



SCHOOL CLIMATES AS PREDISPOSING FACTOR TO STUDENTS' ACADEMIC ACHIEVEMENT IN PUBLIC SENIOR SECONDARY SCHOOLS IN EDO STATE

Okosun, Ehimhen Augustine

Institute of Education,
Ambrose Alli University,
Ekpoma-Edo State
austineehis@gmail.com

Dr. Omi-Ujuanbi, Gloria

Department of Guidance and Counselling
Faculty of Education
Ambrose All University,
Ekpoma, Edo State
gloriaujuanbi@aauekpoma.edu.ng

Abstract

The study examined the school climates as predisposing factor to students' academic achievement in secondary school in Edo State. This study adopted the correlational research design. The population of this study consisted of all the Senior Secondary II students in the public Senior Secondary Schools in the three senatorial districts of Edo State. Simple random and multistage sampling techniques were used to select the sample for the study. Two instruments were used in the study. The first instrument for the study was a researcher designed questionnaire titled: School Climate as Predisposing Factors to Student Academic Achievement Questionnaire (SCPFSAAQ). The second instrument was a Students' Achievement Test (SAT). The face and content validity of the instrument (SCPFSAAQ) was ensured by the supervisor or two experts in the institution of education. The Cronbach alpha of 0.78 for the teachers' factors, 0.85 for school factors and 0.82 for parental factor and 0.83 for societal factor were obtained. By using Spearman-Brown to step up the reliability coefficient, the result yielded a reliability of 0.89 on the instruments. The researcher and two trained research assistants administered the instrument. Hypotheses 1, 2, 3, and 4 were tested using the Pearson Product Moment Correlation (PPMC) technique. The entire hypotheses were tested at 0.05 level of significance. The result showed that that school climate such as teacher factor, school factor, parental factor and societal factor predispose students' academic achievement in senior secondary school in Edo State. Therefore it is recommended that non-governmental organizations (NGO), religious bodies and influential individuals should join hands in a private-public partnership to provide material and financial support to students to support their academics.

Keywords: School Climate, Teacher Factor, School Factor, Parental Factor and Societal Factor, Academic Achievement.

Introduction

The purpose of schools is to advance instruction and learning. They are set up as the institutions required to bring about social, moral, and economic transformations in the lives of people living in a particular society. The Federal Government acknowledged the need for Post-Basic Education and Career Development (PBECD) in the school curriculum in the National Policy on Education (NPE), which aims to achieve this at the Senior Secondary School level (Federal Republic of Nigeria, 2013). Pursuant to the NPE, students who successfully complete nine years of basic education and pass the Basic Education Certificate Examination obtain Post Basic Education. The National Policy of Education (NPE) succinctly spelt out that the objectives of post-basic education shall be to:



- (a) provide holders of the Basic Education Certificate with opportunity for education of a higher level, irrespective of gender, social status, religious or ethnic background;
- (b) offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles;
- (c) provide trained manpower in the applied science, technology and commerce at sub-professional grades;
- (d) provide entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development;
- (e) develop and promote Nigerian languages, art and culture in the context of world's cultural heritage;
- (f) inspire students with a desire for self-improvement and achievement of excellence;
- (g) foster patriotism, national unity and security education with an emphasis on the common ties in spite of our diversity; and
- (h) raise morally upright and well-adjusted individuals who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour (FRN, 2013).

The administration, organisation, and mobilisation of learning resources within the educational system are essential for achieving these goals (Madudili, 2024). It may seem impractical to anticipate significantly improved academic achievement from Nigerian students in the absence of suitable and secure learning environments that provide them the resources they need to continue their education with confidence. Most of these variables are described as school climates.

School climate refers to the domain of factors that could interfere with the teaching learning process of the school system. These domain of factors among several possible domains could be described within the ambit of: (i) factors from the teachers such as their skills, educational qualification, experience, use of instructional materials among others; (ii) factors within the school such as school location and physical building; interpersonal relationship among the teachers and learners; (iii) factors resident in their parents/family such as: cognitive stimulation/basic nutrition; type of discipline at home; lack of role model from home, and other factors such as parents' education, occupational status and finances that constitute students' family background and (iv) factors resident in the society such as instability of educational policy; and under-funding of educational sector (Arumugam, Chang & Rozalina, 2015).

