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Influence of Learning Environment on Interest of Senior Secondary School Students in History in Plateau Central Senatorial Zone, Nigeria

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Abstract

This study investigated the Influence of Learning Environment on Interest of Senior Secondary School Students in History in Plateau Central Senatorial Zone, Nigeria. Three research questions and three hypotheses guided the study. The study adopted a cross-sectional survey and correlational research designs. The population comprised 268 SS2 students offering History in Public Senior Secondary Schools in Plateau Central Senatorial Zone, Nigeria, from which 32 students were purposively selected from two schools in Mangu Local Government Area. Data were collected using School Physical Environment Questionnaire (SPEQ) and Learning Environment and Students' Interest Questionnaire (LESIQ). The instruments were validated by four experts in the field of Education. Cronbach Alpha reliability method was used to establish the reliability of the instruments which yielded reliability coefficient index of 0.651 and 0.889. Descriptive statistics of mean, standard deviation and percentages were used to analyse data, while inferential statistics of t-test and Pearson Product Moment Correlation were employed to test hypotheses at 0.05 level of significance. The findings revealed that the physical learning environment had a significant influence on students' interest in History. Students exposed to well-equipped classrooms, Information and Communication Technology (ICT) facilities, adequate seating arrangements and conducive learning spaces, showed higher levels of interest than those in poorly maintained learning environments. The t-test analysis revealed a significant difference in students' interest in schools with adequate and inadequate physical learning environments ($t = 5.69, p < 0.05$). The psychological learning environment indicated a strong positive influence on students' interest in History. Students who experienced motivation and emotional support exhibited higher levels of engagement and enthusiasm. The correlation result revealed a significant relationship between psychological learning environment and students' interest ($r = 0.614, p < 0.05$). The social learning environment significantly influence students' interest in History. With teacher-student and student-student relationships and classroom cooperation enhancing students' participation and curiosity. The correlation analysis showed a significant relationship between social learning environment and students' interest ($r = 0.663, p < 0.05$).

Keywords: History, Interest, Students, Learning Environment, Influence, Social Learning Environment and Psychological Learning Environment.

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Introduction

Interest is a strong motivational factor that propels individuals to engage in particular activities. In the learning environment, interest plays a crucial role because it serves as a driving force that enhances students' willingness to learn. Interest is particularly important in the study of History, because of the negative perceptions that have developed around the subject over time. Interest can be classified into two namely: personal and situational interest. Personal interest is the predispositions that students bring into the classroom while situational interest is triggered in the learning environment.

Students' interest in learning is a vital factor to learning. It reflects students' enthusiasm, engagement and willingness to participate in educational activities. However, this interest does not develop in isolation but is influenced by the learning environment in which learning takes place. Factors such as comfortable seating arrangement, ventilation, lighting, aesthetics, teacher-student and student-student relationship, emotional climate, and visually engaging classroom contribute to creating a space where students feel motivated to learn. These factors collectively influence how students respond to learning experiences. When students feel valued and supported, they are more likely to take intellectual risks, explore new ideas and remain actively engaged in the learning process (Fraser, 2018).

Learning environment is the physical, psychological and social conditions that influence learning process. It can equally be seen as knowledge, assessment and community centred environments important for students' development. When the learning environment is supportive and conducive to learning, it can positively influence students' interest. When students feel physically comfortable and safe, they are likely to participate actively and engage in learning, thereby boosting their interest. Psychologically safe and stimulating environment enhances intrinsic motivation, increasing student interest through deeper cognitive processing. Students who feel socially connected are likely to enjoy learning, stay engaged and achieve better outcomes. When all these three environments: physical, psychological and social are optimised, students may experience a well-rounded, engaging and supportive learning atmosphere.

