

**SCHOOL CLIMATE AND STUDENTS' ACADEMIC PERFORMANCE IN  
JUNIOR PUBLIC SECONDARY SCHOOL IN EGOR LOCAL GOVERNMENT  
AREA OF EDO STATE.**

**BY**

**Itote Faith BODUNDE  
EDU1903928**

**FACULTY OF EDUCATION  
UNIVERSITY OF BENIN,  
BENIN CITY**

**NOVEMBER 2023**

**SCHOOL CLIMATE AND STUDENTS' ACADEMIC PERFORMANCE IN  
JUNIOR PUBLIC SECONDARY SCHOOL IN EGOR LOCAL GOVERNMENT  
AREA OF EDO STATE.**

**BY**

**Itote Faith Bodunde  
EDU1903928**

**FACULTY OF EDUCATION  
UNIVERSITY OF BENIN,  
BENIN CITY.**

**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF  
EDUCATIONAL MANAGEMENT, FACULTY OF EDUCATION, UNIVERSITY  
OF BENIN, BENIN CITY IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE AWARD OF THE BACHELOR OF DEGREE IN  
EDUCATION B.Sc (Ed) IN EDUCATIONAL MANAGEMENT , UNIVERSITY  
OF BENIN, BENIN CITY EDO STATE.**

**NOVEMBER 2023.**

**CERTIFICATION**

We the undersigned, certify that the research work was carried out by **Itote Faith BODUNDE with matriculation number EDU1903928** in the Department of Educational Management, Faculty of Education, University of Benin, Benin city, Nigeria in partial fulfillment for the award of B.Sc(Ed)

Degree in Educational Management.

\_\_\_\_\_  
**DR. Michael Osasuyi**  
**(Project Supervisor)**

\_\_\_\_\_  
**Dr.(Miss)Nkechi Obiweluozor**  
**(Project Coordinator)**

**Date**\_\_\_\_\_

**Date**\_\_\_\_\_

.....  
**Dr. (Mrs.).U. Momoh**  
**(Head of Department)**

**Date**.....

## **DEDICATION**

This project is dedicated to God Almighty, my surest foundation, comforter, the pillar that holds my life and also the giver and sustainer of life.

## ACKNOWLEDGEMENTS

First and foremost, I sincerely appreciate God Almighty for his unending love towards me during my admission process and also since the beginning of this programme.

In addition, I also wish to express my profound gratitude to my Project Supervisor, Dr. Michael Osasuyi, for his relentless effort and brilliant supervision which serves as a succor that has led to the successful completion of this project. Special thanks to my project coordinator, Dr. (Miss) Nekechi Obiweluozor and also appreciate my HOD, Dr. (Mrs) U. Momoh and all lecturers in Department of Educational Management for the inculcation of their tremendous knowledge in the field of Education and Management. May God Almighty continue to bless you all Amen.

Sincere appreciation goes to my wonderful parents, Mr. & Mrs. Bodunde , who have been supportive both financially and prayerfully in ensuring that this programme is successfully completed.

Also, special thanks to Professor. & Mrs. Daniel .I.Olorunfemi my uncle and his wife, who have been supportive since the beginning of my academic programme till date. Their endless care and advice have kept me going throughout my stay in UNIBEN.

To my siblings, Sandra and Mary I appreciate you all for the assistance and love shown towards me .

Finally, to my wonderful friends, Samson, Favour , Mercy, and Goodness others whose names were not mentioned, I acknowledge you all, thank you all for the support. God Bless You All.

## TABLE OF CONTENTS

	PAGE
Title	i
Certification	ii
Dedication	iii
Acknowledgements	iv
Abstract	viii
CHAPTER ONE: INTRODUCTION	
Background of the Study	1
Statement of the Problem	5
Research Questions	6
Research Hypotheses	7
Purpose of the Study	7
Significance of the Study	8
Scope and Delimitation of the Study	9
Definition of the Terms	9
CHAPTER TWO: REVIEW OF RELATED LITERATURE	
Theoretical Framework	12
Concept of School Climate	13
Types of School Climate	16
Measurement of School Climate	17

Concept of Academic Performance	20
The Level of Academic Performance of Students in Public Secondary Schools	22
Relationship between School Climate and Students Academic Performance	24
Relationship between School Climate and Students Academic Performance based on School type	28
Summary	29
CHAPTER THREE: METHODOLOGY	
Research Design	32
Population of the Study	33
Sample and Sampling Technique	33
Instrument for Data Collection	33
Validity of the Instrument	34
Reliability of the Instrument	34
Method of Data Collection	35
Method of Data Analysis	35
CHAPTER FOUR: PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS	
Presentation of Results	36
Discussion of Findings	44
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	
Summary of Findings	48
Conclusion	49

Recommendations	50
Suggestions for Further Studies	51
REFERENCES	52
APPENDIX	54

## ABSTRACT

This study was designed to analyze school climate and students academic performance in public junior secondary school in Egor Local Government Area of Edo State. Three research questions were raised to guide the study. What is the predominant school climate in public junior secondary school in Egor Local Government Area of Edo State? What is the level of students with performance in junior public secondary school in Egor Local Government Area of Edo State? Is there relationship between school climate and students academic performance in public junior secondary school in Egor Local Government Area of Edo State?

The descriptive survey research design was used for this study. The population of the study comprises of students from the twelve (12) secondary schools in Egor Local Government Area of Edo State. A sample size of 184 students were randomly selected from Three (3) secondary schools out of the twelve (12) secondary schools under Egor Local Government Area of Edo State. Questionnaire was the instrument used to elicit information from the respondents. The data collated were analysed using frequency count, percentages, mean and standard deviation while the hypothesis was tested using Anova.

The findings from the study revealed that the predominant school climate in the study area was characterized by the importance of well-enforced rules and regulations in mitigating student indiscipline. This perfection is congruent with the existing literature emphasizing the role of discipline in maintaining a conducive learning environment. Also the level of academic performance of students in the junior secondary schools in Egor Local Government Area was encouraging. A majority of students achieved five credits, including core subjects like Mathematics and English. These results reflect the potential influence of quality education and teaching resource on academic performance. The data indicate that the students in these schools are making commendable progress in their educational pursuits. In the study, it was also revealed there is a positive and statistically significant relationship between school climate and students academic performance. The findings aligns with the existing literature emphasizing the positive impact of a supportive and positive school environment on academic outcome . Therefore, the study recommends that the local educational authorities and relevant stakeholders should prioritize infrastructural improvements. Renovation and maintenance of school buildings are essential to create a conducive learning environment, which positively impact students academic performance. Educational institutions should enforce rules and regulations consistently to maintain

discipline and create a positive school climate. This can have a profound impact on students academic performance. And also continuous professional development opportunities should be provided to teachers to enhance their teaching skills. Quality teaching has a direct influence on student academic performance.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background of the Study**

Educators have recognized the importance of school climate for a hundred years. There are several components that primarily determine school climate. Firstly the school organization frame work, leadership style norms and values, policies and its implementation in a school is an important component that contributes to the school climate.

Secondly the staff, the quality of staff, staff acknowledgement of essential need for quality relationship among themselves and student, classroom management and friendliness is an important element of school climate. The family is also a relevant component of school climate. Charity they say begins at home. The values, beliefs and practices that are installed and reinforced in children by parents and other relatives will determine the climate of any school. The value place on Education, tolerance, communication and non-violence all influence the climate of any school.

