SCHOOL CLIMATE AS A CORRELATE OF STUDENT'S ACADEMIC PERFORMANCE

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A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT, FACULTY OF EDUCATION, UNIVERSITY OF BENIN, BENIN CITY NIGERIA. IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE B.Sc. [EDI DEGREE IN EDUCATION AND POLITICAL SCIENCE

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CERTIFICATION

We, the undersigned names hereby certify that this research work was carried out by Abeni Amina Praise with Matriculation Number EDU2001708 of the Department of Educational Management, Faculty of Education, and University of Benin, Benin City in partial fulfillment of the requirements for the Award of Bachelor Degree (B.Ed) Honours in Education Political Science.

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DEDICATION

This research project is dedicated firstly to the Almighty God for his enabling strength he bestowed on me for completing this work. Secondly to my ever supportive family Mrs. Stella Ahikibi and Mr. Abeni Zibiri Danesi.

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ABSTRACT

This study was carried out to investigate the school climate as a correlate of students' academic performance. To guide the study, seven research questions were raised, out of which six were hypothesized and tested at 0.05 level of significance.

The descriptive survey research design was adopted in this study. The population of this study was made up of 13,051 public senior secondary school students. The sample size of 300 was selected using the multi-stage sampling procedure (i.e. involving purposive and simple random sampling). The purposive sampling technique was used to select ten (10) public secondary schools in the locality, as the entire public secondary schools were too large for the study. The simple random sampling technique was used to choose the sample from the available population. A total of ten public secondary schools was selected at random with 30 students representing each school, the technique is relevant because there will be a chance of equal selection and representation of the schools involved; these constituted the sample size of the study. A research instrument was used, titled: "School Climate as a Correlate of Students Academic Performance Questionnaire" (SCSAPQ). The instrument was validated by the researcher's supervisor and two other experts in the Department of Educational Management. The cronbach alpha statistics was used to establish the reliability of the instrument and the r-value of 0.76 was obtained. Data were analysed using descriptives (frequency counts, percentages, means, standard deviation) and inferential statistics (Pearson correlation, Analysis of Co-variance (ANCOVA), and Analysis of Variance (ANOVA)).

The findings revealed that school climate does not negatively affect students academic performance; as it can be said they had a good/fairly good performance; there was no significant relationship between school climate and students academic performance in Oredo LGA; there was no significant difference between school climate and students academic performance based on age; there was no significant difference between school climate and students academic performance based on sex; there was no significant difference between school climate and students academic performance based on location; there was no significant difference between school climate and students academic performance based on school type; and there was no significant difference between school climate and students academic performance based on class size. It was concluded that school climate does not negatively affect students academic performance as no significant relationship existed between the two variables as well as other intervening variables as age, sex, location, school type and class size. It was chiefly recommended that in promoting students performance, reliance should not solely be on the school climate, but other factors should be considered such as students' motivational beliefs and interest.

CHAPTER ONE
INTRODUCTION

Background to the Study

In Nigeria, education is regarded as both an investment and a commodity for consumption. Therefore if the student academic performance in school work is poor, it means that money invested on their education would not yield the expected result. Common observation shows that some parents have lost confidence in the ability of most of the public secondary schools to guarantee successful academic performance of their children. It has equally been observed that while some students passed their Senior Secondary Certificate Examination in some schools, others failed the examinations in some other schools. It is assumed that the type of school climate of an organization is responsible for this because a school has unique characteristics and these characteristics of the school tend to distinguished one school from the other. Characteristics of school such as the physical structure of a school building and the interaction between students and teachers are two diverse factors that both affect and help to define the broad concept of school climate.

A school environment or climate may indicate a great deal of cooperation among the various groups (such as teachers, students, and even parents) in the school setting while another might reveal a climate of tension, friction and even lack of cooperation among the groups. That is to say that the school climate of school could influence the performance of both teachers and students positively or negatively as the case might be. In one school, the head-teachers and students may find pleasure in working together, while in another school, it might be discontent among these schools functionaries. Also, in one school, teachers might appear well organized, competent and may exhibit confidence in whatever they do, whereas in another school, there might be tension as the head-teacher losses control (Musaazi, 2019).

Children need safe, healthy and stimulating environment in which to grow and learn. During the school year, children can spend 6 to 8 hours at the school where the environment plays a significant/critical role in child development. More of the time is spent in the school yard or travelling to and from school. This condition requires careful planning and designing to optimize experiences that support education, health and stewardship. Therefore, the school environment is of paramount importance in shaping and reshaping intellectual ability. However, supportive and favorable school environment enriched with enough learning facilities, and favorable climate makes students more comfortable, more concentrated on their academic activities that resulted in high academic performance. The forces of the environment begin to influence growth and development of the individual right from the womb of his mother. The educational process of development occurs in physical, social, cultural and psychological environment. A proper and adequate environment is very much necessary for a fruitful learning of the child. The favorable school environment provides the necessary stimulus for learning experiences. The children spend most of their time in school, and this school environment is exerting influence on performance through curricular, teaching technique and relationship (Arul, 2012).

The geographical location of schools has a significant influence on the academic achievement of students. The uneven distribution of resources, poor school mapping, facilities, problem of qualified teachers refusing appointment or not willing to perform well in isolated villages, lack of good road, poor communication, and nonchalant attitude of some communities to school among others are some of the factors contributed to a wide gap between rural and urban secondary schools. Schools located in rural areas lack qualified teachers. It is because, they do not want going to rural areas that lack social

amenities. They prefer to stay in urban schools. It is also observed that a lot of coaching of urban students is done to prepare them for public examinations, thus promoting the spirit of competition and rivalry that may be lacking in the rural pupils, probably, owing to limitations in exposure and experience. Also, the study by Usaini et al. (2015) has proven that students in urban areas had better academic achievement than their rural counterpart. In other word, students in urban locations have a very advantage of favorable learning environment that apparently enhance their academic performance (Owoeye & Philias, 2011).

The result of a study by Usaini et al. (2015) indicated that there is no significant difference in the school environment of standard six students in term of gender, medium of instruction. But there is an important difference in the school environment of standard six students in term of locality of school. The urban students have better school environment than the rural students. The urban students are having a stressful environment in their day life very much because they are living in the mechanical and hurry burry life. So they feel school environment is not very convenient for their studies. Therefore, school environment enriched with modern facilities makes the student feel comfortable in their studies that result to high academic performance (Arul, 2012).

The physical school environment has some influences on students' academic achievement in senior secondary school physics. The physical facilities, human resources, and the relationship among them determine the physical environment of the school. The result indicated that students with adequate laboratory facilities in physics perform better than those in school with less or without facilities, this simply because laboratory forms part of enrich the physical school environment. It was also discovered that poor facilities

and inadequate space, as well as the arrangement of items including seats in the classroom, library and laboratory, would affect the organization of learning environment. Favorable school climate gives room for students to work hard and enhance their academic achievement.

The school environment has a significant influence on academic performance. The location of the school affects students' performance. For example, when a school is sited in a noisy area like an airport or in the heart of a city where activities disrupt the teaching-learning of the student. One will not expect such students in this area to be doing well academically. Noise in anything interferes with teaching/learning process.

More so, the school sector (private or public) and class size are two important structural components of the school. Private school tends to have both better funding and smaller sizes than public school. The additional funding for private schools leads to a better academic performance and more access to resources such as a computer that have been shown to enhance academic achievement (Danial & Felix, 2014).

However, educational institutions are intimately linked with society as a whole. They are the temple of knowledge and agent of social change and transformation. The general condition of our schools, colleges and universities are a matter of great concern to the nation. It plays a significant role in the development of the personality of the students. As the students spend most of their life at school, the school environment is highly responsible for the inculcating of high values into them. Therefore, student being a backbone of every nation need a healthy school environment and/or climate that support them to perform well.

It has been perceived that the school as a social organization for learning and exchange of ideas should be conducive for learning and for the realization of academic excellence among the students. However in an attempt to realize the goals and aspirations of academic excellence in school, the relationship between the superordinate and subordinates (teachers and students) should be cordial. Such conducive work environments should ensure open, closed, controlled paternal, familiar and autonomics climate (Aderounmu, 2017).

Overtime, It has been observed that physical facilities especially classrooms are inadequate in many public schools. This resulted into overcrowded classes which is inimical to good academic performance. It is also noticeable in most schools that some teachers are teaching some subjects that are not in their area of specialization due to lack of adequate qualified in their area of specialization due to lack of adequate qualified teachers and this may affect effective teaching and learning. Also, in some schools there are dilapidated buildings, ill equipped laboratories, obsolete equipment, empty libraries at times with archaic textbooks and unconducive learning environment. All these can affect teaching and learning and students' academic performance.

