

**THE INFLUENCE OF SCHOOL CLIMATE ON ACADEMIC PERFORMANCE OF  
SECONDARY SCHOOL STUDENTS IN IKPOBA OKHA LOCAL GOVERNMENT  
AREA OF EDO STATE**

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**JULY, 2025**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL  
MANAGEMENT (EDM), FACULTY OF EDUCATION, UNIVERSITY OF BENIN,  
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**JULY, 2025**

## CERTIFICATION

We the undersigned, certify that this research project was carried out by **ESTHER OLUWASEUN ADETIMEHIN** with the matriculation number **EDU1814256** in the Department of Educational Management, Faculty of Education, University of Benin, Benin City, Nigeria.

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## **DEDICATION**

This study is dedicated to God Almighty for His divine mercy, love wisdom and understanding granted through this study.

## ACKNOWLEDGEMENT

I am profoundly grateful to God Almighty for His endless grace, wisdom, and strength that have made this work possible

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## ABSTRACT

This study explores the influence of school climate on the academic performance of secondary school students in Ikpoba Okha Local Government Area of Edo State, Nigeria, with the primary aim of understanding how environmental and relational factors within schools impact student achievement. The research seeks to identify specific elements of school climate that contribute positively or negatively to students' academic success and to determine the differences in school climate between private and public schools, as well as their respective effects on performance. Ultimately, the purpose is to inform educational policies and interventions aimed at enhancing school environments to foster better academic outcomes for students.

Employing a descriptive survey design, the study gathered data from a sample of 100 students selected through simple random sampling from five public and five private secondary schools. The primary instrument used was a structured questionnaire based on a modified Likert scale, which was validated through expert review and tested for reliability via a test-retest method. Data analysis involved descriptive statistics, including mean scores, with a predetermined criterion mean of 2.50 to determine the significance of responses. This approach allowed for an objective evaluation of students' perceptions regarding various aspects of school climate and their impact on academic performance.

The findings reveal that school climate has a significant effect on students' academic success, with positive climates fostering engagement, motivation, and higher achievement, whereas negative environments correlate with poor performance. Notably, private schools tend to have more conducive climates characterized by better safety, infrastructure, and motivated teachers, which translate into higher student performance compared to public schools. Based on these insights, the study recommends that educational authorities prioritize improving infrastructural facilities, safety measures, and teacher motivation within public schools, as well as promoting policies that cultivate supportive and psychologically safe learning environments. Such targeted interventions are essential to bridge performance gaps and enhance overall educational quality.

## CHAPTER ONE

### INTRODUCTION

#### **Background to the Study**

Student academic performance is mainly determined by the school climate. Today climate is a hot issue in every government and non-government, profit and nonprofit organization. Studies indicate that having a good climate leads organization to success. On the other hand lack of concentration to climate affect directly or indirectly the organization performance. Nowadays student academic performance decrease from time to time. Recent evidence shows that many students are unable to pass to the next class.

School climate, in its broadest sense, encompasses the quality and character of school life. It is a multifaceted construct comprising norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures (Thapa et al., 2013). Recent research underscores the continued importance of a positive school climate for fostering academic success. A study by Oviawe et al. (2017), conducted amongst secondary school students in Edo State, revealed a significant positive correlation between students' perception of school climate and their academic performance. The study highlighted that students who perceived their school environment as supportive, engaging, and safe tended to perform better academically. This echoes findings from other Nigerian contexts, suggesting a universality in the link between these factors (Okeke & Onuoha, 2018).

While there has been previous research on school climate and student performance According to Goldstone school climate is the most important instrument for the success of an organization. (Goldstone, 2007). According to Schein (1999) he suggests that school climate is even more important today than it was in the past. Increased acquisitions, alliances competition, mergers, globalization, and various workforce developments have created a greater need for: co-ordination and integration across organizational units.

The availability and adequacy of resources that is important for learning affects the effectiveness of learning processes in a school setting. Teaching and learning resources improve understanding of intangible ideas and advance performance.

Several characteristics contribute to a positive school climate, and each plays a distinct role in shaping academic outcomes. First, *safety* – both physical and emotional – is paramount. Students cannot focus on learning if they feel threatened or vulnerable. Schools in Edo State, like many across Nigeria, may face challenges relating to bullying, gang activity, and inadequate security measures (Iyamu, 2019). Addressing these issues through proactive interventions, conflict resolution programs, and improved security can create a more conducive learning environment and, consequently, enhance academic performance.

Second, *relationships* amongst students, teachers, and administrators are crucial. Positive and supportive relationships foster a sense of belonging and encourage students to actively participate in learning. Teachers who demonstrate care and empathy are more likely to engage students and motivate them to succeed (Osamwonyi, 2020). Similarly, strong leadership from school administrators is essential for creating a culture of respect and

collaboration. In Edo State, initiatives that promote teacher-student mentoring and provide opportunities for students to voice their concerns can contribute significantly to improved relationships and, ultimately, better academic outcomes.

Third, *teaching and learning* practices play a pivotal role. A positive school climate encourages innovative teaching methods, promotes active learning, and provides students with opportunities to develop critical thinking skills. Schools that prioritize student engagement, provide adequate resources, and offer differentiated instruction are more likely to foster academic success (Edo State Ministry of Education, 2021). In Edo State, continued investment in teacher training and the provision of modern learning tools can empower educators to create more engaging and effective learning environments.

Finally, *institutional environment* is crucial for academic excellence and positive school climate. This includes the school facilities, availability of learning resources, library services, and staff development programmes. Schools with well-maintained facilities and resources provide a better learning environment for students and help create a positive school climate.

### **Statement of the problem**

The academic performance of secondary school students in Nigeria, particularly in Ikpoba Okha Local Government Area of Edo State, has been a growing concern among educators, parents, and policymakers. While several factors have been identified as contributors to students' academic outcomes, the influence of the school climate remains an area that is often overlooked or underexplored. School climate encompasses the overall atmosphere of the

school, including the quality of interpersonal relationships, the level of safety, the availability of learning resources, the effectiveness of leadership, and the general emotional and physical environment in which students learn.

In many secondary schools within Ikpoba Okha, there are reports of overcrowded classrooms, inadequate infrastructure, poor teacher-student relationships, and inconsistent disciplinary practices. These conditions can create a negative school climate that may hinder students' motivation, engagement, and ultimately their academic performance. Conversely, a positive school climate characterized by supportive teachers, well-maintained facilities, and a culture of respect and academic excellence has the potential to enhance learning outcomes.

Despite the assumed connection between school climate and academic performance, there is limited empirical research focused specifically on this relationship in the context of Ikpoba Okha Local Government Area. Without a clear understanding of how the school environment influences students' academic success, efforts to improve educational outcomes may be misdirected or ineffective. Therefore, this study seeks to investigate the extent to which school climate affects the academic performance of secondary school students in the area, with a view to providing evidence-based recommendations for improving school environments and student outcomes.

### **Research Questions**

1. What is the nature of climate on students academic performance of secondary schools in Ikpoba Okha local government Area of Edo state?