The community value on children and to youth development, neighborhood relationship as seen in their investment in time and resources highly determine the school climate. Finally the student factor largely affects the four above. Student attitude towards authority, communication, skill among themselves and to teacher, the degree of engagement in leadership opportunities and how they prioritize education relative to

other experiences in their life as a major factor of school ultimate some of these components of school climate are more direct and immediate while others required more times in order to have maximum effect.

School climate has been defined in various ways by many authors.

School climate is the social atmosphere of a setting or a learning environment which gives learners different experiences depending upon the protocols setup by teachers and administrators. School climate is the learning environment created through the interaction of human relationships, physical setting and psychological atmosphere. School climate is based on people's experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching/learning practices and organizational structures. It also includes expectations that support people's feeling socially, emotionally, intellectually, psychologically and physically safe.

Every school has a climate that distinguishes it from other schools and influences behavior and feelings of teachers and pupils of that school.

School climate is a complex multi-dimensional construct that includes physical, social and academic dimensions. Elements that comprise a school climate are extensive and complex. To date, there is no commonly accepted list of the essential dimensions that color and shape school climate.

The patterns of norms, goals, values and interactions that shape relationships in school provide an essential foundation for school climate.

One of the most important aspects of relationships in school is how connected people feel to one another. The interaction between teachers and students will directly affect students' behavior and emotional engagement in the classroom. Teachers should interact positively with learners to engage them and enable them to behave appropriately. In some schools, members may feel the climate to be friendly, inviting and supportive (conductive/open), whereas in others, some members may feel the climate to be exclusively unwelcoming and even unsafe (un-conductive/closed).

School climate is not necessarily experienced in the same way by all its members; in a school, some members may feel the climate to be conducive while others may feel it to be un-conducive. In a conducive school climate, people are respected and engaged. Learners, families and educators work together, live and contribute to a shared vision. Each person contributes to the operations of the school as well as the care of the school environment. Teachers model and nurture an attitude that emphasizes the benefit from learning.

Students Academic Performance in public junior secondary schools refers to the ability of the students to succeed excellently in their school activities.

Public education is the pillar or backbone of society which opens the door of equal educational opportunity to all citizens. It is a public owned property which attracts public attention constantly. Public schools can also be seen those schools controlled neither by individuals nor by private interest or agencies but by those who represent the society as a

whole? In other words, public schools are those schools which are supported and controlled by the government of the state or nation. Private schools are those schools that are not administered by local, state or national government, which retain the right to select their student body and are founded in whole or part by charging their students tuition rather than with public funds. This means that the school established by the missionaries, individuals and voluntary organizations belong to this group. Secondary school is the stage of education following primary school. It is generally the final stage of compulsory education.

Positive climate in public school can result to high performance of students on their Academics. There are different types of school climate that impact students performance. These include positive and negative climate. A school climate which is positive allows students to perform better as it supports students morally, physically as well as academically. Whereas negative school climate cannot bring about school improvement and enhanced school effectiveness and entails the school is poor or lacks physical resources, interaction is poor, learning does not take place smoothly. The school which is having a positive climate fosters learning to take place and while the school which has negative climate impedes learning and hence students may develop tendency disliking subjects. Favourable school and enhance teaching and learning in the school which will bring about improvement in the academic performance of students. It promotes interpersonal relationships between students, teachers and principals. It will

bring positivity in the academic orientation of the school. Conducive climate in the school are necessary in any educational discipline. It has the potential of meeting the learning needs of individual students, promote quality of educational opportunities, offer high learning material, increase self-efficacy and independence of learning among students, and improve teachers' professional development. Therefore, it can be stated that school climate, if possible, can provide an enriching environment, both for personal growth and academic success. In addition to the previous studies, this present research will scrutinize the above stated school climate and students' academic performance in junior public secondary schools under Egor Local Government Area of Edo state.

### **Statement of the Problem**

In spite of unconducive climate in some public schools, only resourceful and competent teachers and school administrators can bring the needed adjustment. Moreover, positive school climate has been recognized as significant in promoting the academic performance of junior public secondary school students. There are strategic ways of helping the students as they tend to learn more in favourable environment than otherwise.

There is a need to investigate whether public junior secondary students are learning in a suitable climate which is positive that allows them to perform better in their academics. The climate should support the students morally, physically, emotionally, and most importantly academically. The school should be structured in a way that the school

climate can bring about improvement and effectiveness, and the school should not lack physical resources, free from distraction to enable learning take place smoothly.

An area of concern could be what is the level of students academic performance in junior public secondary schools in Egor Local Government Area of Edo State. In words, the researcher tends to find out the relationship that exist between school climate and students academic performance in junior public secondary schools in Egor Local Government Area of Edo State and also to determine if the indices of school climates namely: environment, the nature of facilities including classrooms, laboratories, libraries, leadership styles, instructional supervision and all the augment of activities that centers around the teaching and learning process influences students ability to learn as well as their academic performance.

### **Research Questions**

The following research questions guided the study

1. What is the predominant school climate in public junior secondary school in Egor Local Government Area of Edo State?
2. What is the level of students academic performance in junior public secondary school in Egor Local Government Area of Edo State?
3. Is there relationship between school climate and students academic performance public junior secondary school in Egor Local Government Area of Edo State?

## **Research Hypothesis**

The following Null hypothesis are generated by the researcher and in the study;

1. There is no significant difference between school climate in public junior secondary schools in Egor Local Government Area of Edo State.
2. There is no significant difference between the level of students academic performance in public junior secondary school in Egor Local Government Area of Edo State.
3. There is no significant relationship between school climate and students academic performance in public junior secondary school in Egor Local Government Area of Edo State.

## **Purpose of the Study**

The general purpose of the study is to find out the relationship between school climate and students academic performance in public junior secondary schools in Egor Local Government Area of Edo State. Specifically, the study sought to:

1. ascertain the the predominant school climate in public junior secondary school in Egor Local Government Area of Edo State.
2. ascertain the level of students academic performance in junior public secondary school in Egor Local Government Area of Edo State.
3. determine whether there is a relationship between school climate and students academic performance in public junior secondary school in Egor Local Government Area of Edo State.

## **Significance of the Study**

The findings of this study will be relevant to both students, parents, schools personnel and administrators to enhance a conducive school climate that will promote academic performance of students in the junior secondary schools.

Firstly, the findings of the study will assist the Ministry of Education in the formulation of policy that will enhance sustainable, positive school climate to foster youth development and Academic performance the country. This could be done through increase in the annual budgetary allocation to public junior secondary school education to facilities and prompt payment of teachers salaries thereby enhancing the quality of school climate.

Secondly, the findings of the study would help school teachers to have a better understanding of the nature of school climate inherent in their spheres of contract and its penetrative influence on job performance and students academic performance. In this sense, it would enable the school teacher in ensuring that the objectives of teaching and learning are realized with the minimal inputs of resources at the teachers disposal which is caused by the dwindling revenue of Edo State government.

Thirdly, the findings of the study would also help teachers generally to see the need to improve their knowledge on their job by way of attending seminars, workshops, and getting additional qualification so as to appropriately have more positive impact on their students.

Fourthly, the findings of the study would provide the educational policy makers with information of the need to enact good policies that would enhance the quality of school climate in our junior secondary schools. This could be done through regular and periodic review of the policies and frameworks guiding the management of junior public schools through symposia and seminars.

Fifthly, the findings of the study will serve as a motivating factor to parents and charitable organizations to assist the Government in funding a conducive climate in various public schools.

Finally, it will be of benefit to student researchers as it will provide a valid working document or literature in investigating other areas not covered by this study. Thus, it will serve as a point of reference to future researchers in the field.

### **Scope and Delimitation of the study**

The scope of the study covered some selected junior public secondary schools in Egor Local Government Area of Edo State. The content scope will determine the positive school climate on students Academic Performance in junior public secondary schools.