Accordingly, Fakunle and Ale (2018) discovered that a positive school climate can yield educational and psychological outcomes for students and personnel; whereas a negative climate can prevent optimal learning and development. Therefore, it can be stated that school climate, if possible can provide an enriching environment, both for personal growth and academic success. Considering all these issues, this study investigated the school climate as a correlate of students academic performance in public secondary schools in Oredo Local Government Area, Edo State.

Statement of the Problem

Many schools seem to exhibit different types of climate. In some schools, the atmosphere might be healthy and friendly, while in other it may be tensed, hence, students' academic performance seems to be a function of the school climate. In this regards, the dwindling performance of students in their senior secondary school examination in Edo State, Nigeria secondary school as related to school climates constitutes the problem which this study intends to investigate.

Research Questions

The following research questions were raised to guide the study:

i. What is the academic performance of senior secondary school students in public schools in Oredo Local Government Area?

ii. Is there any relationship between schools climate and student's academic performance in Oredo Local Government Area?

iii. Is there any relationship between school climate and students academic performance based on age?

iv. Is there any relationship between school climate and students academic performance based on sex?

v. Is there any relationship between school climate and students academic performance based on location?

vi. Is there any relationship between school climate and students academic performance based on school type?

vii. Is there any relationship between school climate and students academic performance based on class size?

Hypotheses

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

Ho_1: There is no significant relationship between schools climate and student's academic performance in Oredo Local Government Area.

Ho_2: There is no significant relationship between school climate and students academic performance based on age.

Ho_3: There is no significant relationship between school climate and students academic performance based on sex.

Ho_4: There is no significant relationship between school climate and students academic performance based on location.

Ho_5: There is no significant relationship between school climate and students academic performance based on school type.

Ho_6: There is no significant relationship between school climate and students academic performance based on class size.

Purpose of the Study

The purpose of the study was to investigate school climate as a correlate of students' academic performance. Specifically, the objectives of the study were to:

i. determine the academic performance of senior secondary school students in public schools in Oredo Local Government Area.

ii. establish any relationship between schools climate and student's academic performance in Oredo Local Government Area.

iii. ascertain any relationship between school climate and students academic performance based on age.

iv. examine any relationship between school climate and students academic performance based on sex.

v. determine any relationship between school climate and students academic performance based on location.

vi. establish any relationship between school climate and students academic performance based on school type.

vii. ascertain any relationship between school climate and students academic performance based on class size.

Significance of the Study

The study would be beneficial to the Ministry of Education in that they would see to the monitoring and adherence to effective school life patterns, learning experiences, norms, goals implementation, interpersonal relationships, teaching and learning, leadership practices and the school organizational structure.

The study would be of benefit to the school management as it would make them endeavor to provide the necessary environment bearing the needed school climate factors (libraries, laboratories, classrooms, and so on) for effective teaching and learning.

The study would make the school teachers to in a bid to enhance student learning and performance, create the environment that would foster a good interaction between them and their students.

The study would benefit the students in as much as being exposed to a good school climate could go a long way in improving their academic performance.

Scope and Delimitation of the Study

The variables of the study encompasses the academic performance of senior secondary school students in public schools in Oredo Local Government Area; relationship between schools climate and student's academic performance in Oredo Local Government Area; relationship between school climate and students academic performance based on age; relationship between school climate and students academic performance based on sex; relationship between school climate and students academic performance based on location; relationship between school climate and students academic performance based on school type; relationship between school climate and students academic performance based on class size.

. The study would be delimited to the students of public senior secondary schools in Edo State.

Definition of Terms

School Climate: This is an aggregate measure of school characteristics such as relationship between parents, teachers, administrators as well as physical facilities on the ground.

Academic performance: This is a measure of how well a student perform in class activities, such as; theory and practical classes, projects, and so on, based on a predetermined benchmark.

Gender: This refers to sex; male or female.

School location: In the context of this study, it's urban and rural.

School type: For the study, this relates to public and private school.

Physical facilities: This relates to the classrooms, restrooms, laboratories, libraries, offices, halls, canteens, computer rooms, and so on.

Class size: In the context of this study, it referred to a small or large class in terms of students enrollment numbers.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

In this chapter, the research was discussed under the following sub-headings:

- Theoretical Framework
- School Climate and teacher
- Relationship between School Climate and Student Performance
- School Climate
- School Climate and School Physical Environment
- School Climate and Gender
- School Climate Relationship with Grade Level and Age
- Factors Related to School Climate and Student Achievement
- School Climate and School Location
- School Climate and School type and Class size
- Summary of Reviewed Related Literature

Theoretical Framework

This study on the importance of understanding the relationship between school climate and students performance has its roots in Bronfenbrenner's Ecological Theory. Bronfenbrenner's theory has been widely applied to the understanding of school climate as its focus on multiple contexts, environmental impacts, and age-related development connects well with how the different domains in school climate interacts with student development (Rudasill, Snyder, Levinson, & Adelson, 2018; Wang & Degol, 2015). Unlike behaviorism which dominated psychology until the early 1980s (Virues-Ortega & Pear, 2015), Bronfenbrenner

stated that the development of a person is tied to the people and surroundings with which the child interacts with every day, and stressed that children's settings must be carefully evaluated in terms of positive growth (Bronfenbrenner, 1979). Bronfenbrenner did not view children as recipients of tabula rasa, instead, he believed that children are dynamic and evolving people, and both people and environments can change. In his theory, Bronfenbrenner identified four different aspects which impact the developing child: the microsystem, mesosystem, exosystem, and macrosystem.

The microsystem (See Figure 1) consists of the daily events, people, and places that the child experiences every day (Bronfenbrenner, 1979). This would include family, church, and school interactions. Bronfenbrenner saw this as very important as he believed, much like the current study, that what children perceive may be different than what adults observe. Bronfenbrenner believed that environmental factors could be modified (Bronfenbrenner, 1979), a factor much in line with school climate researchers (Zullig et al., 2015; Wang & Degol, 2015; Stewart, 2007). Bronfenbrenner believed that activities in school should connect to student interests (Bronfenbrenner, 1979).

The second part of Bronfenbrenner's theory focuses on the macrosystem. According to Bronfenbrenner (1979), the macrosystem, which consists of groups of microsystems, is the culture the child lives in. Individuals in a culture share similar values. Factors which influence a child's macrosystem include ethnicity, SES, and the overall culture of the school. Bronfenbrenner pointed out that macrosystems strengthenspecific ecological environments.

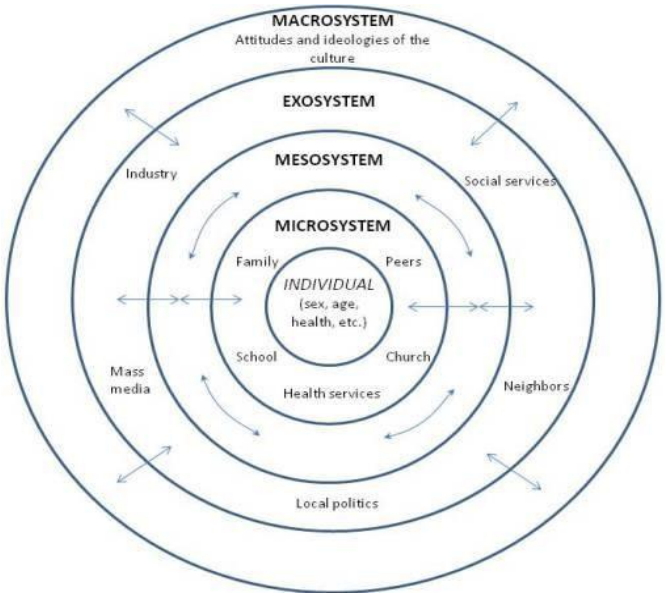
The third part of Bronfenbrenner's theory focuses on the mesosystem a child develops in. The mesosystem refers to the connection between two or more environments, or microsystems, a place of active engagement for the child (Bronfenbrenner, 1979). From the child's perspective,

this could include the relationshipbetween the child and his or her institution of learning.

The fourth part of student's environment which affects development is their exosystem. Bronfenbrenner stated that the exosystem is the part of student's lives in which they do not actively participate, but indirectly impacts their development (Bronfenbrenner, 1979). Bronfenbrenner was one of the first theorist who urged for the examination of SES, and its relative influence on child development. In the current study, the physical aspects of the school would be another illustration of how the exosystem interacts with students. While there is not a direct impact on students, they have to walk in the hallways, use the restrooms, and so on, and their perception of the school may be influenced indirectly by structural attributes.