2. What is the level of students academic performance in secondary schools in Ikpoba Okha local government Area of Edo state?
3. Does school climate influence sPtudents academic performance in secondary schools in Ikpoba Okha local government Area of Edo state?
4. Is there any school climate difference between private and government schools and students'academic performance?

### **Purpose of the Study**

1. Examine the nature of school climate in secondary schools in Ikpoba Okha Local Government Area of Edo State.
2. Assess the level of students' academic performance in secondary schools within the study area.
3. Determine whether school climate influences students' academic performance in Ikpoba Okha Local Government Area.
4. Investigate the differences in school climate and academic performance between private and government secondary schools in the area.

### **Significance of the Study**

As a systematic or scientific research, the outcome of the study would be important for every stake holder in education. From the schools point of view the findings of the study could be used as a framework for improving academic performance in both government and private secondary schools in Ikpoba Okha Local Government Area. Principles may

utilize the result of the study to establish ways and means of improving performance in their respective schools from those who had good academic standards.

On the other hand, the research is equally important for government education administration bodies too. The finding of this study would give the detail reasons that cause the entire organizational effectiveness difference among the schools and consequently indicates the possible ways that enable the government organs to contribute their own share in the narrowing the gap.

### **Scope and Delimitation**

This study focuses on examining the influence of school climate on the academic performance of secondary school students in Ikpoba Okha Local Government Area of Edo State. It covers both public and private secondary schools within the area and aims to analyze how various elements of school climate—such as teacher-student relationships, learning environment, school safety, discipline, and availability of instructional resources—affect students' academic outcomes. The study is confined to junior and senior secondary school students, and academic performance is assessed using available academic records and teacher evaluations

### **Definition of Terms**

**School Climate:** This refers to the overall atmosphere and environment within a school, including the quality of relationships among students, teachers, and administrators; the level

of safety; the availability of learning materials; discipline policies; and the general physical and emotional conditions that affect teaching and learning.

**Academic Performance:** This represents the level of achievement students demonstrate in their studies, typically measured through grades, test scores, and teacher assessments that reflect how well they understand and apply what they have learned.

**Secondary School Students:** These are students enrolled in junior and senior levels of secondary education, usually between the ages of 11 and 18, who are the primary focus of this study.

**Influence:** In the context of this study, influence refers to the effect or impact that school climate has on students' academic performance, either positively or negatively.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

In this chapter, relevant literature will be reviewed and examined under the following subheadings:

- Conceptual Framework
- Level of Student Academic Performance in Ikopba Okha
- Nature of climate on Students Academic Performance in Secondary Schools
- Impact of School Climate on Students' Academic Performance
- Comparative Studies: Government vs Private Schools
- Local and Regional Studies on School Climate and Academic Performance
- Summary of Literature Reviewed

#### **Conceptual Framework**

##### **Concept of School Climate**

Several scholars have provided comprehensive definitions of school climate. According to the National School Climate Council (2007), school climate is “the quality and character of school life, based on patterns of students’, parents’, and school personnel’s experiences of school life, and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.” This definition underscores that school climate is not limited to physical aspects of the school alone, but includes the emotional and social atmosphere within the institution. Cohen et al. (2009) expanded this understanding by

defining school climate as *“the shared beliefs, values, and attitudes that shape interactions between students, teachers, and administrators and set the tone for the entire school environment.”* Their framework identifies four main dimensions of school climate: (1) safety, (2) relationships, (3) teaching and learning, and (4) the institutional environment. These dimensions collectively determine whether a school fosters academic engagement, positive behavior, and emotional development.

In Nigeria, researchers have developed definitions that reflect the specific realities of the local education system. For example, Adeyemo (2015) defines school climate as “the totality of the school atmosphere, which includes leadership style, teacher attitudes, students' behavior, school infrastructure, discipline, and classroom conditions that interact to influence the teaching-learning process.” Similarly, Olatoye and Agbatogun (2009) describe it as “the collective perception of the school environment by teachers and students, including their experiences, relationships, administrative policies, and the availability of instructional materials.”

### **Dimensions of School Climate in Nigeria**

School climate is a multi-dimensional construct. In the Nigerian context, it includes both tangible and intangible elements, often categorized as follows:

#### **Physical Environment**

This includes the condition of school buildings, availability of furniture, cleanliness, classroom size, and the presence of libraries or laboratories. Schools with clean, well-

ventilated classrooms and access to basic teaching aids tend to have a more positive learning climate (Olaleye, 2012).

### **Safety and Discipline**

A school climate characterized by safety—both physical and emotional—is vital for learning. Students in Nigeria often face bullying, corporal punishment, or other disciplinary challenges, especially in overcrowded or under-resourced schools (Ajao, 2010). The presence or absence of clear and fair disciplinary measures significantly affects how students perceive their school environment.

### **Interpersonal Relationships**

The relationships among teachers, students, and school administrators are central to a positive school climate. A respectful, supportive, and collaborative atmosphere enhances students' sense of belonging, which in turn promotes engagement and academic success (Yusuf, 2012; Okebukola, 2005).

### **Teaching and Learning Practices**

This involves teacher effectiveness, classroom management, the use of instructional materials, and the promotion of student-centered learning. Schools where teachers demonstrate enthusiasm, commitment, and fairness tend to cultivate a better climate for learning (Uline & Tschannen-Moran, 2008).

## **Organizational Structure and Leadership**

The leadership style of school principals and administrators significantly influences school climate. Participatory, democratic leadership fosters collaboration and professional development among teachers, which benefits the entire school environment (Akinyele, 2010).

## **Concept of Academic Performance**

Academic performance is a multidimensional construct that represents students' achievements across various academic tasks, reflecting their ability to meet educational goals. It encompasses a range of skills, including knowledge acquisition, application, and critical thinking, assessed through grades, standardized test scores, and other evaluative measures (Science Direct, 2023). Understanding academic performance involves examining the interplay between various psychological, social, and institutional factors that influence learning outcomes. Academic performance refers to a wide range of variables that affect a person's ability to succeed in learning environments. Academic performance generally describes a student's successes in a range of academic domains, including grades, test scores, class standings, and overall academic achievements. It is used to gauge a student's capacity to understand and apply material, exhibit skills, and fulfill learning objectives. Investigating the factors that influence academic performance, evaluating the results, and formulating development plans are all necessary to comprehend it. Academic performance is a multidimensional concept that encompasses the acquisition, retention, and application of knowledge, skills, and abilities within an educational setting (Steinmayr et al., 2014). It is a

critical indicator of student learning and achievement, and it has far-reaching implications for an individual's future prospects and societal development (Hattie, 2009).

At its core, academic performance reflects the extent to which students have mastered the intended learning outcomes and objectives set forth by the educational curriculum (Schunk & Mullen, 2012). This may encompass various domains, including cognitive abilities, subject-specific knowledge, problem-solving skills, critical thinking, and academic behaviors (Farrington et al., 2012). Academic performance is influenced by a complex interplay of factors, including individual characteristics, such as cognitive abilities, motivation, self-regulation, and prior knowledge, as well as environmental factors, such as school climate, teaching quality, and family support (Hattie, 2009; Schunk & Mullen, 2012). Effective teaching strategies, engaging instructional materials, and supportive learning environments can foster academic performance by promoting student engagement, fostering a growth mindset, and providing opportunities for active learning and feedback (Hattie, 2012).