School facilities and environmental condition are integral components of the broader school climate. A conducive environment, appropriate class size, well-maintained school buildings and the availability of teaching materials significantly impact students' engagement and achievement. Recent research by Wilson and Garcia (2023) demonstrated a direct correlation between a positive school environment and enhanced academic achievement. Furthermore, studies by Wang. And Calvano (2022) emphasized the importance of smaller class sizes in fostering a more personalized learning experience, resulting in increased student success rates.

Parental factors also play a crucial role in shaping the school climate and consequently students' academic achievement. Parents' educational background, occupation, income levels and family structure contribute to the overall support system available to student. Research by Johnson and Smith (2023) suggested that parental involvement positively influences students' academic motivation and achievement. Families with higher socioeconomic status and a supportive educational environment tend to produce students who perform better academically (Williams, 2024).

Moreso, societal factors, including the promotion of acceptable norms and the enforcement of law and order, exert a substantial influence on school climate. A study by Thompson and Davis(2023) found that schools situated in communities with strong social norms and effective law enforcement tend to foster a safer and more positive learning environment, indirectly enhancing students' academic success.

The impact of school climate as predisposing factor to student academic achievement has gained the attention of scholars in both Nigeria and other nations. Ugorji and Kagbaranen (2022) investigated



the influence of teachers' age on academic achievement of business education student learning outcomes in Rivers State Universities. Findings in the study revealed that; teachers' age enhanced students' achievement among Business Education students' learning outcomes in Rivers State Universities.

In addition, Dauda, Mustapha and Mohammed (2022) determined relationship between teachers' age and students' academic performance in public senior secondary schools in Maiduguri Metropolis, Borno State. The finding revealed that there was a significant positive relationship between teachers' age and students' academic performance in Public Senior Secondary Schools in Maiduguri Metropolis, Borno State, Nigeria.

Scholars have made attempt to study the school climate as predisposing factor to student academic achievement. Yakubu (2023) investigated the relationship between teachers' academic qualification and students' academic performance in Fine and Applied Arts at the Colleges of Education in Northeast Nigeria and found positive significant relationship between teachers' academic qualification and students' academic performance. Similarly, Nugroho and Udik (2020) using a descriptive design drew a random sample of less than 1000 participants to examine the influence of school infrastructure in learning, the development of school infrastructure in improving learning outcomes and their utilization in order to increase the intensity of student learning activeness which includes physical and psychological involvement.

Aside carrying out this study in the tertiary institutions domain, the study only established the association between variables without determining the extent to which the independent variable (school factor, teachers' factor, parental factor and societal factor) and the dependent variable (school climates). This paper seeks to extend this research effort by determining school climate as predisposing factor to student academic achievement in senior secondary schools in Edo State. It is possible that certain aspects of this appalling performance are related to school-climate. In the light of this, the purpose of this seminar paper is to ascertain how school climates affects students' academic achievement in Edo State.

Hypotheses

The following are the research hypotheses formulated for the study:

1. There is no significant impact of teachers' factors such as teachers' qualifications, teachers' marital status, teachers' age and teaching experience on students academic achievement.
2. There is no significant impact of school factors such as conducive environment, class size, school buildings and the availability of teaching materials on students' academic achievement
3. There is no significant impact of parental factors such as parents educational background, parents' occupation, parents income, family type and concept of school climate on students' academic achievement
4. There is no significant impact of societal factor such as societal norms, law enforcement, government support in education and peers' influence on students' academic achievement

Literature Review

Several studies have been carried out to examine the link between school climate and students' academic performance. Ugorji and Kagbaranen (2022) investigated the influence of teachers' age on academic achievement of business education student learning outcomes in Rivers State Universities. Findings in the study revealed that; teachers' age enhanced students' achievement among Business Education students' learning outcomes in Rivers State Universities. In a related study, Nja, Cornelius-Ukpepi and Ihejiamazu (2022) investigated the influence of teachers' age and student's academic achievement in the University of Calabar and the result obtained showed that there is a significant influence of teachers' age on students' academic achievement in the University of Calabar. The Independent t-test and analysis of variance (ANOVA) revealed that teachers' age predicted students' academic achievement.