Figure 1:

Bronfenbrenner's Ecological Systems Theory



A linkage of this theory to this study is that the microsystem (daily events, people and places, family, church and school interactions) the student experiences should connect

to their interest in order to foster excellent academic performance. The macrosystem (students' ethnicity, SES, school culture) in a proper mix strengthens the school experience and achievement of students. The microsystem (connection between two or more environments) encapsulates the relationship between the student and school; where a positive school climate would improve their performance. The exosystem (school physical facilities) interacts indirectly with students and mould their perception of the school. In a nutshell, the individual student home and school experiences/climate as well as school facilities in a proper mix and nurturance enhances students' academic performance.

School Climate and teacher

School climate encompasses more than just instruction and pedagogy. In addition to instruction, it includes rules and norms of behavior, academic engagement, and relationships between students and teachers (Thapa et al., 2013). There is a large body of research demonstrating the direct effects of teachers on instruction (Koedel et al., 2015), but teachers also directly contribute to these other dimensions of the learning environment. They encourage productive academic habits in their students—such as studiousness, autonomy, and persistence—and play a role in developing students' self-regulation of social behavior by setting classroom routines and culture (Davis, 2003). Their management of the classroom contributes to social interactions among students (Johnson, 1981). They form relationships with individual students and serve as academic role models (Battistich et al., 1997; Davis, 2003; Thomas & Oldfather, 1997).

The empirical literature suggests that teachers' contributions to students' learning environments are educationally significant. Teachers who foster positive classroom environments and encourage academic engagement among students have positive effects on

students' short- and long-run academic trajectories (Backes et al., 2022; Blazar & Kraft, 2017; Jackson, 2018; Kraft, 2019; Liu & Loeb, 2021).

Relationship between School Climate and Student Performance

There is a significant positive relationship between school climate and student achievement (Geleta, 2017). School climate is a leading component in better understanding student learning and academic success (Cohen, McCabe et al., 2009; Maxwell et al., 2017). Seminal work noted that student support is a major contributing factor to school climate and students' academic achievement (Thapa et al., 2013). Positive experiences affect happiness and happiness affects future positive experiences over time. Thus, positive school experiences and happiness are reciprocally connected and create an upward spiral (Stiglbauer et al., 2013) where a positive school climate contributes significantly to academic success (Cohen, Pickeral et al., 2009). Interventions targeting school climate may hold promise for promoting students' perceptions or attitudes about their future (Johnson et al., 2016). Furthermore, a sustained positive school climate is associated with positive child and youth development, effective risk prevention, health promotion efforts, enriched student learning, academic achievement, increased student graduation rates, and teacher retention (Thapa et al., 2013). This positive relationship between school climate and student achievement is significantly strengthened by the presence of a principal with a balanced leadership style (Huang et al., 2020; Jackson et al., 2021; McBrayer et al. 2018). Additionally, recent research suggests that this association between school climate and student achievement can be partially explained by student self-efficacy (Zysberg & Schwabsky, 2021).

School climate surveys help to engage others as well as establish baseline and outcome measures of a school's strengths and areas of growth (Cohen, 2012). Measures that evaluate students, parents, and school personnel can provide useful information about school life (Cohen,

McCabe et al., 2009). However, student experiences of school climate are not identical and are not adequately characterized by the overall school mean of the collective data representing these experiences (Shukla et al., 2016). Therefore, other findings suggest that strategies seeking to promote students' achievement relying solely on perceived school climate without considering students' motivational beliefs and interest are incomplete (Fan & Williams, 2018). Positive climate perceptions reduce the negative impact that low socioeconomic status has on academic achievement while lower socioeconomic status is associated with lower academic achievement (Berkowitz et al., 2017).

Student perception data are also important because often administrators and teachers perceive a more positive social context than their students within their schools, such as when students perceived that their schools maintained orderly and safe environments, they achieved at higher levels (Fan & Williams, 2018). Furthermore, parents' opinions also differ from teachers' and administrators' opinions and in a study conducted by McCoach et al. (2010), the researchers found parental involvement and perceptions are key variables that help explain why schools are achieving at different levels. For example, one recent study found that parents of children eligible for free or reduced-price lunch assessed school climate more positively than parents of those children who were not eligible (Berkowitz et al., 2021). This positive perception among parents is crucial as a key predictor of their subsequent involvement in their children's education and consequently their achievement (Cayak, 2021).

School Climate

While school climate is characterized by the relationships between teachers, parents, and students, it is more specifically illustrated by the pedigree and values a school upholds (Adeogun & Olisameka, 2011; Cohen et al., 2009). Stewart (2007), while possibly somewhat more

ambiguous, referred to a school's climate as the "heart of the school." In a similar vein, Ripski and Gregory (2008) define the construct as the unified beliefs, values, and perceptions felt by principals, teachers, and students. Most recently, Zullig et. al (2014) have defined school climate as an aspect of a school which supports positive student development and knowledge acquisition necessary for a successful and fruitful life in a free-market society. The School Climate Measure will be utilized in this study to measure student perceptions of school climate. While the SCM measures ten different constructs, this study will examine the four which have been most associated with academic achievement in Zullig et al.'s (2015) research. Student perceptions of school climate will be measured on the basis of ten individual constructs as determined by Zullig et al. (2015), Zullig et al. (2011) & Zullig et al. (2010): (a) school physical environment, (b) order and discipline, (c) positive student-teacher relationships, and (d) academic support.

In a study measuring the relationship between school climate and academic achievement involving 11,999 students and 715 schools, Stewart (2007) determined thatschool size (r = -.05), degree of poverty (r = -.03), school location (r = -.03), and ethnicity (r = -.05) did not impact educational achievement. Alternately, Stewart found that the most significant impacts on academic performance could be derived from school attachment (r = .15), school commitment (r = .15), and school cohesion (r = .14). Stewart explained the phenomenon through the effect school cohesion, a potential attribute of school climate, has on some previously thought variables which seemed toindemnify schools to low achievement.

School Climate and School Physical Environment

Zullig et al. (2015) have identified student perceptions of the physical aspects of aschool, particularly maintenance and cleanliness issues, as a measurable aspect of a school's climate. Zullig et al. (2014) have also determined that school physical aspects have a statistically significant relationship to student academic achievement. Uline, Wolsey, Tschannen-Moran, and

Lin (2010) examined how physical aspects of schools impacted school climate and academic achievement. While Uline et al. (2010) viewed school physical aspects as a separate entity from school climate, their research has added further evidence for the examination of school physical aspects and its connection to academic achievement regardless of how it is perceived in relation to the school climate construct.

Research by Uline and Tschanned-Moran (2008) established a link between the pedigree of students' buildings and student success in English and Math (cited in Uline, Wolsey, Tschannen-Moran & Lin, 2010). In the aforementioned correlational study, the researchers witnessed a significant, positive relationship between some physical attributesof schools and four constructs associated with school climate (academic focus, teacher pedigree, community involvement, and instructional leadership) and their impact on academic achievement. Uline et al. (2010) determined that particular aspects of a school's climate worked to neutralize the negative effects that a poor building can have on how much students gain knowledge. Specifically, having a positive school climate seemed to neutralize the impact negative school physical attributes can have on academicsuccess with disadvantaged children.

In the second phase of Uline et al.'s research, the researchers sought to determine if modifying school physical aspects, e.g., spacing and aesthetics, influenced academic achievement. Middle schools were selected which had faculty ratings of being in the top 25% with regard to physical attributes, with 50% of the students having lower socioeconomic status. Unlike previous studies involving physical aspects, school climate, and academic achievement, participants and faculty were able to modify aspectsof the school (e.g., spacing) which improved student and teacher perceptions of control and climate, and ultimately, achievement (Uline et al., 2010).

The third and final phase of the study included nine middle and high schools which were scheduled for renovation between 2009 and 2011. The current study, like previous research by Uline et al., examined how four factors commonly associated with school climate (academic focus, community involvement, teacher pedigree, and instructional leadership) were related to school physical aspects (movement, appearance, lighting, classroom design, spacing, and protective aspects) and academic achievement. The researchers further sought to determine (a) the level which students were aware of the benefits or lack of building amenities, (b) how building amenities aided or harmed each student's academic climate, and (c) to what level the building's inhabitants were able to progress beyond the limiting factors and have a successful academic climate (Uline et al., 2010).