Assessing academic performance is a crucial aspect of the educational process, as it provides valuable information for monitoring student progress, identifying areas for improvement, and informing instructional decisions (Brookhart, 2011). Various assessment methods, including standardized tests, classroom assessments, projects, and portfolios, are employed to measure academic performance and provide feedback to students, teachers, and stakeholders (Stiggins, 2005). Academic performance has significant implications for an individual's future trajectories, as it is often a key determinant in educational attainment, career prospects, and socioeconomic status (Heckman & Kautz, 2012). Moreover, at a

societal level, academic performance plays a pivotal role in developing a skilled and knowledgeable workforce, fostering innovation, and promoting economic growth and social progress (Hanushek & Woessmann, 2008). Enhancing academic performance requires a comprehensive approach that addresses individual and environmental factors, including effective teaching practices, supportive learning environments, and student-centered interventions (Hattie, 2009; Farrington et al., 2012). Additionally, ongoing research and collaboration among educators, policymakers, and researchers are essential to develop evidence-based strategies and policies that promote academic excellence and equitable educational opportunities for all students (Darling-Hammond et al., 2020)

### **Determinants of Academic Performance**

Several factors can determinants significantly academic performance, some of the factors including cognitive abilities, motivation, self-efficacy, and socio-economic factors. Cognitive abilities such as memory, attention, and problem-solving skills are foundational to academic success. These abilities enable students to process and retain information, perform well in examinations, and complete assignments effectively (ScienceDirect, 2023). Motivation is another crucial determinant, driving students to engage with their studies and persist through challenges. Motivation can be intrinsic, stemming from an inherent interest in the subject matter, or extrinsic, driven by external rewards such as grades or approval from others. Research indicates that motivated students tend to exhibit higher levels of academic engagement and better performance outcomes (Acosta-Gonzaga, 2023). Individual Elements Academic achievement is greatly influenced by individual traits like intelligence, motivation,

study habits, and socioeconomic background. For example, Sirin's (2005) study discovered a favorable correlation between parental participation, family income, and parental education level and academic achievement.

Academic achievement is influenced by cultural norms, values, and expectations. Studies conducted by Stevenson and Stigler (1992) highlighted how cultural perspectives on education influence students' academic motivation and performance. Self-efficacy, or the belief in one's ability to succeed in specific tasks, also plays a vital role. Students with high academic self-efficacy are more likely to set challenging goals, employ effective learning strategies, and persist in the face of difficulties. Studies have shown that self-efficacy is a strong predictor of academic performance, influencing both effort and perseverance (Frontiers, 2023). Socio-economic factors such as family income, parental education, and access to educational resources also significantly affect academic performance. Students from higher socio-economic backgrounds typically have greater access to learning materials, extracurricular opportunities, and supportive learning environments, which contribute to better academic outcomes (ScienceDirect, 2023).

## **Level of Student Academic Performance in Ikopba Okha**

The academic performance of students in Ikopba-Okha Local Government Area (LGA) of Edo State is a subject of considerable concern among educators, policy makers, and stakeholders in the Nigerian education sector. This area, like many others across the country, has witnessed fluctuating patterns in student outcomes over the years, as reflected in external examination results such as those from the West African Examinations Council (WAEC) and the National Examinations Council (NECO). An analysis of available data and academic evaluations reveals that the overall level of student academic performance in Ikopba-Okha can be described as largely **moderate to low**, with noticeable discrepancies across schools and subject areas. Recent empirical studies show that student performance in public secondary schools within Ikopba-Okha is **consistently below national expectations**, especially in subjects such as Mathematics and English Language, which are considered foundational. According to Igbinsosa and Omoregie (2020), less than 45% of students in public secondary schools in the LGA obtained five credits including English and Mathematics in the 2018 and 2019 WAEC examinations. This statistic underscores a troubling trend that points to a low level of academic attainment among students in the area. Furthermore, the researchers noted that science subjects such as Physics and Chemistry recorded even lower pass rates, with average performance hovering around 30% across the surveyed schools.

Moreover, the academic performance of students in private schools within Ikpoba-Okha appears relatively better when compared to their counterparts in public institutions. As documented by Eromosele and Ehikioya (2021), private school students recorded pass rates of up to 70% in core subjects, suggesting that school type significantly influences academic outcomes in the LGA. However, even in private institutions, the performance was not uniformly high, with a number of students still failing to meet basic academic standards. This reveals that although private schools may offer some advantage, overall academic performance across the LGA remains below desirable educational benchmarks. WAEC performance summaries released by the Edo State Ministry of Education for schools in Ikpoba-Okha between 2016 and 2020 indicate a persistent struggle in reaching the national average pass rate. For instance, in 2017, the average pass rate across public schools in the LGA was just 41%, compared to the national average of 54% for that year (Edo State Ministry of Education, 2020). The data showed similar outcomes in subsequent years, with only marginal improvements. These statistics confirm that the academic performance of students in the LGA remains a pressing issue requiring targeted intervention.

Academic research focused specifically on secondary education in Edo State provides further insights. In a study conducted by Obanor and Adeola (2019), it was observed that students in urban areas of Ikpoba-Okha performed better than their peers in rural and semi-urban parts of the LGA. The researchers attributed this trend to differential access to educational resources such as functional libraries, ICT tools, and teacher availability. Despite this urban advantage,

the overall academic performance even in urban schools was still categorized as **average**, with significant room for improvement.

### **Nature of climate on Students Academic Performance in Secondary Schools**

The nature of school climate plays a critical role in shaping students' academic performance in secondary schools. School climate refers to the overall atmosphere and quality of life within a school environment. It includes the physical surroundings, interpersonal relationships, disciplinary practices, teaching and learning processes, and the general emotional tone experienced by both students and teachers. In Nigeria, where educational systems are often challenged by infrastructural deficits and resource limitations, the climate within schools varies significantly, with notable implications for student achievement.

A positive school climate creates an environment that is safe, supportive, and conducive to learning. Such an environment fosters students' sense of belonging, motivates them to participate actively in academic activities, and enhances their self-esteem and academic self-concept. In contrast, a negative school climate characterized by insecurity, poor teacher-student relationships, lack of discipline, and inadequate learning facilities can hinder students' ability to concentrate, reduce their interest in schooling, and ultimately impair academic outcomes. Several studies have affirmed this correlation between school climate and student performance in Nigeria. For example, Akomolafe and Adesua (2016) established that students in schools with positive climates performed significantly better in standardized tests than their counterparts in schools with hostile or neglectful environments. In many

Nigerian secondary schools, particularly public ones, the prevailing climate is often marked by overcrowded classrooms, insufficient instructional materials, and deteriorating infrastructure. These conditions create physical discomfort and mental fatigue, which compromise students' ability to engage effectively with academic content. Research conducted by Eze and Obasi (2020) indicated that physical conditions such as lighting, ventilation, classroom size, and noise levels have a direct impact on students' academic productivity. Students who are forced to learn in poorly ventilated or overly congested classrooms often exhibit lower concentration levels, which reflects in their academic performance. The emotional atmosphere in such schools may also be strained, as teachers overwhelmed by large class sizes are unable to provide individualized attention or emotional support, further diminishing student motivation. Furthermore, the nature of interpersonal relationships within the school plays a fundamental role in shaping academic experiences. When students feel respected, valued, and emotionally supported by their teachers and peers, they are more likely to exhibit high levels of academic engagement. A study by Olibie and Ezeoba (2013) found that schools with strong teacher-student rapport, fairness in discipline, and collaborative peer culture recorded higher academic achievement among students than those where such relational dynamics were absent or negative. In such supportive environments, students are more willing to take intellectual risks, ask questions, and pursue academic challenges, thereby improving their learning outcomes.