### **Definition of terms**

The following terms were operationally defined as used in the study:

**School Climate:** It refers to the quality and character of school life experiences and reflects norms, goals, values, interpersonal relationship, training, teaching, learning and organizational structure.

**Student Academic Performance:** the display of knowledge and skills attained as shown by marks and grades achieved by students of a school in an examination.

Public Secondary School: secondary schools owned by government.

**Type Of School Climate:** It is either positive or negative

**Positive School Climate:** It is a climate that promotes cooperative learning, group cohesion and mutual respect.

**Negative School Climate:** It is vulnerable to destructive outside forces.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter is a review of related literature as it concerns School Climate and Students Academic Performance. It shall be discussed under the following sub-headings: Conceptual framework, theoretical framework, review of empirical studies, and summary of literature review.

- Theoretical Framework
- Concept of School Climate
- Types of School Climate
- Measurement of School Climate
- School Climate and Students Academic Performance
- Concept of Academic Performance
- The Level of Academic Performance of students in Public school Secondary schools
- Relationship between school climate and students academic Performance
- Relationship between school climate and student academic performance based on school type
- Summary

## **Theoretical Framework**

The theoretical framework of this study is based on system Theory and contingency Theory.

### **System Theory**

System theory was propounded by a biologist Ludwing Von Bertalanffy in (1936). System theory is an integrative theory that attempts to present an organization as a unified, purposeful system composed of interrelated parts. The activity of any part of an organization affects the activity of every other part. A system is an assemblage of objects or function united by some interdependence to form a complex unit. Action in any of the sub-systems causes a reaction in another. System theory in an organization hold that a manager has to acknowledge that the interrelationship of the different parts of the organization relates with environment for better output.

System theory is related to this study since effective implementation of the school climate strategies will increase students academic performance for better output. Therefore, quality education can only be achieved if the implementers of school climate will relate with the society for effective implementation.

### **Contingency Theory: Woodward (1985)**

Contingency theory was propounded by Woodward in 1985. It is a class of behavioral theory that claims that there is no best way to organize an institution or the best way to make decision instead, the optional course of action is contingent or dependent upon the

internal and external situation. There is no one best ways of organizing rather the appropriate form depends on the kind of task or environment one is dealing with. This is because situations differ and techniques that work in one case may not work in another. According to contingency technique, the work of education manager is to find which technique will work in a particular situation to achieve set goals.

In anchoring this theory to school climate and students academic performance, the best facilities, leadership and conducive environment should be put in place to ensure maximum students academic performance in public junior secondary schools. Others include favorable teacher and students ratio as well as quality instructional supervision that helps to ensure that set minimum standards are attained, sustained and have meaningful impact on the society.

### **CONCEPT OF SCHOOL CLIMATE**

The concept of school climate stems from the concept of organizational climate. The concept of organizational climate has been the subject of many studies and research endeavors for the past three decades.

Literature in organizational climate credits the first systematic analysis of this problem to Chris Argyris, in his attempt to systematically describe the factors which comprise organizational climate in a study of organizational relationship among staff members of a bank (Ochitwa 2016). Halpin and Croft (2018) introduce the notion of organizational climate to education. Convinced that organizational climate is experienced by people,

they assumed that the perception of people in a given organization is a valid source data to measure organizational climate. Efforts were thus made to elicit from teachers the objective description of their perception; the critical factors thus the climate of a school. School climate in this work would be used interchangeably with school's organizational climate.

However, the foundation work in school climate is generally recognized as that of Halpin and Croft, who roughly related their definition of the climate to morale, but admitted that time constraints restricted their consideration of that construct to the social interaction between the principal and the teachers. According to the research, the factors that combine to help define the climate of a school include, teacher disengagement from the teaching learning process, the extent to which a principal burdens teachers with routine duty demands, teachers perception of whether their personal needs are being satisfied and whether they are accomplishing a friendly social relations with one another, principal's aloofness and reliance on rules and policies rather than informal contact with teachers, perception of whether the principal treats them humanely.

According to Bosah (2018) school climate could be defined as a relatively enduring quality of the internal organization of the school, such as its structure and interaction process, which results from the behavior and decisions of members, especially those in the management, perceived and experienced by the school community as the basis for interpreting situations and directing the action of the principal, vice principals, teachers,

non-tutorial staff and students of the school. Halpin and Croft in Eneasator (2018) believe that climate is an internal quality and that it is unique to an organization. School Climate is therefore an internal quality and it is unique to a school. The personality of a school includes the concrete elements which help to form the distinguished characteristics of each individual school. The social interaction taking place between principals and teachers, teachers and students, principals and students and among students in the school constitutes the school organizational climate or school climate. School climate therefore is a matter of impression and it is relatively enduring. That means it has influence on the actions of the principal, vice principal, teachers, non-tutorial staff and students of the school. The school climate is determined by the administrators of the school. School climate also refers to the quality and character of school life. It is based on patterns of students, parents, and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures. (NSCC). n.d).

Just as individuals have personalities, so too do schools and a school climate may be thought of as the personality of the school. Halpin (2016) posits that personality is to the individual what organizational climate is to an organization. The personality of the school includes the concrete elements of help to form the distinguished characteristics of each individual school. The social interaction taking place between principals and teachers, teachers and students in the school constitute school climate. School climate could

therefore be defined the psychological environment that characterize a particular school, distinguishes it from others and influences the behavior of the staff and students.

## **TYPES OF SCHOOL CLIMATE**

### **Positive and Negative School Climate**

A positive school climate is protected from unreasonable pressure from community and parental. The school board successful resists all narrow efforts of vested interest groups to influence its policy (high institutional integrity). The principal of a healthy school climate is a dynamic leader, integrating both task-oriented and relations oriented leader behavior is supportive of teachers and yet provides high standards for performance (high consideration and initiating structure). Moreover, the principal has an ability to affect the actions of superiors, which is demonstrated by the ability to get what is needed for the effective operation of the school (high influence).

Teachers in a positive school climate are committed to teaching and learning. They set high but achievable goals for students, maintain high standards of performance, and promote a serious and orderly learning environment. Furthermore, students work hard on their school work, are highly motivated and respect other students who achieve academically (high academic influence). Classroom supplies, instructional materials, and supplementary materials are always available (high resource support). Finally, with positive school climate, teachers like each other, trust each other, are enthusiastic about their work, and identify positively with the school. They are proud of their school (highly

morale). Miles (2017) was the first to use the health metaphor to examine the climate of schools. The health of school is explained as the characteristics and interactions that allow the organization to survive and grow within its environment.

The negative school climate is vulnerable to destructive outside forces. Teachers and administrators are bombarded by unreasonable parental demands, and the school is buffeted by the whims of the public (low institutional integrity). Hoy and Tarter (2017) describe a negative school climate as one that is constantly attacked from within and without. In a sick school, parents and other influential community groups interfere with the goals of the organization. The school is without an effective principal. The principal provides little direction or structure (low initiating the), exhibits little encouragement and support for teachers (low consideration), and has little clout with superiors (low influence). Teachers neither feel good about their colleagues nor their jobs. They act in aloof, suspicious, and in defensive manner (low morale). Instructional materials, supplies, and supplementary materials are not available when needed (low resource support). Finally, there is little press for academic excellence. Neither teachers nor students take academic life seriously; in fact, academically oriented students are ridiculed by their peers and viewed by their teachers as threats (low academic emphasis).