The major finding of the study indicated that while building occupants (students,teachers, administrators, and custodians) perceived a deficit with regard to the surroundings of the schools, teachers and principals boosted academic achievement through their own mediating efforts. Specifically, two of the nine schools whose perceptions were measured had significantly higher achievement over a five-year period. Although previous research has indicated a relationship between building quality and a teacher's decision to teach at a particular school (Horng, 2009, cited in Uline et al., 2010), no significant relationship appeared to surface between teacher pedigree and building conditions in the current study. While the Uline et al. (2010) showed a moderate to mild connection between physical aspects of a school and its school climate, it appearsthat it is possible to mediate the effects on academic achievement through the efforts of exceptional teachers and staff.

School Climate and Gender

Gender attitudes toward higher education can be seen in the disparity of males versus females enrolled in colleges. With 58 percent of the Cumberland University fall 2016 student

population represented by female students, college officials may be wondering what is happening to men and their educational pursuits (Cumberland University, 2016). One recent study suggests that girls in general are increasingly outperforming males academically in developed nations (Legewie & Diprete, 2012).

Legewie and Diprete (2012) theorize that cultures teach gender roles (e.g., what traits are considered masculine and feminine), thereby influencing the value males place on educational pursuits. However, Zullig et al. (2011) found that gender did not influence how males and females perceive school climate domains. Lack of significant connections and victimization may interact with gender to influence student academic success.

In a study of 638 tenth grade students in northeast Georgia, 22.1% or boys dropped out of school, versus 14.4% of girls (Orpinas & Raczynski, 2015). Factors which contributed to the teens early withdrawal from school included higher reports of teen victimization, poor relationships with other students, not feeling connected to school, not perceiving adults as caring in the school, and lack of significant participation at school (Orpinas & Raczynski, 2015). With student victimization, poor student-teacher relationships, and negative school interactions all being tied into higher dropout rates, understanding how gender interacts with school climate and other variables to influence achievements warrants further study (Cornell, Huang, Gregory, & Fan, 2013; Fortin, Marcotte, Diallo, Potvin, & Royer, 2013).

School Climate Relationship with Grade Level and Age

Part of this study involves examining differences in how different high school grade levels perceive the school climate at their school. In a sample representing 376,000 students in Alabama, Lo, Kim, Allen, Minugh, and Lomuto (2011) explored the role of school social environment in mediating delinquency in students in 6th through 12th grades. The researchers determined that students tended to engage in more delinquent acts as they got older, but less

protective factors were in place as they aged. In the study, students who perceived more prosocial acts coming from the school (e.g., school activities that involved them, schools built around their unique age-related needs) had less delinquency. Lo et al. (2011) also suggested that being a more prosocial school may not just decrease delinquency, but boost academic achievement. It also appeared that schools which had more grades grouped together (such as K-8, versus students grouped in a 6-9 configuration) were viewed more positively by students. Zullig et al. (2011) noted no difference, however, between grade levels and student perceptions of school climate in a recent study. While academic achievement often drops as students age (Eccles and Midgley, 1989; cited in Andersson and Strander, 2004), examining how students' perceptions of school climate relates to their self-reported GPAs in each grade level will be of particular interest, if any effect is found to exist.

Factors Related to School Climate and Student Achievement

Many factors affect school climate and student achievement as Jones and Shindler (2016) concluded achievement is correlated to classroom discipline practices. Further research by Sulak (2016) found classroom disorder may impact academic achievement. Disciplinary climate is positively related to student achievement (Dicke et al., 2019) and Gage et al. (2016) determined discipline was a contributing factor to achievement, finding that students with high numbers of office discipline referrals performed poorly at between basic and proficient academic levels on state assessments. Therefore, differentiated interventions may be needed to replace standardized approaches to school discipline and student support (Shukla et al., 2016). School climate and safety are interrelated, such that student perceptions of school safety positively relate to student grades (Cohen, Pickeral et al., 2009; Hopson et al., 2014).

One recent mixed methods study found that several factors of safety influenced student learning such as building relationships, having availability and organization of classroom

resources, establishing classroom guidelines, and making students feel safe (Barksdale et al., 2021). Additionally, findings showed a consistent negative relationship between feeling unsafe in the classroom and test scores, and students who felt the safest performed better on standardized mathematics exams and never reported staying home due to feeling unsafe at school.

Students suffer academically from having chronic absences and chronic absenteeism has damaging effects on the individuals missing excessive school days and can potentially reduce the outcomes for other students in the same educational setting (Gottfried, 2019). Further research on student attendance, conducted by Van Eck et al. (2017) found students who reported moderate and negative school climates were more likely to attend schools with higher chronic attendance problems, thus schools with challenging climates tend to have a higher absence rate. Fortunately, this relationship does appear to be bidirectional, however, with a positive school climate being one of the factors which may increase attendance (Daily, Smith et al., 2020).

Students' perceptions of victimization also predicted an individual's lower reading and mathematics achievement (Ripski & Gregory, 2009), and high-chronic victimization (bullying) consistently was related to lower disparities in school engagement, academic self-perceptions, and academic achievement (Ladd et al., 2017). Malone et al. (2017) added to the research on bullying impacting climate by concluding larger schools have a higher frequency of teasing and bullying in seventh and eighth grades. Furthermore, peer victimization is also linked to lower academic performance and poor perception of school climate (Wang et al., 2014) and students victimized by bullying scored at least 0.22 standard deviations lower than their peers in a standardized mathematics exam (Kibriya et al., 2017). Gruber and Fineran (2016) found that sexual harassment erodes school engagement, alienates students from teachers, and adversely affects academic achievement to a greater degree than even bullying does. Additionally, in a

study conducted in suburban schools, Sulak (2016) found behavior and racial and/or ethnic composition may impact achievement levels.

Grade-level configuration can also impact school climate. Jones and Shindler (2016) found the quality of school climate decreased as students moved from elementary levels into secondary levels. Further research found that students attending traditional middle schools have more negative perceptions of school climate than students in schools with other grade-level configurations, noting that seventh grade students reported more favorable conditions in configurations that place them with elementary-aged students, and eighth grade students favored placement with older students (Malone et al., 2017). In addition, a study conducted by Kim et al. (2014) determined K-8 schools have a more positive social context compared to traditional middle and junior high school grade-level configurations.

School Climate and School Location

The locations of school could also be a factor in students' academic adjustment as well as performance owing to shortfalls or adequate supplies of school facilities. Location is the place or point that something is situated. Location comprises of rural and urban areas. School location refers to the community in which the school is located, such as village hamlet or rural area with fewer than 3000 people), a small town (3000 to about 15,000 people), a town (15,000 to about100,000 people). BektaG (2008) explained school location as specific geographical site of the school and it contains building where the school equipment is kept for educational use. A school cannot usually change its location, yet location conceivably may have consequences for how well students learn at the school.

School environment/location may be classified into urban, semi- urban and rural. This classification sometimes goes a long way to influence government distribution of social amenities like electricity, water, hospital and educational institution. It is a common knowledge

that many of these social amenities are concentrated in urban areas than rural areas. Based on this, Owoeye (2011) carried out a study on school location and academic achievement of secondary schools students in Ekiti State, Nigeria (between 1990-1997). The study population was drawn from the results of the West African School Certificate Examination (WASCE) conducted between 1990 and 1997 in 50 secondary schools in both urban and rural area of the study. One validated instrument tagged: "Students Location Questionnaire" (SLQ), was used for data collection. One hypothesis was formulated and tested at 0.05 level of significance. Data collected were analyzed using mean and t-test. The result showed that there was a significant differences between students' academic achievement of rural and urban secondary schools in senior school certificate examination (t-2,73, $p<0.05$). The study has proven that students in urban area had better academic achievement than their rural counterparts. It was recommended that government should bridge the gap between the rural and urban location by providing the rural dwellers with the social amenities which will enhances better academic performance of students in their final examination like SSCE. The community should assist the government by providing taxis and buses to facilitate movement of teachers and students to their schools.

Again, Adepoju (2012) studied the motivational variables and academic performance of urban and rural secondary school students in Ibadan, Nigeria. The objective was to examine the degree of relationship among motivational variables and academic performance of students in secondary school certificate examination. One hundred (100) secondary school students were sampled for the study. It was found that there was an enhanced relationship of each of the motivation variables in respect to academic performance.

In another development, Mosha (2014) conducted a study of factors affecting students' performance in English Language in Zanzibar rural and urban secondary schools. The study

employed qualitative and quantitative approaches. Data were collected using interview, classroom, and observation, questionnaire and documentary review. Result of the study reveals that students were highly motivated to learn English for future expectations such as local and international communication, academic advancement and employment prospects. However, student' performance was affected by shortage of English teachers and absence of teaching and learning materials.