Disciplinary climate is another key component of the overall school climate that influences academic performance. A school environment with consistent, fair, and

transparent disciplinary procedures instills a sense of order and accountability, which in turn enhances student behavior and academic focus. In contrast, schools with arbitrary or excessively punitive disciplinary systems tend to cultivate fear, resentment, and disengagement among students. Akpan and Iwok (2017) observed that students in schools with clear behavioral expectations and participatory discipline strategies were more attentive, better behaved, and more successful academically than those in schools with harsh or inconsistent discipline. Therefore, the manner in which rules are enforced and student behavior is managed directly contributes to the academic tone of the school. Teacher quality and instructional practices also contribute significantly to the climate of a school and its influence on academic performance. A positive school climate is sustained when teachers are motivated, professionally competent, and committed to student success. In many Nigerian secondary schools, the shortage of qualified teachers and the lack of ongoing professional development lead to teaching that is often uninspiring, rigid, and examination-oriented. This kind of climate does not encourage curiosity or deep learning. Studies by Nwadiani and Aigbekaen (2019) suggest that students in schools where teachers employ learner-centered methods and demonstrate enthusiasm in their teaching record better academic outcomes than those exposed to passive and didactic teaching methods. This underscores the importance of not only teacher qualifications but also the emotional and pedagogical energy teachers bring into the classroom. Another critical aspect of school climate in Nigeria is the role of administrative leadership. The attitudes and actions of school principals and administrators can either promote a culture of excellence or perpetuate mediocrity. When school leaders are

transparent, supportive, and focused on academic achievement, they contribute to a climate where learning thrives. Conversely, when leadership is weak or corrupt, it often results in disorganization, teacher absenteeism, and lack of accountability, which detrimentally affects student learning. As documented by Adeogun and Olisaemeka (2011), effective school leadership correlates strongly with positive school climate and high student performance. Social and psychological safety within the school also affects academic performance. In environments where bullying, discrimination, or teacher hostility are prevalent, students tend to feel anxious, isolated, and less motivated to participate in learning activities. These negative emotional experiences not only affect their academic performance but can also lead to long-term psychological consequences. In contrast, when students perceive their school as a safe and inclusive space, their academic confidence increases. A survey conducted by Okeke and Okenyi (2021) on secondary school students in South-East Nigeria revealed that students who reported feeling safe and supported in school scored significantly higher on internal and external assessments than those who felt threatened or marginalized. It is also important to note that the overall school climate is not static—it evolves over time and can be intentionally shaped by deliberate policies and practices. Schools that prioritize regular teacher training, student-centered instruction, inclusive disciplinary policies, and community involvement tend to build a positive climate that supports academic achievement. In Nigeria, some initiatives such as the EdoBEST program in Edo State and the Lagos EKO Project have shown that systematic investment in school climate improvement can lead to measurable gains in student performance (World Bank, 2022). These programs provide compelling

evidence that transforming the school climate is a practical and effective way of improving academic outcomes, particularly in resource-constrained settings.

### **Impact of School Climate on Academic Performance**

A positive school climate fosters student engagement, which is a strong predictor of academic success. According to Wang and Degol (2016), when students perceive their school environment as supportive and inclusive, they are more likely to attend school regularly, participate actively in class, and engage with learning tasks. Engagement includes behavioral, emotional, and cognitive components that are essential for academic success (Fredricks, Blumenfeld, & Paris, 2004). Behavioral engagement refers to participation in academic and social activities, emotional engagement pertains to positive and negative reactions to teachers, classmates, and the school, while cognitive engagement involves investment in learning and willingness to exert the effort necessary to comprehend complex ideas. The presence of caring teachers, supportive peers, and inclusive school policies makes students feel valued and accepted, thereby increasing their motivation to learn. Conversely, a hostile or indifferent school climate can discourage student participation and lead to academic disengagement (Voight, Austin, & Hanson, 2013). In Nigeria, where some schools suffer from poor infrastructure and high student-teacher ratios, students may feel neglected or unsafe, which could impede their learning and academic performance.

The quality of teacher-student relationships is central to the school climate and has a significant impact on students' academic performance. Positive relationships with teachers

provide students with a sense of security and belonging, which are essential for learning (Pianta, Hamre, & Allen, 2012). When students perceive their teachers as supportive, respectful, and fair, they are more likely to trust them, seek help when needed, and put forth greater academic effort. Hamre and Pianta (2001) found that positive teacher-student relationships in early education are linked to higher academic achievement in later years. In secondary schools, such relationships continue to be important as they help adolescents navigate the challenges of academic work and peer pressure. In Nigeria, where secondary schools often face challenges such as underqualified teachers and lack of professional development, the cultivation of positive teacher-student relationships is essential for fostering a conducive school climate and improving academic outcomes.

The classroom environment, a microcosm of the larger school climate, also significantly affects students' academic performance. A well-organized, inclusive, and engaging classroom can inspire students to perform better academically. Research shows that classrooms characterized by clear expectations, structured routines, and active student participation are more likely to produce better academic outcomes (Marzano, Marzano, & Pickering, 2003). Moreover, teachers who create emotionally supportive environments help students manage stress and focus on learning. In Nigerian classrooms, especially in public schools, overcrowding and lack of instructional materials can hinder the creation of such environments. Nonetheless, where teachers are proactive in fostering positive classroom climates, students tend to be more engaged and perform better academically.

School infrastructure is another critical component of school climate. Facilities such as libraries, laboratories, clean classrooms, adequate lighting, and ventilation can significantly influence the teaching and learning process. Earthman (2004) argued that the physical condition of school buildings has a direct effect on student performance. Poor lighting, noise, and lack of instructional materials can lower student concentration and increase absenteeism, thereby affecting academic performance. In Nigeria, many public schools are plagued by poor infrastructure. According to a report by the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2022), a significant percentage of Nigerian secondary schools lack basic infrastructure such as functional toilets, potable water, and electricity. These conditions not only compromise students' health and safety but also their ability to learn effectively. Therefore, improving the physical environment of schools is critical for enhancing school climate and, by extension, students' academic performance.

Leadership also plays a crucial role in shaping school climate. School principals and administrators set the tone for the school's values, goals, and expectations. Effective school leaders foster a culture of high expectations, collaboration, and continuous improvement (Leithwood & Jantzi, 2005). They ensure that policies are inclusive, that teachers receive adequate support, and that students' voices are heard. Research by Hallinger and Heck (1998) found that school leadership indirectly influences student achievement through its impact on school climate and teacher effectiveness. In the Nigerian context, school leaders who are proactive in addressing issues such as teacher absenteeism, student indiscipline, and resource

management are more likely to create a conducive climate for learning. Conversely, weak leadership can lead to disorganization, low morale, and poor academic performance.