Yakubu (2023) investigated the relationship between teachers' academic qualification and students' academic performance in Fine and Applied Arts at the Colleges of Education in Northeast Nigeria. By establishing the link between teacher qualities and its effect on student's performance in Fine and Applied Arts, the research verified that teacher qualities specifically the independent variables such as teachers' qualification, teacher's experience, teachers' subject mastery, teachers' motivation and personality have impact on the dependent variable being students' academic performance as determined statistically. The important implications of the result which also have practical implications include guiding policies on hiring, teacher's retention strategy, and teacher distribution across schools. The result further showed that there is a significant relationship between teachers' educational qualification and academic achievement of students in Fine and Applied Arts at the Colleges of Education in Northeast Nigeria

In a related study, Owolahi and Adedayo (2022) studied teachers' qualification on the performance of Senior Secondary School students and the results revealed that students taught by teachers with higher qualifications performed better than those taught by teachers with lower qualifications. It also showed that students performed better when taught by professional teachers. Raila and Sanders (2022) investigated influence of teachers teaching experience on the academic performance of public secondary school students in Ado-Odo'Ota Local Government Area in Ogun State and the findings revealed that teachers' teaching experience had significant effect on students' academic performance as measured by their performance in the SSCE examinations and as perceived by the respondents. Schools having more teachers with above 10 years teaching experience achieved better results than schools having more teachers with 10 years and below teaching experience. In a related study, Matoya (2022) explored the influence between teacher experience and school academic performance in Kisii Central Sub-County, Kisii County, Kenya and the findings of the study revealed that teacher's experience, positively and significantly influenced academic performance of the learners/schools.

Nugroho and Udik (2020) using a descriptive design drew a random sample of less than 1000 participants to examine the influence of school infrastructure in learning, the development of school infrastructure in improving learning outcomes and their utilization in order to increase the intensity of student learning activeness which includes physical and psychological involvement. After collecting data with survey questionnaires and analyzing them with Chi-square analysis, the result showed that school infrastructure was a facility that influenced student learning so that it can run optimally. In a related study, John (2022) examined the extent to which the selected community secondary schools in Rombo District utilized quality and school infrastructure and how it had promoted academic achievement of students and the result revealed that there was a significant relationship between school building infrastructure and students' academic achievement in the community secondary schools in Rombo District.

Jimoh, Akinlosotu and Ojo-Maliki (2017) investigated the influence of school landscape on learners' academic achievement in Economics in secondary schools in Ile-Oluji Okeigbo Local Government Area of Ondo State. Results showed that educational equipment, buildings and playgrounds had individual significant influence on students' academic performance in Economics ($F_{cal}=140.776; 342.606; 24.932, p<0.01$) respectively. Interaction effect among components of the school landscape (educational equipment, buildings and playgrounds) contributed most to learners' academic achievement in Economics in secondary schools in Ile-Oluji Okeigbo Local Government Area of Ondo State. Nsa, Offiong, Udo and Ikot (2014) assessed the relationship between school landscape variables and learners' academic achievement in Agricultural Science in Oron Educational Zone of Akwa Ibom State. Findings indicated that there was significant relationship between school landscape facilities and learners' academic achievement in Agricultural Science.

Adekemi and Alafonye (2018) investigated the influence of parenting style on the involvement of secondary school students' academic performance in Rivers State. The result shows that there is a significant relationship between parenting style (stable and unstable homes) and students' academic



performance in Rivers State. Analysis of both literature and empirical results and findings showed that there is a significant relationship between the influence of home stability (stable and unstable homes) among secondary school students in Rivers State. Wawira (2017) investigated the influence of parenting styles on academic performance of adolescents in secondary schools, a survey of Manyatta constituency in Embu County. The result shows that parenting style (authoritative style) significantly influences students' academic performance among secondary schools students of Manyatta constituency in Embu County.