Physical learning environment in this context refers to the classroom buildings, class furniture and instructional materials. Students feel more secure and comfortable in classroom buildings with proper lighting, proper ventilation and enough space for the teacher to navigate the classroom freely and attend to each student's need. Classroom buildings provide an environment that supports effective instruction and promotes smooth teaching and learning processes. A well-structured classroom creates a conducive atmosphere for learning engagement, making the study of History and other subjects more interesting to students and enhance their academic success. Emenike (2026), reported that a conducive physical learning environment, including adequate instructional facilities and properly structured classrooms, positively influences students' academic interest and participation in learning activities. Class furniture is one of the stimulating factors that plays fundamental role in improving interest of students in the school system. It includes tables, chairs and desks used by the students in the learning process. Class furniture contributes to effective and successful teaching and learning. The availability of relevant instructional materials such as textbooks, pictures and technology play crucial role in the learning environment. Okeke and Mbonu (2022), argued that the mere availability of physical facilities is insufficient to stimulate students' interest in learning unless such facilities are effectively utilised through appropriate teaching practices and learner-centred instructional strategies. Access to instructional materials can support students deeper understanding of historical concepts by promoting hands-on learning, exploration and critical thinking which in turn enhances interest. This is because historical resources within the school environment can greatly improve the teaching and learning of History by making the subject more tangible, relatable and engaging for students.

Psychological learning environment on the other hand refers to the emotion and motivation of students in the classroom that influence students interest in the learning process. It is the stimuli that influences learners psyche in the school environment. Renninger and Hidi (2022), found that supportive classroom climates characterised by emotional safety, positive reinforcement, and teacher-student trust significantly enhance students' interest and academic outcomes. According to Richard (2021), the emotional relationship between teachers and students potentially enhances students interest such as the expectation of conduct, the nature of reward, reinforcement, punishment mechanisms and learning engagement. Onah and Anamezie (2022), opined that interest in learning is a powerful psychological trait and a strong emotional driver of knowledge acquisition. It is characterised by a compelling positive feeling that motivates individuals to engage deeply in cognitive processing, leading to faster and more accurate understanding. This cognitive space depends on the expectation teachers set for students in the classroom and the process of creating motivational climate. Teachers can help students set learning goals, connect with the environment and actualise their potential.

Social learning environment is the relationship between teachers and students and among students. Adeyemi (2022), observed that supportive teacher behaviours, coupled with positive student relationships, are associated with higher levels of academic engagement among students. These findings underscore the critical role of the social learning environment in fostering students' interest in learning. The student is surrounded by other students, peers and teachers who all engage in social interactions in the classroom and the school environment. Good teacher-student relationship stimulates students' motivation for greater interest. Social learning environment is grounded in teacher-student and student-student relationships and is among the key factors influencing interaction, school engagement and interest in school activities (Mensah and Koomson, 2020). Positive social learning environment establishes the context for healthier level of thinking, feeling and behaviour. Hence, the social learning environment may have a significant influence on the interest of Senior Secondary School Students offering History. When students maintain positive relationships with their teachers, they are more likely to engage in learning and less likely to exhibit disruptive behaviour (Aibinuomo, 2021).

Statement of the Problem

In the early years of secondary education in Nigeria, many students developed a strong interest in History because it provided valuable insights into the country's origins, cultural heritage and historical development. A conducive learning environment enhances students' interest in the study of History by promoting motivation, active participation, positive attitudes toward learning and sustained engagement with the subject. However, in recent times, History once a prestigious subject held in high esteem and taught from primary school through senior secondary education, has experienced a significant decline in prominence. The subject is gradually disappearing from many Nigerian secondary schools.

The declining interest of students in History has contributed to a downward trend in the number of students selecting the subject at the senior secondary school level. Many students have shifted focus to subjects such as Government, Geography and Civic Education, reflecting both perceived relevance and prevailing societal preferences. Also, the preferential recognition of science subjects over the humanities has marginalised History. While persistent classroom challenges, such as curriculum-related issues, students' difficulty in recalling historical dates, unconducive school environments and the limited availability of relevant instructional materials, has further reduced students' engagement. These factors collectively undermine students' interest in History. This situation calls for a closer investigation into the factors influencing students' interest in History. It therefore becomes necessary to examine how the learning environment influences the interest of students offering History.