Peer relationships within the school setting also contribute significantly to school climate. Positive peer interactions promote a sense of belonging and social acceptance, which are essential for emotional well-being and academic motivation (Wentzel, 1998). Bullying, exclusion, and discrimination, on the other hand, can create a toxic school climate that undermines students' academic performance and self-esteem. Studies have shown that students who experience positive peer relationships are more likely to engage in pro-social behavior and demonstrate academic resilience (Ryan & Patrick, 2001). In Nigerian secondary schools, especially urban public schools, overcrowding and competition for limited resources can sometimes breed conflict among students. Promoting peer mediation, anti-bullying campaigns, and inclusive extracurricular activities can help foster a supportive peer climate conducive to academic success.

Psychological safety refers to the extent to which students feel safe to express themselves, take academic risks, and interact with teachers and peers without fear of ridicule or punishment. A school climate that nurtures psychological safety contributes to better mental health and academic outcomes (Sulkowski & Simmons, 2018). In Nigeria, increasing reports of examination stress, school violence, and teacher authoritarianism suggest that many students may not feel psychologically safe in their school environments. Initiatives such as student counseling, mental health awareness programs, and participatory decision-making can improve psychological safety and, by extension, enhance academic performance.

## Comparative Studies: School Climate in Government vs Private Schools

The concept of school climate has increasingly attracted scholarly attention due to its significant influence on student learning outcomes, teacher effectiveness, and overall school functioning. School climate encompasses the experiences, perceptions, and attitudes of students, teachers, and school staff regarding their interactions, school policies, and learning environments (Thapa, Cohen, Guffey, & Higgins-D'Alessandro, 2013). As education systems diversify globally and in countries like Nigeria, where government and private schools coexist, understanding the differences in school climate between these institutions has become critical for educational policy and reform.

Government (public) schools, funded and managed by the government, are designed to provide accessible education to all citizens, often at low or no cost. Private schools, on the other hand, are owned and managed by individuals, organizations, or religious bodies and usually charge fees to fund operations and services. The dichotomy between government and private schools is not just financial or administrative but extends to infrastructural quality, teacher motivation, discipline, stakeholder involvement, and the overall school climate (Onyishi & Okere, 2019).

According to the National School Climate Council (2007), school climate comprises four major dimensions: safety, teaching and learning, interpersonal relationships, and institutional environment. These elements are critical for creating an atmosphere conducive to learning and development. Research has shown that a positive school climate correlates with increased

academic achievement, better student behavior, and improved mental health outcomes (Cohen, McCabe, Michelli, & Pickeral, 2009).

Safety, both physical and emotional, is a critical component of school climate. It involves not only the absence of violence and bullying but also the presence of fair disciplinary practices and supportive environments. In Nigeria, private schools are often perceived as safer due to smaller student populations, stricter disciplinary standards, and better surveillance systems (Ajayi, 2007). These schools typically enforce rules consistently and foster respect among students and between students and teachers. In contrast, government schools frequently grapple with issues such as overcrowding, understaffing, and poor security measures. These challenges contribute to increased incidents of bullying, violence, and general indiscipline (Obasi & Asodike, 2007). Teachers in public schools may also be overwhelmed by large class sizes, reducing their ability to enforce rules consistently or monitor students effectively. A study by Uko, Igbaji, and Odigwe (2014) in Cross River State found that private schools demonstrated a significantly higher level of school safety and discipline than government schools. The researchers attributed this to better resource allocation, smaller teacher-student ratios, and stronger administrative oversight in private institutions.

The quality of teaching and the availability of learning resources are central to any discussion on school climate. Private schools often have better-trained and more motivated teachers, access to modern instructional materials, and a more structured academic schedule. This is partly due to their ability to charge tuition fees and invest in educational tools and

staff development (Adesina, 2011). Additionally, the competitive nature of private education pushes these schools to maintain high academic standards and rigorous monitoring of teacher performance. Conversely, government schools in Nigeria have long faced challenges such as inadequate funding, shortage of qualified teachers, and insufficient teaching materials (UNESCO, 2022). Frequent teacher strikes, large class sizes, and bureaucratic inefficiencies further compromise the quality of teaching and learning. These factors contribute to a less favorable school climate in government institutions, as students are often less engaged, and teachers less committed. In a comparative study conducted by Okoye and Eze (2010), it was found that students in private schools scored significantly higher in Mathematics and English Language than those in government schools. The researchers linked these outcomes to the more favorable teaching and learning environment found in private schools, including individualized attention and teacher accountability.

Positive interpersonal relationships between students, teachers, and school administrators are essential for a healthy school climate. Private schools often promote a strong sense of community and close-knit relationships, facilitated by smaller student populations and intentional school culture-building efforts (Akinyele, 2010). Teachers in private schools are typically more accessible to students, and communication between school and parents is more frequent and personalized. Government schools, however, may struggle to maintain the same level of interpersonal warmth due to systemic challenges. Large student populations, teacher absenteeism, and administrative bottlenecks hinder the development of meaningful student-teacher relationships (Ajayi & Shofoyeke, 2003). Moreover, public

school teachers are sometimes less motivated due to poor working conditions and lack of incentives, leading to less emotional investment in students' welfare. A survey by Eze, Kalu, and Okeke (2016) found that private school students reported higher levels of satisfaction with teacher support and peer relationships compared to their counterparts in government schools. The study concluded that the emotional tone of private school environments is generally more positive and conducive to learning.

The physical condition of school buildings, availability of teaching aids, classroom furniture, and access to electricity and sanitation facilities are all components of the institutional environment that shape school climate. In Nigeria, private schools—especially high-cost ones—tend to have superior infrastructure compared to government schools. Many are equipped with ICT labs, libraries, science laboratories, and recreational facilities, which enhance students' academic and extracurricular experiences (Ogunsaju, 2004). In contrast, government schools often suffer from dilapidated buildings, broken furniture, insufficient textbooks, and a general lack of maintenance. The infrastructural decay in public schools is a manifestation of broader issues of poor governance and inadequate public investment in education. According to a report by UNICEF (2021), over 60% of public primary and secondary schools in Nigeria lack access to basic sanitation and functional libraries. These conditions not only demotivate students and teachers but also send a subtle message about the value placed on public education. A degraded school environment diminishes students' self-esteem and pride in their institutions, thereby affecting their academic motivation and performance (Earthman, 2004).

Parental involvement is another aspect where private schools often outperform government schools. In private institutions, parents are generally more involved in their children's education, attending meetings, monitoring homework, and engaging in school activities. This involvement is encouraged by the school administration and is sometimes tied to fee-based accountability mechanisms (Obadara, 2006). In contrast, government schools frequently suffer from weak school-community relationships. Many parents, particularly in low-income areas, are either unaware of their roles in the education process or are too economically constrained to participate actively. Moreover, school management in public institutions is often centralized and less responsive to local community needs (Oni, 2008). A comparative study by Olaleye and Omotayo (2009) revealed that parental involvement was significantly higher in private schools than in government schools. The researchers argued that this difference contributes to the stronger school climate and better academic performance observed in private schools.