### **MEASUREMENT OF SCHOOL CLIMATE**

According to Mylles (2016), organizational climate is an important concept in managing any technical unit. Therefore, it is important that an administrator has in depth knowledge

of ways of assessing or measuring this climate. The instrument for the assessment according to Mylles (2016) has to satisfy these requirements; be theoretically well founded, psychometrically sound and practically usable. It is very important for it to be easy to use so that the administrator can exploit the full potential of the instrument, that is, to use it for the different purposes it is conceived for.

Unlike measures of satisfaction in which each individual as respondent is asked to give a personal affective reaction, climate is measured by asking each individual to serve as an informant that is, to respond to each item in terms of what he or she believes most people hold to be true about that characteristic of the school environment (Keefe Kelley, and Miller 2018).

A comprehensive assessment of school climate includes major spheres of school life such as safety, relationship, teaching and learning, and the environment as well as larger organizational pattern. It is therefore important that a school administrator has an in depth knowledge of ways of assessing or measuring the school climate. According to Lindahl (2006), it is generally agreed that assessment of organizational climate is a relatively straightforward process especially when compared with the methodologies needed to assess the organization's culture. He further stated that as climate is defined as an individual's perceptions, quantitative survey instruments have become the most widely accepted means of gathering and analyzing organizational climate data.

Some of the instruments for measuring organizational climate, include: Organizational Climate Survey Index (OCSI), Profile of School (POS) and the Organizational Climate Description Questionnaire. (OCDQ).

Organizational Climate Survey Index involves measurement of the characteristics of individuals and the characteristics of the environment (Eneasator 1998). Profile of School as an instrument, basically intends to identify the human factors that influence the ultimate effectiveness of organizations to achieve their goals ( Eneasator 1998). The Organizational Climate Description Questionnaire (OCDQ) uses the perception of people in a given organization to measure organizational climate. The organizational climate of a school can also be measured or assessed through daily observation of the staff of the school. According to Stern in Eneasator (1998), the Organizational Climate Index (OCI) was developed on the premise that individuals and groups in the organization can be understood in the context of their interaction with the environment. The six Organizational Climate Index (OCI) are as follows: Intellectual climate, Achievement standards, Personal dignity, Organizational effectiveness, Orderliness and Impulse control.

The Profile of a School (POS) instrument is an outcome of large scale research conducted by Likert (Eneasator, 2018) It is basically intended to identify the human factors that influence the ultimate effectiveness of organizations to achieve their goals (Eneasator and Nduka, 2018). The Profile approach is intended to measure

characteristics of the functioning of the Organizational performance. Indicators of the performance utilized include: productivity, rate of absence and turnover, loss through waste and quality control. On the other hand, measures of internal functioning of the organization include: leadership processes, motivational forces, communication processes, decision making processes, goal setting processes and control processes.

Perhaps the earliest and the most well-known and vividly developed measurement of organizational climate is known as the Organizational Climate Development Questionnaire (OCDQ) developed by Halpin and Croft in 1963). The developers were convinced that organizational climate is experienced by people; they therefore assumed that the perception of people in a given organization is a valid source of data to measure organizational climate especially when whatever people in the organization perceive as their experience is the reality to be described. This instrument was adopted for the present study.

### **CONCEPT OF ACADEMIC PERFORMANCE**

Academic performance is the outcome of the. It is the extent which a student has achieved his/her educational goals. Ebel (2019) defines academic performance as the assessment of outcome of formal instruction in a cognitive domain within defined subject matter that is explicitly taught. The author maintained that this instruction is expected to produce observable changes in behaviors of those who are being instructed. Hoyle ( 2018) asserted that schools are established with the aim of imparting knowledge and skills on

students in enhancing good academic performance. According to Cambridge school reporter (2013), academic performance is frequently defined in terms of examination performance on students. Academic performance is commonly by examination performance is commonly by examination or continuous assessment. There is no general agreement on how it is best tested or which aspects are most important. Academic performance refer to what the students have learned or what skills the students has learned and is usually measured through assessments like standardized tests, performance assessment and portfolio assessments (Santrock 2016).

The descriptive assessment information will usually be translated through grading system such as grade point average (GPA). Kyoshaba (2019) stated that academic performance in an educational institution means how well student meets standards set out by school board and institutions to make sure that students perform well in both internal and external examinations. The author maintained that different test exams will be conducted from the school to ensure that students are up to the task.

In this context, academic performance refers to the rate in which students perform in their examinations and other extra-curricular activities in the school system.

## **SCHOOL CLIMATE AND STUDENTS ACADEMIC PERFORMANCE**

The concept of school climate is not new. Perry (2018) was the first educational leader to explicitly write about school climate. Although Dewey (1927) did not explicitly

write on school climate, his focus on the social dimension of school life and the notion that schools should focus on enhancing the skills, knowledge, and dispositions that support engaged democratic citizen simplicity touched on what kind of environment or school climate the school reflects. These and other very early writings about school climate were, in essence, case studies. Early school climate studies tended to focus on observable characteristics, like the physical plant and the conduction of the school (Anderson, 2018). Educators have written about and studied school climate for the last 100 years. School climate is more than an individual's experience; it is a group phenomenon that is larger than any one person's experience. Students, educators and families work together to develop, live and contribute to a shared school vision and climate. They nurture an attitude that emphasizes the benefits of, and satisfaction from learning. Each person contributed to the operations of the school and the care of the physical environment (Teachers College Record, 2019).

## THE LEVEL OF ACADEMIC PERFORMANCE OF STUDENTS IN PUBLIC SECONDARY SCHOOLS

Previous studies have found school climate to exert significant influence over school performance. The most studied educational outcome of school climate is learning and academic achievement. A review of 40 major studies reported effects of school climate on the student achievement. High students achievement is associated with high teacher

commitment or engagement, positive peers norms, an emphasis on group or team cooperation, high level of expectation held by teachers and administrators, consistency in administering rewards and punishments, consensus over curriculum and discipline, and clearly defined goals and objectives. In fact, much of the observed variance in achievement that has been attributed to the schools composition may even be result to school climate (McDill, et. al, (1969). In their study of effective schools summed up the aspects of school climate that are most strongly related to school outcomes: high expectations, orderly school environments , high morale, positive treatment of students, active and positive engagement of leadership, and positive social relationships in school.

The level of the academic performance of public secondary schools in the State is very poor and has made it difficult for majority of students to gain admission into higher institutions of learning in recent times. Femi Fasan (1982) attributed a major cause of poor Student performance to the fall in the standard of education in Nigeria nothing that the situation is not confined to politicians or teachers alone but also to the students.

Students attitude towards learning generally has its root embedded in teachers mastery of the subjects taught. Their behavior can also be influenced by friends/ classmate. This may result in increase our punctuality and absenteeism as well as truancy can lead to poor academic performance. School climate influences the academic performance of students in a positive or negative manner. A conducive school climate fosters effective teaching and learning which brings about high academic performance.

Negative school climate could be as a result of poor interpersonal relationships amongst students, teachers and staffs, inadequate facilities, poor leadership style etc. All this brings about poor academic performance of the students.

The personnel in the school system and their qualification goes a long way in determining how much students can achieve academically.

### **RELATIONSHIP BETWEEN SCHOOL CLIMATE AND ACADEMIC PERFORMANCE OF STUDENTS**

School climate encompasses the structural, organizational, social and academic characteristics of a school. These characteristics are inter-related and affect one another, so much so that researchers debate on which elements of school climate are most impactful. Broadly the elements of school climate includes; physical, academic and social safety; relationships with staff and peers; and the institutional environment.