A lot has been done within educational circles to improve students' interest in History. The introduction of History as a distinct subject to be taught in the school curriculum by the Federal Government of Nigeria. Curriculum review and development in secondary schools to make History more inclusive, culturally relevant and aligned with national development goals. The reviewed curriculum places greater emphasis on Nigerian and African History to promote national identity and civic responsibility. Teacher training and professional development programmes, organising conferences, workshops, seminars and retraining programmes for teachers of History on how to make History teaching interesting are efforts being made to improve students' interest in History. Despite these commendable efforts, challenges still persist as students' interest in History continue to decline.

The consequences of these factors are evident in the lack of students' interest in studying History in secondary schools. This trend suggests that students' lack of interest in History in secondary schools may be attributed to the unconducive physical, psychological and social learning environments in the schools. To the best of the researchers' knowledge, there are currently no targeted interventions aimed at improving students' interest in History within the study area. This underscores the need for the present study to fill this knowledge gap. It is on this premise that the researcher seeks to investigate the Influence of Learning Environment on interest of Senior Secondary School Students in History in Plateau Central Senatorial Zone, Nigeria.

Aim and Objectives of the Study

The aim of this study is to investigate the Influence of Learning Environment on Interest of Senior Secondary School Students in History in Plateau Central Senatorial Zone, Nigeria. The specific objectives of the study were to:

1. Ascertain the influence of physical learning environment on students' interest in History in Senior Secondary Schools in Plateau Central Senatorial Zone, Nigeria.
2. Determine the influence of psychological learning environment on students' interest in History in Senior Secondary Schools in Plateau Central Senatorial Zone, Nigeria.
3. Examine the influence of social learning environment on students' interest in History in Senior Secondary Schools in Plateau Central Senatorial Zone, Nigeria.

Research Questions

The following research questions were raised to guide the study:

1. What is the influence of physical learning environment on students' interest in History in Senior Secondary Schools in Plateau Central Senatorial Zone, Nigeria?
2. What is the influence of psychological learning environment on students' interest in History in Senior Secondary Schools in Plateau Central Senatorial Zone, Nigeria?
3. What is the influence of social learning environment on students' interest in History in Senior Secondary Schools in Plateau Central Senatorial Zone, Nigeria?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance: in this study:

1. There is no significant difference in students' mean interest scores in History between schools with adequate physical learning environment and schools with inadequate physical learning environments in Plateau Central Senatorial Zone, Nigeria.
2. There is no significant relationship between psychological learning environment and students interest towards History in Plateau Central Senatorial Zone, Nigeria.
3. There is no significant relationship between social learning environment and students interest in History in Plateau Central Senatorial Zone, Nigeria.

Materials and Methods

The study adopted a cross-sectional survey and correlational research designs. Cross-sectional survey design requires that data were collected at a particular time from a sample, for the purpose of describing the population presented by the sample at that particular time bearing in mind that data will change at a later time (Wang and Cheng, 2020). The population of the study comprised 268 SS2 students offering History in Public Senior Secondary Schools in Plateau Central Senatorial Zone, Nigeria. The sample consisted of 32 SS2 students drawn from two secondary schools offering History in Mangu Local Government Area of Plateau Central Senatorial Zone, Nigeria, selected using purposive sampling technique as at the time of the study in the study area. Data were collected using School Physical Environment Questionnaire (SPEQ) and Learning Environment and Students' Interest Questionnaire (LESIQ). The instruments were validated by four experts in the field of Education. The reliability was established using Cronbach Alpha method, which yielded reliability coefficient index of 0.651 and 0.889 respectively. Descriptive statistics of mean, standard deviation and percentages were used to analyse data, while inferential statistics of t-test and Pearson Product Moment Correlation, were employed to test the hypotheses at 0.05 level of significance.