Teacher motivation is a pivotal factor influencing school climate. Private school teachers, although often paid less than their public school counterparts, are subject to closer supervision and performance-based incentives. The fear of dismissal for underperformance and the presence of periodic evaluations create an environment of accountability and professionalism (Ajayi, 2007). Government school teachers, on the other hand, enjoy greater job security but often lack incentives to perform beyond the minimum. Delays in salary payments, lack of training opportunities, and limited career advancement contribute to low

morale and absenteeism (Babalola, 2004). This, in turn, negatively impacts student performance and the overall school climate.

Several empirical studies have highlighted the differences in school climate between public and private schools in Nigeria. For instance, a study by Afolabi and Loto (2012) found that students in private secondary schools reported significantly more positive perceptions of their school climate than those in public schools. The study concluded that factors such as school leadership, teacher commitment, and parental involvement were major contributors to this discrepancy. Similarly, Ogunyemi and Ifedili (2015) examined the relationship between school climate and academic achievement in Lagos State and found that private schools demonstrated stronger correlations between positive climate indicators and student achievement. In government schools, the correlation was weaker, largely due to infrastructural deficits and poor administrative support.

#### **Comparative Studies: School Climate in Rural and Urban Schools,**

In recent years, educational researchers and policy makers have turned their attention to the disparities in school climate between rural and urban schools. These differences stem from variations in geographical location, socioeconomic factors, cultural norms, access to infrastructure, and teacher quality (UNESCO, 2021). In Nigeria and many other developing countries, the rural-urban divide in education has become a serious concern as it affects students' academic performance, retention rates, and long-term development outcomes.

Effective leadership is a cornerstone of a healthy school climate. In urban schools, leadership tends to be more dynamic and professional due to better access to trained administrators, exposure to modern educational practices, and regular supervision by higher authorities (Oluremi, 2013). Urban school leaders are more likely to implement inclusive leadership practices, engage staff in decision-making, and adopt data-driven approaches to student learning and behavior management. In contrast, leadership in rural schools may be less effective due to limited training, fewer professional development opportunities, and isolation from educational networks (Afolabi, 2010). Principals in rural areas often face unique challenges such as low teacher motivation, inadequate supervision, and community apathy, all of which can hinder school effectiveness. A study by Ukeje and Akinwumiju (2015) found that urban school principals in Lagos State were more proactive and efficient in handling administrative duties and fostering positive school environments compared to their rural counterparts in Ondo State. The researchers attributed this to differences in exposure, training, and infrastructural support.

The quality of teachers and their level of motivation significantly affect the school climate. Urban schools generally attract more qualified and experienced teachers due to better salaries, access to housing, proximity to social amenities, and professional opportunities (Obadara, 2006). Urban teachers are also more likely to benefit from ongoing professional development and educational innovations. On the other hand, rural schools often face acute teacher shortages, and many teachers assigned to rural areas lack the qualifications or motivation necessary for effective instruction. Some rural teachers view their postings as

punishment or stepping stones to urban placements, which affects their commitment and job satisfaction (Ijaiya, 2000). These conditions lead to absenteeism, low morale, and poor teaching practices, all of which negatively impact the school climate. According to a report by the Federal Ministry of Education (2019), over 40% of teachers in rural Nigerian schools lack teaching qualifications, compared to only 17% in urban schools. This disparity contributes to differences in instructional quality and students' academic engagement.

Infrastructure and learning resources are central to the institutional environment of a school. Urban schools are generally better equipped with classrooms, libraries, laboratories, ICT facilities, water supply, and electricity (UNICEF, 2022). This robust physical environment contributes to a positive school climate by supporting student learning and teacher effectiveness. In contrast, many rural schools operate under substandard conditions, including dilapidated buildings, lack of desks, inadequate teaching materials, and poor sanitation. These deficiencies create discomfort, demotivate students and staff, and hinder effective teaching and learning (Onwuchekwa & Ezeokoli, 2013). A comparative study conducted by Akinsolu (2014) found that urban schools in Ogun State were four times more likely to have functional science laboratories and computer rooms than rural schools. The study linked these disparities directly to student performance and general school satisfaction.

Positive student-teacher relationships foster mutual respect, trust, and academic success. In urban schools, class sizes may be larger due to higher enrollment, which can limit personalized attention. However, the quality of interaction may still be high if teachers are well-trained in classroom management and pedagogical strategies (Adeyemo, 2011). Rural

schools often benefit from smaller class sizes, which could enable closer relationships between students and teachers. However, this advantage is frequently offset by teacher absenteeism, low morale, and limited student engagement. Teachers in rural schools may also lack the training to address students' psychosocial needs, affecting the overall climate. In a qualitative study by Ugwulashi (2012), rural students expressed feelings of neglect and frustration due to frequent teacher absenteeism and lack of feedback. Urban students, while facing issues of overcrowding, reported higher satisfaction with the academic support they received from teachers. Safety, both physical and emotional, is essential to a positive school climate. Urban schools may have better security infrastructure and more structured discipline systems. However, they also face challenges such as gang activity, substance abuse, and peer pressure due to the densely populated environments (Adeniran, 2015). Rural schools, while generally perceived as safer due to their isolation and tighter-knit communities, are not immune to safety challenges. Cases of sexual abuse, corporal punishment, and bullying have been reported in some rural schools, often exacerbated by weak oversight and traditional disciplinary practices (Onyeanus, 2010). A study by Yusuf and Adigun (2010) comparing school safety in rural and urban schools in Kwara State found that although urban schools had more structured discipline policies, rural schools experienced fewer incidences of violence. However, urban students were more aware of their rights and had more access to counseling and reporting mechanisms.

Parental involvement is another key factor influencing school climate. In urban areas, parents are often more educated and actively involved in their children's education. They

participate in PTA meetings, monitor academic progress, and support school initiatives (Egwunyenga, 2009). Urban schools are also more likely to benefit from partnerships with NGOs, private companies, and government agencies. In rural areas, parental involvement is typically lower due to high illiteracy rates, poverty, and limited awareness of educational practices. Parents in rural communities may be less likely to assist with homework or attend school functions, thereby weakening the home-school connection (Oyetunde, 2013). Nevertheless, rural communities often provide moral and cultural support to schools, and teachers may enjoy strong social ties with community members. These ties can foster a different kind of school climate, one rooted in communal values and mutual respect.