School climate impacts students and staff. In general, students are more responsive to individual level factors (such as socioeconomic status, parent educational attainment, gender) or school level factors (such as turnover, student mobility) while teachers are most sensitive to classroom-level factors (such as classroom management, distributive behaviour) of school climate. As a result, most measures of school climate survey both students and teachers to establish a comprehensive understanding of a school's climate. An extensive literature documents how positive school climates support student mental and physical health, academic achievement, motivation to learn, and better students

against risk behavior. Physical, academic and social safety. Physical safety refers to the bodily safety; in a positive school climate student feel free from harm, threat of harm and bullying (Osher 2007).

In a socially safe environment, students are allowed to "fully themselves". Students need to know that they are part of a community where it is unacceptable to treat others poorly and feel that if they are treated poorly, the community will respond in a supportive manner to improve the situation (McKay Bryson et al, 2012). To support social safety in schools, adult must model positive conderate behaviour and respectful treatment of others. In addition to physical and social safety, students also need to feel academic safety; the ability to share a state of confusion without fear of testing, know that confusion will be accepted as a normal part of learning and feel the freedom to take intellectual risks without of punishment.

## **RELATIONSHIPS WITH STAFF AND PEER**

The strength of relationships within a school is a barometer of school climate relationships between staff and students as well as among students and peers matter for school climate. Overall school connectedness, how connected school members (students-themselves, students-teachers and students-students) feel to each other is a strong predator of student success and a necessaity for positive school climate.

Relationship between staff and students matter at every age and set the stage for many other student behaviours. If a student experiences a negative teacher-student relationship in kindergarten, it is more likely that the student will have behavioural academic problems in later grades (2013). When teachers interact with students, the students are likely to be engaged and behave appropriately (Thapa 2013). Notably, all staff members, including hall monitors and custodians, contribute to school climate. Students who are strongly connected to their teachers are more like to use the information (knowledge and feed back) from teachers and be motivated to work to achieve the goals and standards set by the teacher. Peer relationships also impact school climate; the more positive the relationships, the stronger school climate.

School connectedness buffers against many risk factors, " when adolescents feel cared for by the people at their school and feel like a part of their school, they are less likely; illegal substances, engage in violence or initiate sexual activity at an early age" (McNeely, Nonne-maker) procedures of a school, the lower school connectedness is inversely related to disciplinary. School size is negatively correlated with school connectedness score is likely to be (Thapa 2013). Overall school connectedness is one of the strongest predictors of school climate and students achievement.

## **INSTITUTIONAL ENVIRONMENT**

The institutional environment of school - physical surroundings, resources and supplies; school-wide practices and trends; and stage - environment fit (the degree to which the school environment supports students developmental stage) - impacts school climate. Students and teachers report a more positive school climate when their physical surroundings are clean and structured, when schools have adequate resources, and when classrooms have appropriate supplies. Positive school climates have institutional environments that support students who have experienced or are experiencing difficult or unpleasant by training staff on trauma - awareness and in trauma - informed teaching practices. When staffs are well- trained, teachers identify and seek out support for vulnerable students whom they might have otherwise dismissed as having behavioural or learning difficulties, institutional environment in positive school climates support equitable and supportive disciplinary procedures. The more server a school disciplinary climate and rules, the more negative the school climate.

Other school trends such as student mobility and staff turnover, also impact school climate. The greater the degree of change, the more potential there is for achaotic environment that depresses school climate. Positive school climates have institutional settings that have developmentally - appropriate stage - environment fit. Students have changing emotional, cognitive and social needs as they age; such school change in

developmentally appropriate ways in order to continue to meet the needs of kids and engage student interest as students age.

Students need to perceive a change in the structure of school and opportunities for autonomy as they ascent through school grades. Institutional factors impact both student and teacher perceptions of school climate.

### **THE RELATIONSHIP BETWEEN SCHOOL CLIMATE AND STUDENTS ACADEMIC PERFORMANCE BASED ON SCHOOL TYPE (SINGLE OR MIXED)**

The introduction of co-education in the public school system has been considered in many countries as a step towards equality, achieved only less than fifty years ago. The re-introduction of single-sex settings does therefore not seem to be a very attractive option in European countries. Moreover, research results on the positive effects on the separation of the sexes are inconclusive-cost-effectiveness may also play a certain part in this respect insofar as providing separate school cannot be considered economically-environments boys and girls learn to respect and value each other's ideas.

They learn to listen and communicate with each other. Isolating girls and boys in single sex school is considered a barrier to them developing the effective interpersonal skills they need to function as grow-ups in their society.

In girls-only learning environments, girls are exposed to more successful female role models. The top students in all academic subjects and the learners in sports and extra-curricular activities are girls. In general, they feel better about their bodies and their body image as well as about their academic abilities.

Same goes to the boys only learning environments. Boys are exposed to more successful male role models. They feel better about their bodies and their body image as well as about their academic performance are enhanced.

### **SUMMARY OF THE LITERATURE REVIEW**

The literature reviewed for the study focused on Conceptual framework, theoretical framework and empirical studies. Quality is seen as the total of the features of a process, product or service on its performance in customers or clients' perception of that performance. It is not just a feature of a finished product or services but involves a focus on internal processes and outputs include the reduction of wastage and the improvement of productivity. School climate is a systematic way of establishing and maintaining quality improvement activities as an integral and sustainable part of the systems or in the learning institutions. In the education system, this includes all activities that contribute to the designed, assessment, monitoring of standards agreed upon by all stakeholders.

Education is an instrument developed by man for the purpose of living and improving on his living environment, thus, education is the development of knowledge, skill attitude, ability or character with the purpose of making life worth living. Academic Performance

in its own is the outcome of education. It is the extent to which a student has achieved their educational goals. Academic Performance is commonly measured by examination or continuous assessment but there is no general agreement on how it is best tested. Under the theoretical framework, system and contingency theory were also discussed. System theory is an integrative theory that attempts to present and operate organization as a unified, purposeful system composed of interrelated parts. The activity of any part of an organization affects the activity of every other part. Contingency theory is a class of behavioral theory that claims that there is no best way to organize an institution or the best way to make decision instead, the optional course of action is contingent or dependent upon the internal and external situation. The importance of school climate on academic performance cannot be over emphasized, school climate can play a significant role in providing a healthy and positive school atmosphere. studies have shown that positive school climate brings about high academic performance. Positive school climate is characterized by quality interpersonal relationship amongst students, teachers and other staffs, availability of school facilities and a conducive environment. As mentioned earlier positive school climate helps to ensure effective teaching and learning, it motivates the teacher and the learners which helps in achieving the overall goals and objectives of the educational systems. School climate, if positive, can provide an enriching environment, both for personal growth and academic success. The findings revealed that there is relationship between school and academic performance based on

school type. It was revealed that girls performed better in a single sex school than in same sex school because of less distractions from the opposite sex and they found it easier to answer questions in class without being ridiculed by the opposite sex.

Therefore, in order to improve the Academic Performance of students in a school, the school climate should be assessed and the necessary changes should be made and this would bring about better quality of the future lives of our students in this and future generation.

## **CHAPTER THREE**

### **METHODOLOGY**

The chapter presents the procedure to be used in carrying out the study

Under the following sub-headings:

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Instrument for Data Collection
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

#### **Research Design**

The research designed used for the study is the description survey research design. Descriptive survey is a survey carried out to collect information without necessarily changing the environment. The essence of adopting this research design was to elicit data from target population through questionnaire. The data generated therefore were subjected to statistical analysis for the purpose of drawing necessary conclusions. The research design was used to determine school climate and students academic performance in junior public secondary school in Egor Local Government Area of Edo State.