Results and Discussion

Research Question One: *What is the influence of physical learning environment on students' interest in History in Senior Secondary Schools in Plateau Central Senatorial Zone, Nigeria?*

The findings presented in Table 1 indicates that the physical learning environment significantly influences students' interest in History in Plateau Central Senatorial Zone, Nigeria, with items 1, 6, 7, 8, 10 and 12 accepted and 2, 3, 4, 5, 9, 11, 13 and 14 rejected. The most highly rated was the availability of ICT facilities with adequate computers for students (mean = 4.50, SD = 0.58). This indicates that access to digital resources enhances students' engagement and interest in History. Adequate classroom space for movement and group work (mean = 4.00, SD = 1.41) and sufficient desks and chairs (mean 4.00, 0.00) were also identified as important factors that support active participation and collaborative learning. Also, properly arranged furniture (mean = 3.75, SD = 0.50) and a well-stocked library (mean = 3.50, SD = 1.29) contributed positively to students' learning experiences. These facilities create a conducive atmosphere that promotes concentration, comfort and motivation. Several aspects of the physical environment were found to be inadequate. Classrooms were reported to have poor lighting and ventilation (mean = 1.75, SD = 0.82), damaged furniture (mean = 1.75, SD = 0.82), limited availability of History books (mean = 1.50, SD = 0.58) and insufficient use of instructional materials (mean = 1.50, SD = 0.58). Classroom maintenance issues such as damaged roofs, ceilings, doors, windows and floors also received low rating. These findings suggest that while some schools possess facilities that encourage student engagement, many schools still face infrastructural deficiencies that may negatively affect students' enthusiasm in History lessons. A well-maintained and adequately equipped physical environment therefore remains essential for promoting students' interest in the subject.

Hypothesis One: *There is no significant difference between interest in History mean score of students in schools with adequate physical learning environment and schools with inadequate physical learning environment in Plateau Central Senatorial Zone, Plateau State, Nigeria.*

Table 2 reveals the t-test analysis on interest in History mean score of students in schools with adequate physical learning environment and schools with inadequate physical learning environment in Plateau Central Senatorial Zone, Nigeria. Inadequate (School A) had a mean score of 34.50 and standard deviation of 2.12, while Adequate (School B) had a mean score of 43.50 and standard deviation of 0.71, with a calculated t-value of 5.69 and p-value of 0.030. Since the p-value is less than 0.05, the null hypothesis was rejected. and the alternative hypothesis accepted. The result indicates a significant difference in students' interest in History between schools with adequate and inadequate physical learning environments. Students in schools with better physical facilities indicated higher interest in History than those in schools with poor facilities in Plateau Central Senatorial Zone, Nigeria.

Research Question Two: *What is the influence of psychological learning environment on students' interest in History in Senior Secondary Schools in Plateau Central Senatorial Zone, Nigeria?*

The findings presented in Table 3 reveals that students generally perceived the psychological learning environment positive. The highest rated statement was I feel free to ask questions in History class (mean = 4.35, SD = 1.23), indicating that students value classroom atmosphere where they can participate freely without fear. Students also accepted that they enjoy learning new and challenging concepts in History (mean = 4.19, SD = 1.31) and feel confident in their ability to learn difficult topics (mean = 4.09, SD = 1.28). Teacher encouragement (mean = 4.22, SD = 1.13), rewards (mean = 4.28, SD = 1.25), praise (mean = 3.97, SD = 1.49), recognition (mean = 3.97, SD = 1.36) and interesting History lessons (mean = 3.88, SD = 1.50) were found to be important motivational factors that increase students' enthusiasm for the subject. The findings revealed that teacher praise, recognition, interesting History lessons and abilities to ask questions, enhances students' confidence, motivation, curiosity and active participation. Although many students reported feelings of frustration when making mistakes (mean = 4.25, SD = 1.11) and anxiety when they do not understand concepts (mean = 3.44, SD = 1.50), these emotional responses indicate the importance students place on academic success rather than a lack of interest in the subject. The study found a clear pattern linking psychological learning environment and interest in History.