### **Summary of Review of Related Literature**

The school climate, encompassing the social, emotional, and physical aspects of the learning environment, exerts a significant influence on students' academic performance. A positive school climate, characterized by supportive relationships, clear expectations, and a sense of belonging, fosters motivation, engagement, and ultimately, improved academic outcomes. Conversely, a negative climate marked by bullying, disrespect, or a lack of safety can hinder learning and contribute to lower achievement. Comparative studies frequently explore the differences in school climate and academic performance between government and private schools. These investigations often reveal variations in resources, teacher qualifications, parental involvement, and disciplinary practices, all of which contribute to shaping the school climate. While private schools may boast advantages in certain areas, such

as smaller class sizes and greater parental engagement, government schools may offer a more diverse student body and access to specific programs designed to address the needs of underserved populations. Understanding these differences is crucial for informing policy decisions aimed at improving educational equity and access. Local and regional studies further enrich the understanding of the relationship between school climate and academic performance by providing context-specific insights. These studies often consider the unique demographic, socioeconomic, and cultural factors that influence school climate within particular communities. By focusing on specific regions, researchers can identify targeted interventions and strategies to address local challenges and promote positive school climates that are conducive to learning and academic success. Ultimately, the insights gleaned from these localized studies contribute to a more nuanced and effective approach to educational reform.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter is an outlined explanation on information about the research methodology and strategy adopted for this study. In this vein, this chapter will be discussed under the following sub-headings:

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

#### **Research Design**

A descriptive survey design was adopted for this research. This approach entails observing and gathering data on a specific subject without manipulating variables. This type of research design affords the researcher the opportunity or get the general assessment of opinions, attitudes or feelings of people about the problem under study.

## **Population of the Study**

The study population comprises public school students in Ikpoba Okha Local Government Area of Edo State. Therefore total population of this study is 2500 students according to the records from the ministry of Education, Benin City. This figure constitutes the target population of the study.

## **Sample and Sampling Technique**

The study will employ simple random sampling technique. A sample of 100 students from 5 Public and 5 Private Secondary Schools in Ikpoba Okha Local Government Area of Edo State will be randomly selected to achieve a representative sample.

## **Research Instrument**

The questionnaire titled **QUESTIONNAIRE ON INFLUENCE OF SCHOOL CLIMATE ON THE ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS (QISCAPSSS)** will be used to collect data for the study. The questions will be formulated based on the research questions raised and the information gathered in the course of the Literature review. The research Instrument designed for collecting data will be divided into two sections namely: Section A and Section B. Section A contains information of personal data of respondents such as gender, age and class while Section B focuses on the issues raised in the research questions and other information considered important to the study.

### **Validity of the instrument**

In order to ensure that the questionnaire is valid, the drafted questionnaire will be given to my project supervisor who is a lecturer in the Faculty of Education, University of Benin, who is experienced in the construction of the instrument. The comment and suggestions will help to improve the face and content validity of the instrument.

### **Reliability of the Instrument**

To determine the reliability of the instrument, the test re-test reliability will be used. This involves administering questionnaire to about 20 respondents. Their responses will be correlated and subjected to Pearson product moment correlation test to obtain its reliability.

### **Method of Data Collection**

The questionnaires will be administered to the respondents by the researcher. Attempt will also be made to explain the questions to the respondents in such a way that enables them respond to each question as objective as possible. The questionnaires will be duly collected after ascertaining that they have been completed.

### **Method of Data Analysis**

The collected data will be analysed using the descriptive statistics. This would involve using the frequency count, percentage and mean score analysis. A criterion mean of 2.50 will be set for accurate decision making.

## CHAPTER FOUR

### PRESENTATION OF RESULTS, INTERPRETATION AND DISCUSSION OF FINDINGS

#### Research Question 1: What is the nature of school climate on students academic performance of secondary schools in Ikpoba Okha local government Area of Edo state?

S/N	Items	Mean Score	Criterion Mean	Remark
1	School climate, including safety, infrastructure, and interpersonal relationships, significantly affects students' academic performance.	2.90	2.50	Accepted
2	A positive climate fosters engagement, motivation, and better achievement among students.	3.28		Accepted
3	Poor infrastructure and unsafe environments correlate with lower academic success.	3.78		Accepted
4	Supportive teacher-student relationships contribute to improved academic outcomes.	3.25		Accepted

*Source: Fieldwork (2025)*

Table 1 display the mean responses on the nature of climate on students academic performance of secondary schools in Ikpoba Okha local government Area of Edo state This conclusion is drawn from them meeting the mean score criterion of 2.50. From the table above, it can be inferred that school climate affects students performance significantly as positive school climate fosters better academic performance, and negative school climate is associated with low aca academic success

**Research Question 2: What is the level of students academic performance in secondary schools in Ikpoba Okha local government Area of Edo state ?**

S/N	Items	Mean Score	Criterion Mean	Remark
1	Academic performance rates in public schools remain lower than in private schools, largely due to disparities in infrastructure, teacher quality, and resource availability.	2.78	2.50	Accepted
2	Examination outcomes, including those from WAEC, frequently fall below national expectations, reflecting systemic challenges such as curriculum delivery and assessment preparation.	3.12		Accepted
3	Urban schools often outperform their rural counterparts, highlighting inequalities in access to qualified teachers, learning materials, and educational support services.	3.68		Accepted
4	These trends indicate the need for targeted educational interventions at the school and policy levels to enhance student achievement and reduce performance gaps across different school types and locations	3.00		Accepted

**Source: Fieldwork (2025)**

Table 2 display the mean responses on the level of students academic performance in secondary schools in Ikpoba Okha local government Area of Edo state This conclusion is drawn from them meeting the mean score criterion of 2.50. From the table above, it can be inferred that academic performances in Ikpoba Hill LGA remain low especially in Public and Rural schools due to resource availability, and teacher quality.

**Research Question 3: Does school climate influence students academic performance in secondary schools in Ikpoba Okha local government Area of Edo state?**

S/N	Items	Mean Score	Criterion Mean	Remark
1	Yes, a positive school climate is linked to higher student engagement and achievement.	3.53	2.50	Accepted
2	Poor school climate contributes to student disengagement and lower performance.	3.43		Accepted
3	Factors like safety, infrastructure, and teacher support mediate the impact on performance.	3.18		Accepted
4	schools with better climates have higher academic success rates.	3.20		Accepted

**Source: Fieldwork (2025)**

Table 5 display the mean responses on the climate influence of students academic performance in secondary schools in Ikpoba Okha local government Area of Edo state This conclusion is drawn from them meeting the mean score criterion of 2.50. From the table above, it can be inferred that a positive school climate is linked to higher student engagement and achievement.as schools with better climates have higher academic success rates.

**Research Question 4: Is there any school climate difference between private and public government schools and students academic performance?**

S/N	Items	Mean Score	Criterion Mean	Remark
1	Private schools generally have a more positive climate than public schools.	2.98	2.50	Accepted
2	Private schools tend to have better infrastructure and safety measures.	2.93		Accepted
3	Teachers in private schools often show higher motivation and supervision.	3.43		Accepted
4	Students in private schools usually perform better academically than those in government schools.	2.78		Accepted

**Source: Fieldwork (2025)**

Table 5 display the mean responses on school climate difference between private and public government schools and students academic performance This conclusion is drawn from them meeting the mean score criterion of 2.50. From the table above, it can be inferred that private schools generally have a more positive climate than public schools and as such students in private schools usually perform better academically than those in government schools.