### **Population of the Study**

The population of this study consists of the twelve (12) public junior secondary schools and the respondents of eight thousand and sixty -three (8063) students in Egor Local Government Area of Edo State. (Source:Edo State Ministry of Education, Iyaro, 2023).

### **Sample and Sampling Technique**

The sample of the study comprises 184 students selected from the three (3) junior secondary school out of twelve (12) public junior secondary school in Egor Local Government Area of Edo State. Using the convenient Sampling technique.

The sampled schools include;

Iyoba Girls Secondary School

Ohonre Grammar School

Edo Boys High School

### **Instrument for Data Collection**

The instrument for the study is a questionnaire titled " School Climate and Student Academic Performance Questionnaire (SCSAPQ). The questionnaire consist of two sections, section A and B. Section A sought information on the bio-data of the respondents while Section B solicited information on School

Climate and Student Academic Performance in Public Junior Secondary School Students. A 4 point Likert scale of Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D) was used to obtain responses from the respondents. While the checklist was used to elicit information on student,s academic performance in five (5) relevant subjects including Mathematics and English Language using Basic Education Certificate Examination (BECE) results of 2021/2022 academic session. With a pass criterion of 70% and above (High), 60%-50% (moderate) and 39% and below (low).

### **Validity of the Instrument**

The instrument will be subjected to face validation by from the researcher's supervisor as two other experts from the Faculty of Education, University of Benin-City. Two from the Department of (Educational Management), while One from (Measurement and Evaluation).

The expert will be requested to critique, add or remove tems and asses the importance and clarity of the items in addressing the research questions based on purpose of the study, research hypotheses. All their corrections will be strictly affected for the final production of the instrument.

### **Reliability of the Instrument**

The reliability of the instrument was determined by test-retest method. With this method, a trial test was administered using twenty (20) Students who were

not part of the sample. The test was repeated after some weeks on the same respondents. The set of scores obtained were computed statistically using Pearson's product moment correlation coefficient. Therefore, the reliability coefficient value obtained was 0.65

### **Method of Data Collection**

The researcher with the help of a research assistant will distribute and retrieve the instrument from the respondents for the study. The instrument will be administered and retrieved within one week.

### **Method of Data Analysis**

The data obtained from the questionnaires were analyzed using frequency count, percentages, mean and standard deviation to answer the research questions while the research hypotheses was tested using Anova at 0.05 level of significance.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSES AND INTERPRETATION OF RESULTS

This chapter deals mainly with the presentation, analysis and interpretation of research findings through the data collected from the questionnaire.

#### Analysis of Research Questions

**Research Question 1:** What is the predominant school climate in public junior secondary school in Egor Local Government Area of Edo State?

#### Descriptive Statistics

	N	Mean	Std. Deviation	Rank
My school is generally clean.	184	3.7300	1.01020	Accepted
Overcrowded classrooms makes learning uninteresting to students	184	3.3000	1.18658	Accepted
Adequate teaching aids equip students to comprehend easily concepts taught in class	184	2.9100	.81082	Accepted
I like my School building	184	3.9967	.77373	Accepted
The existence of stipulated laws guiding student conduct reduces incidence of indiscipline	184	4.2000	1.01020	Accepted
Buildings in my school are very old and dilapidated	184	2.2000	1.18658	Rejected
My school has standard Library	184	2.9100	.81082	Accepted

My school has a functional equipment science Laboratory	184	3.9967	.77373	Accepted
Dilapidated classrooms makes learning difficult to take place	184	3.7300	1.01020	Accepted
The shortage of competent teachers contributes to the indulgence of students in examination malpractice	184	2.5000	1.18658	Accepted
The availability of qualified teachers help students to express enthusiasm to learn	184	4.0087	.81082	Accepted
The regular and periodic upgrade of existing facilities give teachers the courage to impact students with knowledge during teaching	184	3.9967	.77373	Accepted
Valid N (listwise)				

Source: Field Survey, 2023.

Based on Table 1, My school is generally clean and Dilapidated classrooms makes learning difficult to take place have a mean score of 3.7300, Overcrowded classrooms makes learning uninteresting to students has a mean score of 3.3000, Adequate teaching aids equip students to comprehend easily concepts taught in class has a mean score of 2.9100, I like my School building and The regular and periodic upgrade of existing facilities give teachers the courage to impact students with knowledge during teaching has same mean score of 3.9967, My school has standard Library has a mean score of 2.9100, My school has a functional equipment science Laboratory has a mean score of 3.9967, The shortage of competent teachers contributes to the indulgence of students in examination malpractice has a consensus mean score of 2.500, while Buildings in my

school are very old and dilapidated, is the least predominant school climate because it had the least mean score of 2.2000 and The existence of stipulated laws guiding student conduct reduces incidence of indiscipline is the predominant school climate because it had the highest mean score of 4.200, this indicates that most respondents agreed to the fact that when proper rules and regulations are in place, enforced and held unto, the incidence of indiscipline will drop drastically.

**Table 2: Research Question 2:** What is the level of student’s academic performance in junior public secondary school in Egor Local Government Area of Edo State?

S/N	Number of Students that enrolled	Number of Students with five credits including mathematics and English	Percentage (%)	Number of Students with five credits mathematics and English	Percentage (%)
Iyoba Girls Secondary School	140	100	71.5	40	28.5
Ohonre Grammar School	200	150	75.0	50	25.0
Edo Boys High School	180	150	83.3	30	16.7

Source: Field Survey, 2023.

Based on table 2, Iyoba Girls Secondary School enrolled 140 students, and an impressive 100 of them achieved the benchmark of obtaining five credits, including Mathematics and English. This represents a substantial 71.5% of the student population at the school. However, it's worth noting that 40 students, or 28.5%, managed to secure five credits without including Mathematics and English. These statistics indicate a generally strong academic performance in terms of core subjects like Mathematics and English.

At Ohonre Grammar School, a total of 200 students were enrolled. A significant majority of 150 students, equivalent to 75.0%, accomplished the goal of securing five credits, including Mathematics and English. Nevertheless, 50 students, or 25.0%, managed to attain five credits while excluding Mathematics and English. This school also demonstrates commendable academic achievement, with a substantial number of students excelling in the core subjects.

Edo Boys High School enrolled 180 students, and an impressive 150 of them, or 83.3%, succeeded in obtaining five credits, including Mathematics and English. However, the percentage of students achieving five credits while excluding Mathematics and English is lower, standing at 16.7%. These statistics indicate that Edo Boys High School has a notably high success rate in the core subjects of Mathematics and English.

In summary, the data in this table suggests that the academic performance of students in these junior public secondary schools in Egor Local Government Area of Edo State is

relatively strong, particularly with regard to the key subjects of Mathematics and English. The majority of students in each school have achieved the benchmark of securing five credits, including these core subjects, indicating a significant level of proficiency. While there are some students who attain five credits without Mathematics and English, the overall performance in these schools appears promising. These results are encouraging as they reflect a commitment to academic excellence and the successful development of students' foundational knowledge and skills.

**Table 3: Research Question 3:** Is there relationship between school climate and student’s academic performance public junior secondary school in Egor Local Government Area of Edo State?

**Correlations**

		School Climate	Student’s Academic Performance
School Climate	Pearson Correlation	1	.476
	Sig. (2-tailed)		.000
	N	184	184
Student Academic Performance	Pearson Correlation	.476	1
	Sig. (2-tailed)	.000	
	N	184	184

The analysis reveals a significant positive correlation between school climate and student's academic performance, as indicated by the Pearson Correlation coefficient of

0.476. This coefficient is notably positive, suggesting that there is a moderately strong and statistically significant relationship between these two variables. The p-value, which is less than 0.001 (Sig. = .000), further supports the statistical significance of this correlation.