Students exposed to high psychological support revealed substantially higher levels of interest compared to those in low-support environments. This implies that a psychologically supportive classroom plays a crucial role in fostering students' interest in History in Plateau Central Senatorial Zone, Nigeria.

Hypothesis Two: *There is no significant relationship between psychological learning environment and students' interest towards History in Plateau Central Senatorial Zone, Nigeria.*

Table 4 reveals the Pearson Correlation relationship between psychological learning environment and students' interest towards History. Psychological learning environment had a mean score of 40.63 and standard deviation of 8.86, while interest had a mean score of 37.47 and standard deviation of 6.01, with a calculated r -value of 0.614 and p -value of 0.00. Since the p -value is less than 0.05, the null hypothesis was rejected and the alternative hypothesis accepted. The result indicates a significant positive relationship between psychological learning environment and students' interest in History in Plateau Central Senatorial Zone, Nigeria. This means that improving the psychological atmosphere of the classroom is associated with increased student interest in the subject. The coefficient of determination of 0.614 shows that a positive relationship exists between psychological environment and students' interest in History.

Research Question Three: *What is the influence of social learning environment on students' interest in History in Senior Secondary Schools in Plateau North Senatorial Zone, Nigeria?*

The findings presented in Table 5 reveals that the Social Learning Environment strongly affects students' interest in the subject. The highest-rated statement was that the History teacher is approachable and willing to help students overcome challenges (mean = 4.13, SD = 1.31). Students also accepted that teacher friendliness encourages greater participation in History lessons (mean = 4.00, SD = 1.30). Other important social factors identified include: Teachers providing helpful feedback (mean = 3.66, SD = 1.52), students feeling comfortable seeking clarification (mean = 3.84, SD = 1.35), opportunities for teamwork and cooperation (mean = 3.66, SD = 1.58), positive classroom interaction (mean = 3.63, SD = 1.43) and open communication between teachers and students (mean = 3.72, SD = 1.42). The findings further showed that students are more interested in History when they feel respected and encouraged by both teachers and classmates (mean = 3.47, SD = 1.39). However, some negative social behaviours were identified. Instances of ridicule among classmates (mean = 3.28, SD = 1.57) and occasional teacher hostility towards students who answer questions incorrectly (mean = 3.19, SD = 1.53). The result show that positive social interactions contribute significantly to students' motivation, engagement and sustained interest in History in Plateau Central Senatorial Zone, Nigeria.

Hypothesis Three: *There is no significant relationship between social learning environment and students' interest in History in Plateau Central Senatorial Zone, Nigeria.*

Table 6 shows Pearson Correlation relationship between social learning environment and students' interest towards History. Social learning environment had a mean score of 36.56 and standard deviation of 8.42, while interest had a mean score of 37.47 and standard deviation of 6.01, with a calculated r -value of 0.663 and p -value of 0.00. Since the p -value is less than 0.05, the null hypothesis was rejected and the alternative hypothesis accepted. The findings indicate a significant positive relationship between social learning environment and students' interest in History in Plateau Central Senatorial Zone, Nigeria. The stronger the social support and positive classroom interactions, the higher the students interest in the subject. The coefficient of determination of 0.663 shows that a positive relationship exists between social learning environment and students' interest in History.

Discussion

The findings reveal that the learning environments: physical, psychological and social, significantly influences students' interest in History in Senior Secondary Schools in Plateau Central Senatorial Zone, Nigeria. The findings of Research Question One shows that the physical learning environment significantly influences students' interest in History. ICT facilities, adequate classroom space, proper seating arrangement and a well-organised classroom were found to enhance students' engagement. This aligns with the findings of Emenike (2026), who reported that a conducive physical learning environment, including adequate instructional facilities and properly structured classrooms, positively influences students' academic interest and participation in learning activities. The finding differs from that of Okeke and Mbonu (2022), who argued that the mere availability of physical facilities is insufficient to stimulate students' interest in learning unless such facilities are effectively utilised through appropriate teaching practices and learner-centred instructional strategies. The poor state of infrastructure observed in some schools, including inadequate lighting, broken furniture, and lack of instructional materials, further suggests that deficiencies in the physical environment can hinder students' concentration and reduce their enthusiasm for learning History. The significant difference observed in Hypothesis One ($t = 5.69, p < 0.05$) confirms that students exposed to better physical learning environments exhibit higher interest levels than those in poorly equipped environments.