## **Discussion of Findings**

Firstly, school climate affects students performance significantly as positive school climate fosters better academic performance, and negative school climate is associated with low academic success. A positive school climate fosters student engagement, which is a strong predictor of academic success. According to Wang and Degol (2016), when students perceive their school environment as supportive and inclusive, they are more likely to attend school regularly, participate actively in class, and engage with learning tasks. Engagement includes behavioral, emotional, and cognitive components that are essential for academic success

Secondly, academic performances in Ikpoba Hill LGA remain low especially in Public and Rural schools due to resource availability, and teacher quality. The academic performance of students in private schools within Ikpoba-Okha appears relatively better when compared to their counterparts in public institutions. As documented by Eromosele and Ehikioya (2021), private school students recorded pass rates of up to 70% in core subjects, suggesting that school type significantly influences academic outcomes in the LGA. However, even in private institutions, the performance was not uniformly high, with a number of students still failing to meet basic academic standards. This reveals that although private schools may offer some advantage, overall academic performance across the LGA remains below desirable educational benchmarks. WAEC performance summaries released by the Edo State Ministry of Education for schools in Ikpoba-Okha between 2016 and 2020 indicate a persistent struggle in reaching the national average pass rate. For instance, in 2017, the

average pass rate across public schools in the LGA was just 41%, compared to the national average of 54% for that year

Additionally a positive school climate is linked to higher student engagement and achievement.as schools with better climates have higher academic success rates. The presence of caring teachers, supportive peers, and inclusive school policies makes students feel valued and accepted, thereby increasing their motivation to learn. Conversely, a hostile or indifferent school climate can discourage student participation and lead to academic disengagement (Voight, Austin, & Hanson, 2013). In Nigeria, where some schools suffer from poor infrastructure and high student-teacher ratios, students may feel neglected or unsafe, which could impede their learning and academic performance.

Lastly, private schools generally have a more positive climate than public schools and as such students in private schools usually perform better academically than those in government schools. In Nigeria, private schools are often perceived as safer due to smaller student populations, stricter disciplinary standards, and better surveillance systems (Ajayi, 2007). These schools typically enforce rules consistently and foster respect among students and between students and teachers. In contrast, government schools frequently grapple with issues such as overcrowding, understaffing, and poor security measures. These challenges contribute to increased incidents of bullying, violence, and general indiscipline

## **CHAPTER FIVE**

### **SUMMARY CONCLUSION AND RECOMMENDATIONS**

This chapter presents summary of the study alongside the conclusion drawn from the analysis of data collected and the results obtained in the course of this study. The recommendations offered based on the findings of the study are also highlighted.

#### **Summary**

The study investigated influence of school climate on the academic performance of secondary school students in Ikopba Hill local Government area of Edo state.

Therefore, in order to achieve the objectives of the study, four research question were raised.

In investigating this study, the descriptive survey design was adopted. A sample size of 100 respondents and a simple random sampling technique was used. A structured questionnaire designed with modified Likert Scale method made up of a-four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) was the instrument used for the study. The data collected were analysed using descriptive statistics. The descriptive statistics involved criterion mean of 2.50.

#### **Findings**

Findings from the study revealed that:

- School climate affects students performance significantly as positive school climate fosters better academic performance, and negative school climate is associated with low aca academic success.

- Academic performances in Ikpoba Hill LGA remain low especially in Public and Rural schools due to resource availability, and teacher quality.
- A positive school climate is linked to higher student engagement and achievement.as schools with better climates have higher academic success rates.
- Private schools generally have a more positive climate than public schools and as such students in private schools usually perform better academically than those in government schools.

### **Conclusion**

School climate plays a crucial role in shaping students' academic performance. A positive school climate significantly enhances student engagement and achievement, while a negative environment contributes to poor academic outcomes. In Ikpoba Hill LGA, the low academic performance observed, especially in public and rural schools, is largely influenced by limited resources and teacher quality. Furthermore, private schools tend to maintain a more positive school climate, which correlates with higher academic success compared to government schools.

### **Recommendations**

- Efforts should be made to improve the availability of resources in public and rural schools.
- Teacher training and professional development programs should be implemented to enhance teaching quality.

- School climate assessments should be regularly conducted to identify areas needing improvement.
- Positive behavior and engagement initiatives should be promoted to foster a supportive school environment.
- Collaboration between stakeholders should be encouraged to address challenges affecting school climate and academic performance.
- Policies aimed at bridging the gap between private and public schools should be developed and enforced.

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## APPENDIX

### DEPARTMENT OF EDUCATIONAL MANAGEMENT FACULTY OF EDUCATION UNIVERSITY OF BENIN

#### QUESTIONNAIRE ON INFLUENCE OF SCHOOL CLIMATE ON THE ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS (QISCAPSSS)

Dear Respondents,

I am a student of the above-named department and I am carrying out research on **THE INFLUENCE OF SCHOOL CLIMATE ON THE ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN IKPOBA OKHA LOCAL GOVERNMENT AREA OF EDO STATE**. Therefore, your candid opinion to this question will be highly appreciated as they will help the research. Be rest assured that all information given will be specifically used for academic purposes and will be treated with ultimate confidentiality.

Yours Faithfully

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**ADETIMEHIN ESTHER OLUWASEUN.**

#### QUESTIONNAIRE

#### SECTION A

#### PERSONAL DATA

Please complete the information below by ticking (✓) where appropriate.

Sex: Male ( ) Female ( )

Class: S SS1( ) SSS2( ) SSS3 ( )

#### SECTION B

KEY:

1. Strongly Agree = (SA)
2. Agree = (A)
3. Disagree = (D)
4. Strongly Disagree = (SD)

<b>RQ 1</b>	<b>What is the nature of climate on students academic performance of secondary schools in Ikpoba Okha local</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
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	<b>government Area of Edo state?</b>				
1	School climate, including safety, infrastructure, and interpersonal relationships, significantly affects students' academic performance.				
2	A positive climate fosters engagement, motivation, and better achievement among students.				
3	Poor infrastructure and unsafe environments correlate with lower academic success.				
4	Supportive teacher-student relationships contribute to improved academic outcomes.				
<b>RQ 2</b>	<b>What is the level of students academic performance in secondary schools in Ikpoba Okha local government Area of Edo state ?</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
5	Academic performance rates in public schools remain lower than in private schools, largely due to disparities in infrastructure, teacher quality, and resource availability.				
6	Examination outcomes, including those from WAEC, frequently fall below national expectations, reflecting systemic challenges such as curriculum delivery and assessment preparation.				
7	Urban schools often outperform their rural counterparts, highlighting inequalities in access to qualified teachers, learning materials, and educational support services.				
8	These trends indicate the need for targeted educational interventions at the school and policy levels to enhance student achievement and reduce performance gaps across different school types and locations				

<b>RQ 3</b>	<b>Does school climate influence students academic performance in secondary schools in Ikpoba Okha local</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
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	<b>government Area of Edo state?</b>				
<b>9</b>	Yes, a positive school climate is linked to higher student engagement and achievement.				
<b>10</b>	Poor school climate contributes to student disengagement and lower performance.				
<b>111</b>	Factors like safety, infrastructure, and teacher support mediate the impact on performance.				
<b>12</b>	schools with better climates have higher academic success rates.				

<b>RQ 4</b>	<b>Is there any school climate difference between private and government schools and students' academic performance?</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
<b>13</b>	Private schools generally have a more positive climate than public schools.				
<b>14</b>	Private schools tend to have better infrastructure and safety measures.				
<b>15</b>	Teachers in private schools often show higher motivation and supervision.				
<b>16</b>	Students in private schools usually perform better academically than those in government schools.				