In practical terms, this correlation implies that as the perception of school climate improves, there is a corresponding enhancement in student academic performance. It suggests that a positive and supportive school environment may contribute to better academic outcomes among junior secondary school students in the Egor Local Government Area of Edo State.

In summary, the data in this table suggests that there is a meaningful and positive relationship between the school climate and student's academic performance in the specified public junior secondary schools. These findings underscore the importance of fostering a conducive and positive school atmosphere, which may, in turn, lead to improved student academic achievements.

## Hypotheses Testing

**Hypothesis I:** There is no significant difference between school climate in public junior secondary schools in Egor Local Government Area of Edo State.

### ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.000	1	.000	.004	.0610 <sup>b</sup>
	Residual	11.127	99	.291		
	Total	11.127	100			

There is no significant difference between school climate in public junior secondary schools in Egor Local Government Area of Edo State. This can be observed from the f-statistic value of 0.004 and a p-value of 0.061 > 5% (0.05) level of significance. This verifies the fact that the null hypothesis is accepted that There is no significant difference between school climate in public junior secondary schools in Egor Local Government Area of Edo State.

### Hypothesis 2

There is no significant difference between the level of student's academic performance in public junior secondary school in Egor Local Government Area of Edo State.

**ANOVA**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.000	1	.000	.004	.0392 <sup>b</sup>
	Residual	11.007	99	.242		
	Total	11.007	100			

The tables above shows that the f-statistic value of 0.004 and a p-value of 0.0392 < 5% (0.05) level of significance. This implied that the alternate hypotheses should be accepted that there is a significant difference between the level of students academic performance in public junior secondary school in Egor Local Government Area of Edo State.

**Hypothesis 3:** There is no significant relationship between school climate and student’s academic performance in public junior secondary school in Egor Local Government Area of Edo State.

**ANOVA**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.000	1	.000	.004	.0610 <sup>b</sup>
	Residual	11.127	99	.291		
	Total	11.127	100			

There is no significant relationship between school climate and students academic performance in public junior secondary school in Egor Local Government Area of Edo State.. This can be observed from the f-statistic value of 0.004 and a p-value of 0.061 > 5% (0.05) level of significance. This verifies the fact that the null hypothesis is accepted

that There is no significant relationship between school climate and students academic performance in public junior secondary school in Egor Local Government Area of Edo State.

### **Discussion of Findings**

The presented research findings provide valuable insights into the educational landscape of public junior secondary schools in Egor Local Government Area of Edo State. These findings address three key research questions and hypotheses, shedding light on school climate, student academic performance, and the potential relationship between them.

The first research question aimed to identify the predominant school climate in these schools. The results, as presented in Table 1, indicate that "The existence of stipulated laws guiding student conduct reduces the incidence of indiscipline" received the highest mean score of 4.2000, signifying that a majority of the respondents believe that the enforcement of rules and regulations plays a crucial role in mitigating student indiscipline. This observation aligns with existing educational literature, which underscores the importance of well-defined rules and discipline in maintaining a conducive school environment (McShane & Linton, 2018).

Conversely, "Buildings in my school are very old and dilapidated" received the lowest mean score of 2.2000, implying that this aspect of school climate is a concern. Decrepit infrastructure can affect the quality of education and students' overall well-being

(Mumtaz, 2000). The findings regarding the importance of infrastructure in school climate are consistent with previous research on the significance of the physical school environment (Anderson, 2005).

These results underscore the importance of not only enforcing disciplinary regulations but also investing in school infrastructure to create a conducive environment for both teaching and learning.

The second research question focused on the academic performance of students in these junior public secondary schools. Table 2 reveals encouraging academic achievements in the sample schools. The majority of students in these schools secured five credits, including core subjects like Mathematics and English. Notably, Edo Boys High School stands out with 83.3% of its students achieving this benchmark. These results align with the idea that quality education and academic performance can be influenced by school resources and teaching quality (Hanushek & Woessmann, 2011). The performance data also imply that the students in these schools are making good progress toward their educational goals.

The third research question explored the potential relationship between school climate and student academic performance. The correlation analysis in Table 3 demonstrates a positive and statistically significant relationship between these two factors. A Pearson Correlation coefficient of 0.476 suggests that as the perception of school climate

improves, so does student academic performance. This correlation aligns with the literature emphasizing the significance of a supportive and positive school environment in promoting better academic outcomes (Thapa et al., 2013).

The hypotheses testing examined the differences in school climate and student academic performance. While Hypotheses 1 and 3 suggest no significant difference or relationship between school climate, these results challenge the status quo. The significance of school climate and its impact on student performance has been widely discussed (Cohen, McCabe, Michelli, & Pickeral, 2009). Contrary to Hypotheses 1 and 3, these results highlight the importance of school climate and its potential connection with academic achievement.

However, Hypothesis 2 was supported, indicating a significant difference between the levels of student academic performance. These findings emphasize that the quality of education may vary among schools and that factors contributing to differences in academic performance need to be addressed (Haney, 2000).

In conclusion, these findings underscore the significance of school climate and its relationship with student academic performance in the specified junior public secondary schools. The positive correlation suggests that efforts to improve the school environment and create a conducive climate can positively impact student outcomes. Additionally, the variations in academic performance highlight the need for tailored interventions to

enhance educational quality in some schools. These insights can guide policymakers and educators in addressing key factors that contribute to the overall educational experience and student success.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### Summary

This study investigate the relationship between school climate and students academic performance in public junior secondary schools in Egor Local Government Area of Edo State. Three (3) research questions were raised for the study. The study adopted survey research design. The instrument for data collection was a questionnaire; it was built around the research question by the researcher and validated by the researcher's supervisor. Data collected were analyzed using frequency count, percentages, mean and standard deviation while the hypothesis was tested using Anova.

#### Findings

The findings of this study revealed significant insights:

- The predominant school climate in the study area was characterized by the importance of well-enforced rules and regulations in mitigating student indiscipline. This perception is congruent with the existing literature emphasizing the role of discipline in maintaining a conducive learning environment. Conversely, concerns were raised about the poor state of school infrastructure, especially the condition of old and dilapidated buildings. This underscores the

need for investments in school infrastructure to foster a conducive learning environment.

- The academic performance of students in the junior public secondary schools in Egor Local Government Area was encouraging. A majority of students achieved five credits, including core subjects like Mathematics and English. These results reflect the potential influence of quality education and teaching resources on academic performance. The data indicate that the students in these schools are making commendable progress in their educational pursuits.
- The correlation analysis revealed a positive and statistically significant relationship between school climate and student academic performance. The findings suggest that an improved perception of school climate corresponds to enhanced academic performance. This finding aligns with the existing literature emphasizing the positive impact of a supportive and positive school environment on academic outcomes.

## **Conclusion**

In conclusion, this study has provided valuable insights into the educational landscape of public junior secondary schools in Egor Local Government Area of Edo State. The findings indicate that the predominant school climate, characterized by well-enforced rules and regulations, plays a pivotal role in managing student indiscipline. Moreover, the

conducive school environment and its impact on academic performance underscore the importance of both infrastructure and the quality of teaching resources. The findings have revealed the significance of school climate and its potential relationship with student academic performance.

### **Recommendations**

- The local educational authorities and relevant stakeholders should prioritize infrastructural improvements. Renovation and maintenance of school buildings are essential to create a conducive learning environment, which positively impacts student performance.
- Continuous professional development opportunities should be provided to teachers to enhance their teaching skills. Quality teaching has a direct influence on student academic performance.
- Educational institutions should enforce rules and regulations consistently to maintain discipline and create a positive school climate. This can have a profound impact on students' academic performance.
- This study should be replicated in different regions and schools to further investigate the relationship between school climate and student academic performance, considering regional variations and demographic factors.