In the same vein, Onoyase (2015) studied the academic performance among students in urban, semi-urban and rural secondary school in Oshimili South Local Government Area of Delta State, Nigeria. A survey design was employed in the study. Five hypotheses were formulated to guide the study. The researcher collected data on the senior school certificate examine results conducted by the West African Examination Council (WAEC) in the year 2001. The subjects selected for analysis were English Language, mathematics and biology. The others were chemistry and geography. Three out of six secondary schools in the study area were used for the study. Ninety out of two hundred and twenty students in the three secondary schools were used for the study representing 49.1 percent. One way analysis of variance (ANOVA) was used to analyzed the data. The study showed that; there was a significant difference in the academic performance among students in urban, semi-urban and rural secondary school in English Language, Mathematics, Biology, Chemistry and Geography.

Mehera (2004) also explored a study on the achievement of students in mathematics at secondary level with the objective to assess the students' achievement in mathematics, the nature of major learning environment, scientific attitude and attitude towards subject. The study sample stood at 600 students of urban and rural areas of Burdwan district in West Bengal. It was found that achievement in Mathematics was significant relatively to major learning environment.

Urban schools, Better learning environment and better attitude towards mathematics were found significantly higher in urban school than rural school. No sex wise difference was found in achievement of students in mathematics Bratte (2000) found that students in urban schools are academically better than their counterparts in rural schools because urban schools have more infrastructural facilities required by children such as books and other learning materials.

Some parents in the urban are also able to employ private teachers for their children at home after school hours. In the same vein, Onoyase (2015) maintained that, the reason why urban students performed well in academic than rural students is because, they do attract some amenities like pipe borne water, electricity, good roads and well equipped schools. The reason is able because rural schools lack good educational facilities for effective teaching and learning. In the same vein, Mofon (2001) stressed that many rural schools are in terrible state of despair and lacking basic learning facilities. The poor environment and poor infrastructural facilities contribute immensely to poor teaching and poor academic performance.

Ajaji (2006) found that there is a significant among academic performance of students in urban and rural secondary schools in mathematics. The differences in academic performance among the students may be due to the concentration of more qualified mathematics teachers posted to the urban secondary schools as against those on rural areas. Akiri (2008) summarized that, provision of education in rural areas is faced with difficulties and problems such as: qualified teachers refusing appointment in isolated villages; villagers refusing to send their children to school because they are dependent on them for help; parents heisted to entrust their daughters to male teachers: lack of roads , books and teaching materials.

Ojoawo (2006) studied the effects of differential distribution of resources on school performance in an examination and found that location of schools in Oyo State had significant

effect on schools academic performance and therewas significant difference in the performance between the students of rural and urban schools.

School Climate and School type and Class size

However, the school sector (private or public) and class size are two important structural components of the school. Private school tends to have both better funding and smaller sizes than public school. The additional funding for private schools leads to a better academic performance and more access to resources such as a computer that have been shown to enhance academic achievement (Danial & Felix, 2014).

It appears that the school with adequate modern equipment enhances learning. The result of the data as collected by Usaini, Abubakar and Bichi (2015) proved that the school enriched with modern equipment such as computer, internet, enriched laboratory and library make learning easier and faster; this case scenario is mostly found amongst private schools than the public ones in Nigeria. Likewise, school enriched with intelligent teachers, favorable learning atmosphere, an excellent teacher-student relationship and good school-parent relationship facilitates learning development. Thus, these advantages result in high academic performance. Therefore, the importance of school environment on influencing academic performance cannot be over emphasized. Students need school with favorable learning facilities to perform well, this means that when school environment is enriched with modern educational facilities, learning is facilitated. Schools within Kuala Terengganu are enriched with modern facilities, have good teacher- student relationship that make the students to have excellent academic performance (Usaini, Abubakar & Bichi, 2015).

The school as an institution of learning which also act as a second home for learners has been found to have a strong relationship with students' academic performance.

Therefore, the head teacher and the teachers should provide a favorable learning environment where students are free to consult them when in need. They should also provide adequate education facilities that can arouse interest in the students and to motivate them to work hard. This scenario is seemingly more pre-dominant in the private schools where school learning facilities and equipment are provided for due to the school fees they pay, and teachers being adequately supervised; a situation hardly seen in the public schools in Nigeria. It is believed that a cordial relationship between the head teacher and students create an environment favorable to learning as discussions are encouraged, and learners are listened to.

Based on the above premise, the class size also goes a long way in determining how well the learning facilities are effectively deployed to student teaching; as the smaller the class size, the more easier it is for the teachers teaching and learners' use of instructional aids. In making this possible, the National Policy on Education (NPE) (2013) stipulated that the teacher-student ratio should be 1:35 in junior secondary schools, and 1:40 in senior secondary schools. This policy if judiciously implemented in schools and adhered to would enhance students learning as the school teaching facilities could easily go round, and teacher-student relationship bettered. But in most cases, what seemingly obtain in Nigerian public schools is overcrowded classrooms, except for the private schools that show the semblance of an ideal class size.

Summary of Reviewed Related Literature

For this study, a theoretical framework was used in describing the relationship between school climate and students academic performance. In his theory, Bronfenbrenner identified four different aspects which impact the developing child: the microsystem, mesosystem, exosystem, and macrosystem. A linkage of this theory to this study is that the microsystem (daily events, people and places, family, church and school interactions) the student experiences should connect to their interest in order to foster excellent academic performance. The macrosystem (students' ethnicity, SES, school culture) in a proper mix strengthens the school experience and achievement of students. The microsystem (connection between two or more environments) encapsulates the relationship between the student and school; where a positive school climate would improve their performance. The exosystem (school physical facilities) interacts indirectly with students and mould their perception of the school. In a nutshell, the individual student home and school experiences/climate as well as school facilities in a proper mix and nurturance enhances students' academic performance. Hence, the development of a student is connected to the people and surroundings with which the student interacts with daily.

In relation to school climate and the teacher, related literature suggests that teachers' contributions to students' learning environments are educationally significant. Teachers who foster positive classroom environments and encourage academic engagement among students have positive effects on students' short- and long-run academic performance.

For the relationship between school climate and student performance, related literature stated that positive experiences affect happiness and happiness affects future positive experiences over time. Thus, positive school experiences and happiness are reciprocally

connected and create an upward spiral where a positive school climate contributes significantly to academic success.

Reviewed literature also showed that with respect to school climate and school physical environment, student perceptions of the physical aspects of a school, particularly maintenance and cleanliness issues, is a measurable aspect of a school's climate. Literature have also determined that school physical aspects have a statistically significant relationship to student academic performance.

In reference to the relationship between school climate and gender, literature suggested that gender did not influence how males and females perceive school climate domains. Also, as for school climate and age, related literature showed that students who perceive more prosocial acts coming from the school (e.g. school activitites involving them, schools built around their unique age-related needs) had less delinquency. For school location (urban or rural), it is the specific geographical site of the school containing building where the school equipment is kept for educational use. A school cannot usually change its location, yet location may have consequences for how well students learn at school.

Conclusively, in relation to school climate and school type, literature x-rayed that the school sector (private or public) and class size are two important structural components of the school. Private school tends to have both better funding and smaller sizes than public school. The additional funding for private schools leads to a better academic performance and more access to resources such as a computer that have been shown to enhance academic achievement. Also, it appears that the school with adequate modern equipment enhances learning. The result of the data as collected by some researchers earlier pointed out, proved that the school enriched

with modern equipment such as computer, internet, enriched laboratory and library make learning easier and faster; this case scenario is mostly found amongst private schools than the public ones in Nigeria.

CHAPTER THREE
METHODOLOGY

In this chapter, the procedure employed in the study is discussed under the following sub-headings:

- Design of the Study
- Population of the Study
- Sample and sampling techniques
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Design of the Study

The survey research design was adopted in this study. The design was chosen because it is suitable for collecting information from a pool of respondents by asking multiple survey questions and the result can be generalized to the population. Since information is to be obtained from a representative sample of the population, the design was considered appropriate. Information was obtained directly from the respondents (students) concerning the school climate as a correlate of students academic performance. The study involved analyzing the views of the students based on their school climate perception as relates to their academic performance.

Population of the Study

The study population comprised all students of public senior secondary schools in Oredo Local Government Area of Edo State. From statistics made available at State Universal Basic

Education Board (SUBEB) the total number of students in public senior secondary schools in Oredo Local Government Area of Edo State is 13,051 students.