The findings of Research Question Two indicate that the psychological learning environment has a strong positive influence on students' interest in History. Students who experienced emotional safety in the classroom, where they felt free to ask questions, received encouragement and were positively reinforced for academic success, showed higher levels of motivation and engagement in learning. This finding is supported by Renninger and Hidi (2022), who noted that supportive

classroom climates characterised by emotional safety, positive reinforcement and teacher-student trust enhances students' interest and academic outcomes. Similarly, Onah and Anamezie (2022), emphasised that a positive psychological learning environment stimulates students' interest and encourages sustained engagement in the learning process. The correlation result ($r = 0.614$, $p < 0.05$) confirms a significant relationship between psychological learning environment and students' interest in History. This implies that creating a psychologically safe and supportive classroom atmosphere is essential for sustained students' interest to learn.

The findings of Research Question Three shows that the social learning environment significantly influences students' interest in History. Supportive teacher behaviour, approachability, friendliness, constructive feedback, and student collaboration were identified as key factors that encourage greater engagement and enthusiasm toward the subject. This finding is consistent with Adeyemi (2022), who found that supportive teacher-student relationships and social learning environments significantly enhance students' academic interest. This finding also corroborates Mensah and Koomson (2020), who maintained that teacher-student and student-student relationships are fundamental components of the learning environment and significantly influence students' interest in school activities. The significant relationship observed in Hypothesis Three ($r = 0.663$, $p < 0.05$) further emphasises that a positive social climate is critical in fostering students' sustained interest in History.

Conclusion and Recommendations

The study concluded that the physical, psychological and social learning environments were found to have significant positive influences on students' interest in History. A conducive physical environment, a supportive psychological classroom atmosphere and positive social interactions among teachers and students enhance students' enthusiasm, motivation and willingness to engage in the study of History. Therefore, improving these aspects of the learning environment is essential for promoting greater student interest and participation in History.

Based on the major findings of this study, the following recommendations are made.

1. Government and school administrators should provide and maintain adequate physical learning facilities.
2. Teachers should foster a positive psychological learning environment by encouraging students' efforts.
3. Guidance counsellors and teachers should work collaboratively to promote students' emotional well-being and academic motivation.
4. Schools should promote positive social relationships among students and between teachers and students.

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Tables**Table 1:** Mean and Standard Deviation Responses on Influence of Physical Learning Environment on Students' Interest in History (Classroom Buildings, Class Furniture, and Instructional Materials).

S/N	STATEMENT	SD	D	U	A	SA	Mean	Std	Decision
1	There are sufficient space for students' movement and group work in the classroom.	0	1	0	1	2	4.00	1.41	Accept
2	The classrooms are properly lighted and ventilated.	1	3	0	0	0	1.75	0.50	Reject
3	Classroom doors and windows are intact.	0	3	1	0	0	2.25	0.50	Reject
4	Classroom ceiling and roof are intact.	1	2	1	0	0	2.00	0.82	Reject
5	The floor of the classrooms are properly fixed.	1	1	1	1	0	2.50	1.29	Reject
6	No student obstructs another's view due to seats arrangement.	0	1	1	1	1	3.50	1.29	Accept
7	The classroom has enough seats and desks for every student.	0	0	0	4	0	4.00	0.00	Accept
8	Desks and chairs are properly sized and arranged to support learning activities..	0	0	1	3	0	3.75	0.50	Accept
9	Desks and chairs are in proper shape and not broken.	2	1	1	0	0	1.75	0.96	Reject
10	There is a library well stocked with books.	0	1	0	3	0	3.50	1.00	Acpt
11	History books are available in the library.	2	2	0	0	0	1.50	0.58	Reject
12	There is ICT laboratory with enough computers for students.	0	0	0	2	2	4.50	0.58	Accept
13	Visual aids and other instructional materials are used in teaching History.	2	2	0	0	0	1.50	0.58	Reject
14	Technology aided instruction is utilised in the school.	1	1	1	1	0	2.50	1.29	Reject