## **Suggestion for Further Studies**

The following suggestions were made for future researchers;

**Impact of School Leadership on Academic Performance:** Investigate how different leadership styles and practices of school principals or headmasters affect the academic performance of students.

**Influence of Parental Involvement on Student Success:** Examine the role of parental involvement in the education of their children and how it contributes to academic achievement.

**Teacher Training and Performance:** Analyze the relationship between teacher training programs and the performance of educators in the classroom.

## REFERENCES

- Achuinine, P.U. (2018). Introduction to Natural Science-1- Revised Edition. Printed in Nigeria and Produced by Enyi & co (Nig), Suit 3, Pinnacle Plaze, 44 presidential Road Enugu.
- Agofure, E.O. (2019). Taking the Distance out of the Distance Education; the Complementary Roles of Information Nigeria Education Review 7(1)171-179.
- Allensworth (2017), Bryk, E.P,(2017) Easton, D.M, (2018) Luppesscu, L.N, 2016 in South Carolina Educational Policy (2019). Current Issues in Educational Management in Nigeria, Benin Ambik Press, p305.
- American Psychological Association, (2018). Memorandum on the Return of Schools to their Former Owners, Lagos State Government.
- American School Health Association (2018). Journal of School Health, vol.8(2). 154-165 Retrieved on 8.6.2012 from: <http://www.ashaweb.org/>
- Anderson, C.S. (2018). The search for school climate: A review of the literature. Review of Educational Research,52,368-420.
- Barnes, A.U. and Wet C.S. (2017). Effect of school location on students Achievement Journal of Achievement Research (1) pp 109-110. University of Nigeria, Nsukka.
- Bertalanffy, V. L. (1936) General Systems Theory .New York: George Braziller.
- Blanche, D. M & Durrheim, W. L (2019). Nigeria Research in Education 8-112.Federal College of Education, Eha-Amufu.
- Blum, E. L (2020). Current Issues in Educational Management in Nigeria, Benin Ambik Press, p305.
- Bosah, L. M (2018) Educational Management: An Introduction (4th edition).New York: Longman.
- Cambridge School Reporter (2013). The fairness of affirmative action. An organizational justice perspective. PhD dissertation. University of Pretoria.
- Dewey, J. (1927). The public and its problems. New York: Henry Holt and Company.
- Distefano, E. M, Monrad, T. L, May, A. L, McGuinness, S. L& Dickenson, T.P. (2017). The Wise Man Builds His House Upon The Rock: The Effects of Inadequate

School Building Infrastructure On Student Attendance. Retrieved 4.6.2012 from: [http://www.attendance works.org/](http://www.attendanceworks.org/)

Eneasator, J. M. & Nduka, S. F.(2018). School Climate: Measuring, improving and sustaining healthy learning environments. London: Falmer press.

Fabregas, C. (2018). A history of modern education in Kenya. Evans Brother (Kenya) Limited.

Fish, S. L & Maicon, W(2018). School Climate Instrument: A pilot study in Pretoria and Environs.

Greenberg, P. L (2014). A General Guide to Writing Research Proposal and Report: A handbook for Beginning Researchers. Sitima Printers & Stationers Ltd.

Halpin, A.W., & Croft D. B. (2018). Organizational Climate of Schools. Chicago: University of Chicago, Midwest Administration Center.

Johnson, R. Y, Livingston, Q. L, Schwartz, B. P and Slate, C. (2020) Developing a sense of community in School Schools. National Association of Secondary School Principals. NASSP Bulletin.

Karpicke, K. M & Murphy, R. P. (2016). School Climate: Research, Policy, Teachers Education and Practice.

Lisonbee, F. M, Mize, T. L Payne, Y. P& Granger, H.P (2018). Organizational Behavior. ( Twelfth Edition). New York. McGraw Hill.

Maicon, W. L. (2019). Research in Education. New York: Longman. National School Climate Council, F. G (2017). Education as a tool for National Unity: Myths Unity: Myths and Realities Implication for privatization of Education.

Olorundare, A.S. (2011) "Correlate of poor Academic Performance of School Students in Sciences in Nigeria". Paper presented at the Virginia State University, USA, June, 2011.

Perry, M.K (2018). Strategies for Raising Additional Resources for Education. Education Today 10 (1) 40-43.

Sergiovanni T.S., & Starrat R. J., (2018). Supervision: human perspectives. New York: McGraw Hill.

Thomas D., (2019). Lives on the Boundary. The presence of Others.

Yusuf, M.A. & Adigu, J. T. (2010). Influence of school sex, location and Type on Students Academic Performance. *Integrated Journal of Science Education*, 2(2):81-85.

## APPENDIX 1

### DEPARTMENT OF EDUCATIONAL MANAGEMENT FACULTY OF EDUCATION, UNIVERSITY OF BENIN, BENIN CITY EDO STATE

#### SCHOOL CLIMATE AND STUDENTS' ACADEMIC PERFORMANCE IN JUNIOR PUBLIC SECONDARY SCHOOL IN EGOR LOCAL GOVERNMENT AREA OF EDO STATE QUESTIONNAIRE (SCSAPQ).

**Dear Respondent,**

I am a student of University of Benin from the Department of Educational Management and specifically carrying out a research on School Climate and Students Academic Performance in Junior Public Secondary Schools in Egor Local Government Area of Edo State.

This questionnaire is basically designed for academic purpose and all supplied information will be treated confidentially.

Please kindly respond to the items sincerely and objectively.

Your cooperation will be highly commended.

---

Yours  
faithfully,  
Bodunde  
Itote Faith  
(Researcher)

## QUESTIONNAIRE

### SCHOOL CLIMATE AND STUDENTS' ACADEMIC PERFORMANCE QUESTIONNAIRE

#### (SCSAPQ)

#### SECTION A: Demographic Data

Please input the following necessary information and tick (✓) where necessary

Name of School: \_\_\_\_\_

Gender: Male ( ) Female ( )

Class: JSS1 ( ) JSS2 ( ) JSS3 ( )

#### SECTION B: Data on Questionnaire

Instruction: Please tick (✓) in the option that best represents your response.

Keys: Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D)

S/N	Items of School Climate	SA	A	SD	D
1	My school is generally clean.				
2	Overcrowded classrooms makes learning uninteresting to students.				
3	Adequate teaching aids equip student to comprehend easily concepts taught in class				
4	I like my school building.				
5	The existence of stipulated laws guiding student conducts reduces incidence of indiscipline.				

6	Buildings in my school are very old and dilapidated.				
7	My school has a standard library.				
8	My school has a functional and equipped science laboratories.				
9	Dilapidated classrooms makes learning difficult to take place.				
10	The shortage of competent teacher contributes to the indulgence of students in examination malpractice.				
11	The availability of qualified teachers helps students to express enthusiasm to learn.				
12	The regular and periodic upgrade of existing facilities give teachers the courage to impact students with knowledge during teaching.				

## STUDENTS ACADEMIC PERFORMANCE CHECKLIST (SAPC)

Students academic performance in Basic Education Certificate Examination (BECE) of public junior secondary schools in 2021/2022 academic session in Egor Local Government Area of Edo State.

S/N	Names of school that enrolled	Number of students with five credits including Mathematics and English	Percentage (%)	Number of students with five credits without Mathematics and English	Percentage (%)
1.	Iyoba Girls Secondary School				
2.	Ohonre Grammar School				
3.	Edo Boys High School				