		SSSI			SSSII			SSSIII		
S/N	**Sch. Names**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**
1.	Idia Coll.	-	1182	1182	-	828	828	-	231	231
2.	New Era Coll.	-	374	374	-	287	287	-	104	104
3.	Oredo Girls	-	262	262	-	200	200	-	38	38
4.	Akenzua S/S	476	182	658	289	161	450	97	42	139
5.	Ogbe S/S	123	89	212	122	89	211	23	7	30
6.	Edokpolor G/S	576	-	576	385	-	385	139	-	139
7.	Oba Ewuare	162	149	311	120	80	200	140	130	270
8.	Edo College	188	-	188	165	-	165	125	-	125
9.	Oba Palace S/S	20	-	20	15	-	15	22	-	22
10	Akenzua II S/S	476	182	658	289	161	450	97	47	139

11	Emotan Coll.	-	344	344	-	711	711	-	825	825
		SSSI			**SSSII**			**SSSIII**		
S/N	**Sch. Names**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**
12	Ihogbe Coll.	278	91	369	308	137	445	268	94	322
13	Imaguero Coll.	-	343	343	-	398	398	-	28	28
14	Anglican Girls Grammar Sch., B/C	-	170	170	-	105	105	-	77	77
T		**2299**	**3368**	**5667**	**1693**	**3157**	**4850**	**911**	**1623**	**2489**

Grand Total – Total Number of Male Students in Oredo Public Senior Secondary Schools = **4,903**

Total Number of Female Students in Oredo Public Senior Secondary Schools = **8,148**

Total Number of Male and Female Students in Oredo Public Senior Secondary Schools = **13,051**

Sample and sampling techniques

The sample of this study comprised of 300 senior secondary school students to be selected from 10 secondary schools out of the fourteen public secondary schools in Oredo Local Government Area, Edo State. Multistage sampling Procedure will be used which will comprise of three stages:

Stage one:

Purposive sampling technique was used to select ten public secondary schools in the locality. This is because the entire public secondary schools were too large for the study.

Stage two:.

The simple random sampling technique was used to choose the sample from the available population. A total of ten public secondary schools was selected at random with 30 students representing each school, the technique is relevant because there will be a chance of equal selection and representation of the schools involved; these constituted the sample size of the study.

Research Instrument

The test instrument used in the collection of data for the study was "School Climate as a Correlate of Students Academic Performance Questionnaire" (SCSAPQ). This questionnaire was divided into two sections (Sections A and B). Section A requested for personal information of the respondents. Section B contains items that were used to obtain information on School Climate as a correlate of students academic performance. The questionnaire was constructed in a four point modified Likert scale of Strongly Agree = 4 points, Agree = 3 points, Disagree = 2 points and Strongly Disagree = 1 point.

Validity of the Instrument

The validity of the questionnaire was established by the researcher's supervisor and two other experts in the Department of Educational Management. The observations, opinions, suggestions and corrections made by the experts were used to produce the final copy of the instruments.

Reliability of the Instrument

The reliability of the instrument was determined by administering 20 copies of the instruments to students who will not be part of the study in a different secondary school in Benin City from a different LGA. The copies of the instruments were collected that same day from the students and Cronbach Alpha statistics was used to establish the internal consistency of the items. A reliability correlation coefficient of 0.76 was obtained, showing that the instrument was reliable.

Method of Data Collection

The researcher obtained a letter from the Head of Department to enable her gain access to the Heads of schools on whose permission the instruments were administered to the students. The researcher personally administered the questionnaires to the respondents with the assistance of two trained research assistants. The researcher allowed the students understand that their responses are purely confidential and only for research purposes. The instruments were administered and retrieved back on the spot.

Method of Data Analysis

The completed questionnaires were coded and analyzed using descriptives (frequency counts, percentages, means, standard deviation) and inferential statistics (Pearson correlation, Analysis of Co-variance (ANCOVA), and Analysis of Variance (ANOVA)). Frequencies and percentages were used to answer the respondents' bio data, as mean was used to analyse research question 1. Research question 2 and hypothesis 1 was answered using Pearson correlation

statistics. Research question 3 in relation to hypothesis 2 was tested using ANCOVA statistics. Research questions 4 in relation to hypothesis 3 was analysed with ANOVA. Research questions 5 to 7 in relation to hypotheses 4 to 6 were tested using ANCOVA.

CHAPTER FOUR
PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

In this chapter was seen the results of data analysis, interpretation as well as discussion of findings.

Presentation of Results

Research Question 1: What is the academic performance of senior secondary school students in public schools in Oredo LGA?

Table 1: Mean statistics on students academic performance.

Students academic performance	Mean
Academic performance 2018	43.58
Academic performance 2019	56.08
Academic performance 2020	61.30
Average mean	**53.65**

The data in table 1 showed that the mean academic performance according to the Chief Examiner Report for 2018 was 43.58 which indicated a fair (weak pass) performance. The academic performance for 2019 was 56.08 indicating a good performance, while the academic performance for 2020 was 61.30 which was a very good performance. Overall, the average mean academic performance for all three years was 53.65 indicating a good performance academically by students.

Research Question 2: Is there any relationship between school climate and students academic performance in Oredo LGA?

Hypothesis 1: There is no significant relationship between school climate and students academic performance in Oredo LGA.

Table 2: Pearson statistics on relationship between school climate and students academic performance

Variables	N	Mean	SD	R	p-value	Decision
School climate	300	2.96	0.901	-.200	.360	Ho is accepted (Not significant)
Students academic performance	23	160.96	18.429			

The data in table 2 show the r-value is -0.200 which indicates that there is a negative weak relationship between school climate and students academic performance; while with a p-value of 0.360 greater than 0.05 level of significance, suggests that the null hypothesis which states that there is no significant relationship between school climate and students academic performance is accepted/retained. This means that school climate is not related to students academic performance significantly.

Research Question 3: Is there any difference between school climate and students academic performance based on age?

Hypothesis 2: There is no significant difference between school climate and students academic performance based on age.

Table 3: ANCOVA statistics on difference between school climate and students academic performance based on age.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	483.750[a]	4	120.937	.312	.867
Intercept	90779.192	1	90779.192	233.823	.000
Age	4.935	1	4.935	.013	.911
School climate	483.750	3	161.250	.415	.744
Error	6988.304	18	388.239		
Total	603362.070	23			
Corrected Total	7472.054	22			

From the data in table 3, the ANCOVA table shows the type III sum of squares = 483.750, df=3, F=0.415 and p-value = 0.744 which is greater than 0.05 shows that the null hypothesis is accepted or retained. Hence, there is no significant difference between school climate and students academic performance based on age.

Research Question 4: Is there any difference between school climate and students academic performance based on sex?

Hypothesis 3: There is no significant difference between school climate and students academic performance based on sex.

Table 4: ANOVA statistics on difference between school climate and students academic performance based on sex.

Sex	**N**	**Mean**	**Std. Dev.**
Male	120	2.87	0.970
Female	180	3.03	0.848
Total	**300**	**2.96**	**0.901**

	Sum of Squares	**Df**	**Mean Square**	**F**	**Sig.**	**Decision**
Btw groups	1.869	1	1.869	2.314	.129	Ho is accepted
Within groups	240.728	298	0.808			
Total	242.597	299				

The data in table 4 showed the mean values of sex (male and female) to be 2.87 and 3.03 respectively. Hence, the female students had the highest mean value; showing they had performed better in relation to the prevailing school climate than the males.

From the data in the ANOVA table, the df = 1, 298, F value = 2.314. The p-value is 0.129 which is greater than 0.05 level of significance, hence, the null hypothesis is accepted/retained which showed that there is no significant difference between school climate and students academic performance based on sex. This implies that students academic performance is not affected by school climate. As earlier reported, the female students had a higher mean to show

they better performance in relation to the prevailing school climate than the males, but it was not significant.

Research Question 5: Is there any difference between school climate and students academic performance based on location?

Hypothesis 4: There is no significant difference between school climate and students academic performance based on location.

Table 5: ANCOVA statistics on difference between school climate and students academic performance based on location.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	485.189[a]	4	121.297	.312	.866
Intercept	36903.992	1	36903.992	95.074	.000
Location	6.374	1	6.374	.016	.899
School climate	485.184	3	161.728	.417	.743
Error	6986.865	18	388.159		
Total	603362.070	23			
Corrected Total	7472.054	22			

From the data in table 5, the ANCOVA table shows the type III sum of squares = 485.184, df=3, F=0.417 and p-value = 0.743 which is greater than 0.05 shows that the null hypothesis is accepted or retained. Hence, there is no significant difference between school climate and students academic performance based on location.

Research Question 6: Is there any difference between school climate and students academic performance based on school type?

Hypothesis 5: There is no significant difference between school climate and students academic performance based on school type.

