connectedness implies the following:

The teachers must observe all the domains of teaching before, during and after teaching and learning interaction. This posits that teachers need to establish the possibility of making all aspects of teaching psychologically affective and positively connected to the goal and objective of the established domains of teaching.

All the facilities of the classroom should be define and posited to suit the learning interest and goal. This implies having a good learning atmosphere in which material and facilities are positively associated to learning interest, feelings conduciveness, satisfaction, accessibility and safety of students. By implication the school generally should observed schedule strategies to assess the attainment of the domains in all possible students interact with classroom and its materials, all staff and their schedules, school environment and their aims of establishment?

The school environment should be an inclusive learning place, in which its totality adheres to the cognitive, affective and psychomotor domains of the teachers, learners, staff and safety of all. This position integrates all those who associate with the school; students and the environment, as all human interaction are triangular and connected to the domains of learning either in the classroom or other environment.

Thus, educational psychology must sustain its position by integrating the pleasing nature of educational interaction between and within all the actors of teaching and learning that exist in schools. Therefore, rethinking educational psychology entails the possibility of a teacher, administrators and others integrating the dynamism of all the factors that exist in schools for the pleasing nature of teaching and learning success. Educational psychology stretches its importance to productive connectedness of the students and library, field, playground, ventilation, materials

for learning, teachers relationship, official and unofficial activities of the school. Students and staff need to be pleased with all aspects of the school to have a maximum education success and productive output. Educationally productive and positive psychological connectedness is expected to have a valued output for achieving teaching and learning goals. So there is a higher psychological interference in all aspect students and teachers interact within the school and this need to be productively associated with, the domains of educational psychology to have new paradigm shift of institutional and personal evolution for success.

Conclusion

Educational psychology is a primary business of the school in creating all types of interaction and the psychology of feelings, appreciations, courage and motivation in other organisations are factors of concern. These factors are important to human attitude to work and students learning. Therefore it is important to adhere to the three domains of teaching and learning in schools regardless of individual professional status. The school is a circle of the domains and the personnel's need to work towards achieving them.

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