Source: Data from Pilot Study 2025**Table 2:** t-test Analysis on Interest in History Mean Score of Students in Schools with Adequate Physical Learning Environment and Schools with Inadequate Physical Learning Environment in Plateau Central Senatorial Zone, Nigeria

	N	$\bar{X}$	SD	Df	t-cal	p-value
Inadequate (School A)	2	34.50	2.12	30	-5.692	.030
Adequate (School B)	2	43.50	.71			

Table 3: Psychological Learning Environment (Emotion and Motivation)

S/N	STATEMENT	SD	D	U	A	SA	Mean	StD	Remarks
11.	I feel anxious when I do not understand a concept in History class.	9	2	1	6	14	3.44	1.74	Accept
12.	I enjoy learning new things in History even if they are challenging.	4	0	0	10	18	4.19	1.31	Accept
13.	I feel frustrated when I make mistakes in my History assignments.	1	2	4	6	19	4.25	1.11	Accept
14.	I feel free to ask questions in History class.	3	0	2	5	22	4.34	1.23	Accept
15.	I feel confident in my ability to learn difficult topics in History.	3	2	0	11	16	4.09	1.28	Accept
16.	I am motivated to learn when the teacher makes the History lessons interesting.	4	4	1	6	17	3.88	1.50	Accept
17.	I am motivated to learn History because the teacher celebrates students success.	4	1	2	10	15	3.97	1.36	Accept
18.	The teacher encourages students to participate in History class by asking questions.	1	3	2	8	18	4.22	1.13	Accept
19.	I am happy when the teacher gives reward for doing well in History examination.	3	1	0	8	20	4.28	1.25	Accept
20.	I feel good when the teacher praises me for answering History questions correctly.	5	1	2	6	18	3.97	1.49	Accept

Source: Data from pilot study 2025

Table 4: Pearson Correlation Relationship between Psychological Learning Environment and Students Interest Towards History in Plateau Central Senatorial Zone, Nigeria

	N	$\bar{X}$	SD	r-cal	p-value
Psychology Learning Environment	32	40.63	8.86	0.614	0.000
Interest	32	37.47	6.01		

Table 5: Social Learning Environment (Teacher-Student and Student-Student Relationship)

S/N	STATEMENT	SA	A	U	D	SD	Mean	StD	Decision
11.	My History teacher is approachable and willing to help me with my challenges in the subject.	3	1	4	5	19	4.13	1.31	Accept
12.	My History teacher gives feedback that helps students improve in their work.	6	1	4	8	13	3.66	1.52	Accept
13.	I am comfortable asking my History teacher for clarification on difficult topics.	4	1	4	10	13	3.84	1.35	Accept
14.	My classmates respect each other's ideas and opinions.	6	2	1	17	6	3.47	1.39	Accept
15.	My classmates shut people down when they answer questions wrongly in class.	7	4	4	7	10	3.28	1.57	Accept
16.	I am comfortable sharing my thoughts and ideas with my teacher and classmates during History lesson.	4	2	7	5	14	3.72	1.42	Accept
17.	There is teamwork and cooperation among students.	6	3	1	8	14	3.66	1.58	Accept
18.	My History teacher is friendly which makes me participate more in History class.	3	1	5	7	16	4.00	1.30	Accept
19.	My History teacher moves round the class assisting students during History class.	4	4	4	8	12	3.63	1.43	Accept
20.	My History teacher is hostile to students who fail History questions in class.	7	5	3	9	8	3.19	1.53	Accept

Source: Data from pilot study 2025