Table 6: ANCOVA statistics on difference between school climate and students academic performance based on school type.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	957.163[a]	4	239.291	.661	.627
Intercept	11108.899	1	11108.899	30.693	.000
School type	478.348	1	478.348	1.322	.265
School climate	196.999	3	65.666	.181	.908
Error	6514.891	18	361.938		
Total	603362.070	23			
Corrected Total	7472.054	22			

From the data in table 6, the ANCOVA table shows the type III sum of squares = 196.999, df=3, F=0.181 and p-value = 0.908 which is greater than 0.05 shows that the null hypothesis is accepted or retained. Hence, there is no significant difference between school climate and students academic performance based on school type.

Research Question 7: Is there any difference between school climate and students academic performance based on class size?

Hypothesis 6: There is no significant difference between school climate and students academic performance based on class size.

Table 7: ANCOVA statistics on difference between school climate and students academic performance based on class size.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	478.838[a]	4	119.710	.308	.869
Intercept	43323.029	1	43323.029	111.510	.000
Class size	.023	1	.023	.000	.994
School climate	478.778	3	159.593	.411	.747
Error	6993.216	18	388.512		
Total	603362.070	23			
Corrected Total	7472.054	22			

From the data in table 7, the ANCOVA table shows the type III sum of squares = 478.778, df=3, F=0.411 and p-value = 0.747 which is greater than 0.05 shows that the null hypothesis is accepted or retained. Hence, there is no significant difference between school climate and students academic performance based on class size.

Discussion of Findings

In reference to the findings of research question 1, the average mean performance being 53.65 for the three years under review (2018-2020) analysed show that school climate does not negatively affect students academic performance; as it can be said they had a good/fairly good performance. Hence, in improving students academic performance in Oredo LGA, Edo State, the section of the National Policy on Education (NPE) (2013) prescribing the use of formative, summative and terminal study work assessments to ascertain students' psychomotor, cognitive and affective progress should be fully implemented by concerned stakeholders; being one of the indices of a good quality school curriculum.

The findings of research question 2 corresponding to hypothesis 1 showed that there was no significant relationship between school climate and students academic performance in Oredo LGA. However, this finding negates that of Geleta (2017) who in his study found that there was a significant positive relationship between school climate and student achievement. Also, in striking a balance between these two variables of interest of this study, other findings such as Fan and Williams (2018) suggest that strategies seeking to promote students' performance relying solely on perceived school climate without considering students' motivational beliefs and interest are incomplete.

Based on the findings of research question 3 in relation to hypothesis 2, it was revealed that there was no significant difference between school climate and students academic performance based on age. This finding was in consensus with that of Zullig et al. (2011) who noted no difference, however, between grade levels and student perceptions of school climate in his study. On the other hand, this finding contradicts the study conducted in Alabama by Lo, Kim, Allen, Minugh, and Lomuto (2011) who having a sample representing 376,000 students, explored the role of school social environment in mediating delinquency in students in 6th through 12th grades. The researchers determined that students tended to engage in more delinquent acts as they got older, but less protective factors were in place as they aged. In the study, students who perceived more prosocial acts coming from the school (e.g., school activities that involved them, schools built around their unique age-related needs) had less delinquency. The authors also suggested that being a more prosocial school maynot just decrease delinquency, but boost academic achievement.

The findings of research question 4 in association with hypothesis 3 revealed there was no significant difference between school climate and students academic performance based on

sex. This finding aligns with Zullig et al. (2011) who found that gender did not influence how males and females perceive school climate domains. Lack of significant connections and victimization may interact with gender to influence student academic success. Nevertheless, a contrary view held by Orpinas and Raczynski (2015) pointed to the fact that student victimization, poor student-teacher relationships, and negative school interactions are all being tied into higher dropout rates.

The findings of research question 5 in relation to hypothesis 4 revealed that there was no significant difference between school climate and students academic performance based on location. This finding was contrary to that of Owoeye (2011) who carried out a study on school location and academic achievement of secondary schools students in Ekiti State and discovered that there was a significant difference between students' academic achievement of rural and urban secondary schools in senior school certificate examination (t-2,73, $p<0.05$); also the study has proven that students in urban areas had better academic achievement than their rural counterparts. Corroborating this was Ojoawo (2006) who studied the effects of differential distribution of resources on school performance in an examination and found that location of schools in Oyo State had significant effect on schools academic performance and there was significant difference in the performance between the students of rural and urban schools. The results of these studies were attributed to extraneous variables as qualified teachers, good roads, books and teaching materials, infrastructural facilities/good educational facilities, pipe borne water, electricity, and so on; all of which were in short supply and inadequate especially in rural schools, thereby contributing immensely to poor teaching and poor academic performance.

The findings of research question 6 in relation to hypothesis 5 revealed that there was no significant difference between school climate and students academic performance based on

school type. This however contradicts the research of Usaini, Abubakar and Bichi (2015) who proved that the school enriched with modern equipment such as computer, internet, enriched laboratory and library make learning easier and faster; this case scenario is mostly found amongst private schools than the public ones in Nigeria.

The findings of research question 7 in relation to hypothesis 6 revealed that there was no significant difference between school climate and students academic performance based on class size. Meanwhile, there is no gainsaying the fact that the class size also goes a long way in determining how well the learning facilities are effectively deployed to student teaching; as the smaller the class size, the more easier it is for the teachers teaching and learners' use of instructional aids. Hence, the NPE (2013) stipulated that the teacher-student ratio should be 1:35 in junior secondary schools, and 1:40 in senior secondary schools. This policy if judiciously implemented in schools and adhered to would enhance students learning as the school teaching facilities could easily go round, and teacher-student relationship bettered. But in most cases, what seemingly obtain in Nigerian public schools are overcrowded classrooms, except for the private schools that show the semblance of an ideal class size.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter encapsulates the summary, conclusion as well as the necessary recommendations.

Summary

This study investigated the school climate as a correlate of students academic performance in public senior secondary schools in Oredo Local Government Area. It sought to examine the academic performance of senior secondary school students in public schools in Oredo Local Government Area; relationship between schools climate and student's academic performance in Oredo Local Government Area; relationship between school climate and students academic performance based on age; relationship between school climate and students academic performance based on sex; relationship between school climate and students academic performance based on location; relationship between school climate and students academic performance based on school type; relationship between school climate and students academic performance based on class size. To guide the study, seven (7) research questions were raised and six (6) hypotheses formulated and tested at 0.05 level of significance.

The study adopted a descriptive survey research design. The population of the study was made up of 13,051 students of public senior secondary schools in Oredo LGA. A sample size of 300 students were selected from the population using the purposive sampling technique to select ten (10) public secondary schools in the locality as the entire public secondary schools were too large for the study. The simple random sampling technique was used to select the sample. The research instrument for the study was a self-constructed questionnaire. The statistical analysis was carried out using percentages for respondents' bio-data, while mean and standard deviation was used in the data analysis of the raised research questions. The formulated hypotheses were

tested using inferential statistics of Pearson correlation, ANCOVA and ANOVA at 0.05 level of significance.

The findings of this research based on the research questions raised and formulated hypotheses showed the following:

- school climate does not negatively affect students academic performance; as it can be said they had a good/fairly good performance.
- there was no significant relationship between school climate and students academic performance in Oredo LGA.
- there was no significant difference between school climate and students academic performance based on age.
- there was no significant difference between school climate and students academic performance based on sex.
- there was no significant difference between school climate and students academic performance based on location.
- there was no significant difference between school climate and students academic performance based on school type.
- there was no significant difference between school climate and students academic performance based on class size.

Conclusion

Based on the findings, it was concluded that school climate does not negatively affect students academic performance as no significant relationship existed between the two variables as well as other intervening variables as age, sex, location, school type and class size.

Recommendations

From the findings of this study, the following recommendations were put forth:

1. To better enhance students academic performance, the use of formative, summative and terminal study work assessments should be encouraged and adhered to so as to ascertain students' psychomotor, cognitive and affective progress.
2. In promoting students performance, reliance should not solely be on the school climate, but other factors should be considered such as students' motivational beliefs and interest.
3. Prosocial acts should be churned out or encouraged in schools such as schools extra-curricular activities, activities built around students unique age-related needs; as this will make them less delinquent and improve their academic performance.
4. The school management should discourage incidences of student victimization, poor student-teacher relationships and negative school interactions so as to avoid poor academic performance and high dropout rates.
5. Qualified teachers, good roads, books and teaching materials, infrastructural facilities/good educational facilities, borehole (water supply), electricity, and so on, should be in adequate supply in rural schools just as it is in the urban schools; as this would contribute to good teaching and improved academic performance.
6. Both public and private, day and boarding schools should be equipped with modern teaching equipment/materials such as computer, internet, laboratory, library to enhance teaching and learning.
7. Overcrowded classrooms should be discouraged in schools so as to better students academic performance.

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APPENDICES

APPENDIX I

QUESTIONNAIRE

DEPARTMENT OF EDUCATIONAL MANAGEMENT
FACULTY OF EDUCATION,
UNIVERSITY OF BENIN, BENIN CITY

QUESTIONNAIRE ON SCHOOL CLIMATE AS CORRELATE OF STUDENTS' ACADEMIC PERFORMANCE

This questionnaire which is titled "School Climate as Correlate of Students' Academic Performance Questionnaire (SCSAPQ)" is designed with a view to fulfill the requirements of an undergraduate programme (B.Sc. (Ed.)) in Political Science. You are required to fill this questionnaire to give relevant information on the School Climate as Correlate of Students' Academic Performance.

Please, kindly be objective in responding to the various questions by writing out or ticking (√) in the appropriate space/box corresponding to your opinion where necessary. Be rest assured that all information provided in this questionnaire shall be used strictly for academic purpose and shall be treated with utmost confidentiality.

Thanks

ABENI Amina Praise

SECTION A: BIO DATA

Age: 15 years ( ), 16 years ( ), 17 years ( ), 18 years ( )

Sex: Male ( ) Female ( )

Location: Urban ( ) Rural ( )

School Type: Boarding ( ) Day school ( )

Class size: Below 40 ( ) Above 40 ( )

Class: SS1 ( ), SS2 ( ), SS3 ( )

KEYS: SA= Strongly Agree;

A= Agree;

D= Disagree;

SD= Strongly Disagree

SECTION B

Please answer the following items according to the scale below

S/N	School climate and Academic performance	SA	A	D	SD
1.	There is an association between school climate and students academic performance				
2.	Positive school climate may prevent optimal learning and development				
3.	Good educational outcomes can be yielded through a positive school climate				
4.	Inadequate physical facilities may result to poor academic performance				
5.	Academic performance may not be adversely affected by overcrowded classrooms				
6.	Cordial relationship between teachers and students would help in attaining academic excellence in schools				
7.	A healthy school environment/climate is necessary to support students to perform well				
8.	Teen victimization may result in poor grades for students				
9.	Poor relationships with other students may adversely affect students performance academically				
10.	Not feeling connected to school may increase drop out rate among students				
11.	Perception of adults as not caring in the school may affect students academics poorly				
12.	Lack of significant participation at school may contribute to students dropping out of school				
13.	Poor student-teacher relationships may culminate in poor performance for students				
14.	Negative school interactions is tied to high school drop out rate				
15.	In a negative school climate, students tend to be involved in delinquent acts as they grow older				

16.	Students from schools having good climate and properly attending to their age-related needs may have less delinquency				
17.	There is no relationship between grade level/age of students and school climate as concerns their academic performance				
18.	Students academic performance may drop as students age				
19.	School climate may influence academic performance irrespective of age				
20.	A positive school climate may not affect academic performance of students based on age				

APPENDIX II

DATA ANALYSIS RESULTS

```
GET
  FILE='C:\Users\user\Documents\Isoken analysis.sav'.
DATASET NAME DataSet1 WINDOW=FRONT.
NEW FILE.
DATASET NAME DataSet2 WINDOW=FRONT.
DESCRIPTIVES VARIABLES=academic_performance_2018 academic_performance_2019
academic_performance_2020
  /STATISTICS=MEAN STDDEV MIN MAX.
```

Descriptives

```
[DataSet2]
```

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
academic_performance_2018	23	.00	60.00	43.5796	14.87231
academic_performance_2019	23	45.00	75.43	56.0813	7.11599
academic_performance_2020	23	52.00	72.00	61.2996	5.45732
Valid N (listwise)	23				

```
SAVE OUTFILE='C:\Users\user\Documents\Dan_Praise analysis.sav'
  /COMPRESSED.
COMPUTE academic_performance_2018_2019_2020=academic_performance_2018 +
academic_performance_2019 + academic_performance_2020.
EXECUTE.
DATASET ACTIVATE DataSet1.

SAVE OUTFILE='C:\Users\user\Documents\Dan_Praise analysis.sav'
  /COMPRESSED.
CORRELATIONS
  /VARIABLES=School_climate academic_performance_2018_2019_2020
  /PRINT=TWOTAIL NOSIG
  /STATISTICS DESCRIPTIVES
  /MISSING=PAIRWISE.
```

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
School_climate	2.9633	.90076	300
academic_performance_2018_2019_2020	160.9604	18.42929	23

Correlations

		School_climate	academic_performance_2018_2019_2020
School_climate	Pearson Correlation	1	-.200
	Sig. (2-tailed)		.360
	N	300	23
academic_performance_2018_2019_2020	Pearson Correlation	-.200	1
	Sig. (2-tailed)	.360	
	N	23	23

```
UNIANOVA academic_performance_2018_2019_2020 BY School_climate WITH Age
  /METHOD=SSTYPE(3)
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  /PRINT=DESCRIPTIVE
  /CRITERIA=ALPHA(.05)
  /DESIGN=Age School_climate.
```

Univariate Analysis of Variance

Tests of Between-Subjects Effects

Dependent Variable: academic_performance_2018_2019_2020

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	483.750[a]	4	120.937	.312	.867
Intercept	90779.192	1	90779.192	233.823	.000
Age	4.935	1	4.935	.013	.911
School_climate	483.750	3	161.250	.415	.744
Error	6988.304	18	388.239		
Total	603362.070	23			
Corrected Total	7472.054	22			

a. R Squared = .065 (Adjusted R Squared = -.143)

Oneway

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
School_climate	Male	120	2.8667	.96956	.08851	2.6914	3.0419	1.00	4.00
	Female	180	3.0278	.84847	.06324	2.9030	3.1526	1.00	4.00
	Total	300	2.9633	.90076	.05201	2.8610	3.0657	1.00	4.00

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
School_climate	Between Groups	1.869	1	1.869	2.314	.129
	Within Groups	240.728	298	.808		
	Total	242.597	299			

```
UNIANOVA academic_performance_2018_2019_2020 BY School_climate WITH Location
  /METHOD=SSTYPE(3)
  /INTERCEPT=INCLUDE
  /PRINT=DESCRIPTIVE
  /CRITERIA=ALPHA(.05)
  /DESIGN=Location School_climate.
```

Univariate Analysis of Variance

Tests of Between-Subjects Effects

Dependent Variable: academic_performance_2018_2019_2020

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	485.189[a]	4	121.297	.312	.866
Intercept	36903.992	1	36903.992	95.074	.000
Location	6.374	1	6.374	.016	.899
School_climate	485.184	3	161.728	.417	.743
Error	6986.865	18	388.159		
Total	603362.070	23			
Corrected Total	7472.054	22			

a. R Squared = .065 (Adjusted R Squared = -.143)

```
UNIANOVA academic_performance_2018_2019_2020 BY School_climate WITH
School_type
  /METHOD=SSTYPE(3)
  /INTERCEPT=INCLUDE
  /PRINT=DESCRIPTIVE
  /CRITERIA=ALPHA(.05)
  /DESIGN=School_type School_climate.
```

Univariate Analysis of Variance

Tests of Between-Subjects Effects

Dependent Variable: academic_performance_2018_2019_2020

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	957.163[a]	4	239.291	.661	.627
Intercept	11108.899	1	11108.899	30.693	.000
School_type	478.348	1	478.348	1.322	.265
School_climate	196.999	3	65.666	.181	.908
Error	6514.891	18	361.938		
Total	603362.070	23			
Corrected Total	7472.054	22			

a. R Squared = .128 (Adjusted R Squared = -.066)

```
DATASET ACTIVATE DataSet2.

SAVE OUTFILE='C:\Users\user\Documents\Dan_Praise analysis.sav'
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UNIANOVA academic_performance_2018_2019_2020 BY School_climate WITH
Class_size
  /METHOD=SSTYPE(3)
  /INTERCEPT=INCLUDE
  /PRINT=DESCRIPTIVE
  /CRITERIA=ALPHA(.05)
  /DESIGN=Class_size School_climate.
```

Univariate Analysis of Variance

Tests of Between-Subjects Effects

Dependent Variable: academic_performance_2018_2019_2020

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	478.838[a]	4	119.710	.308	.869
Intercept	43323.029	1	43323.029	111.510	.000
Class_size	.023	1	.023	.000	.994
School_climate	478.778	3	159.593	.411	.747
Error	6993.216	18	388.512		
Total	603362.070	23			
Corrected Total	7472.054	22			

a. R Squared = .064 (Adjusted R Squared = -.144)