Adekeye, Alao, Adeusi, Odukoya and Chinemenma (2017) examined the influence of parenting styles on senior school students' academic performance in Lagos State, the commercial capital of Nigeria and a metropolitan city. In testing the relationship between parenting styles and emotional intelligence, result shows that father's authoritative parenting style ($r = 0.152$, $p < .005$) and mother's authoritative parenting style ($r = 0.227$, $p < .01$) contributed to the prediction of emotional intelligence. Regression analysis shows that of the six predictor variables, only mother's authoritative parenting style could significantly predict the emotional intelligence of senior school students. Oke (2015) investigated the influence of parental involvement and students' academic performance in Olabisi Onabanjo University, Ago-Iwoye Ogun State, Nigeria. The results showed that single parenting and undergraduates' interpersonal relationship has significant positive relationship with personality factors. Also, the findings revealed the effects of female undergraduates raised by single mothers, female undergraduates' interpersonal relationship and predictor variables (personality dimensions) and, the effects of female undergraduates raised by single fathers, female undergraduates' interpersonal relationship and predictor variables (personality dimensions). The result shows that there is a significant relationship between parental involvement and students' academic performance in Olabisi Onabanjo University, Ago-Iwoye Ogun State, Nigeria.

Okaka (2016) examined the influence of single parenthood on students' academic performance in Embakasi, Nairobi County, Kenya. The result shows that parental involvement significant influences students' academic in Embakasi, Nairobi County, Kenya. Also, Adeyemi, Adediran, and Adewole (2018) examined the parental involvement in school adjustment in lower primary schools in Osun State. The result shows that there is a significant positive relationship between parental involvement and students' academic performance in primary school in Osun State.

In order to run public secondary schools in the Awgu Education Zone effectively, Nnebedum (2007) conducted a research on enhancing school-community ties. Insufficient financial and material support for the school and community, irregular government salary/allowance payments, disciplinary issues among staff and students, inactive P.I.A., and a communication gap between the principal and community members are among the factors that impede school-community relations, according to the study. In a research on maintaining school-community ties via effective communication was conducted by Phumlani (2013). The findings showed a connection between successful communication and the ability to maintain school-community ties. The findings of the study on two partnerships showed a dearth of efficient communication. This has had a detrimental impact on the partners' dedication to the activities of the partnerships, their level of empowerment, the mapping of assets, and their impressions of the partnerships. Effective communication was found in certain situations, however, and it helped to ensure that teams and people in the partnerships received assistance. The key to ensuring that diverse partners' interests and competencies are recognized and used in these collaborations, it is decided, is efficient communication.

Nkem (2015) investigated the issues affecting school-community ties in Delta State's Ndokwa Local Government Area. According to the research, obstacles to good school-community interactions in Delta State's Ndokwa Local Government Area include poor communication, school location, size, principal issues, and community leadership. A research on the evaluation of school community relationships in secondary schools in Zamfara State was conducted by Bala (2013). The survey also showed that the most serious issue affecting the school community interaction in secondary schools in



Zamfara State was insufficient communication between the school leadership and community leadership.

Sango (2016) conducted a research titled A Case Study of Rural Areas: Challenges Impacting Community Participation and Their Effect on Teaching and Learning. According to the research, the difficulties affecting parental poor quality of living, community attitudes about education, family income level, and school-community linkages were the main obstacles to community engagement. The following were some effects of community involvement on teaching and learning: hungry students, a limited curriculum, uninspired instructors, a high incidence of absenteeism and dropouts, as well as inefficient school management.

In three chosen secondary schools in Borno State, Nigeria, Alimi, Adda, and Yabawa (2011) conducted a research on the evaluation of variables impacting the school community connection in personnel advancement in schools, teachers' work satisfaction, and job performance. The research found that the primary issues impacting school community connections in Borno State Secondary Schools were lack of commitment on the side of community leaders, administrators' lax attitude toward preserving school community relationships, and the principals' fraudulent actions. In Zamfara State's secondary schools, Kwashabawa (2016) looked into the administrative difficulties and management techniques for managing school community interactions. The research found, among other things, that Zamfara State Senior Secondary Schools encounter three main obstacles to building strong school community relationships: a lack of initiative on the part of school officials; a low regard for education; and a dependence mentality.

Methods

This study adopted the correlational research design. The correlational design was one in which the researcher sought to determine the direction, magnitude and extent of to which two or more variables are associated in quantitative terms (Osagie & Akinlosotu, 2017). It shows the relationship/association between the two variables (school climate) and (students' academic achievement) and further determines the direction and extent to which the variables are related in quantitative terms.

The population of this study consisted of all the Senior Secondary II students in the public Senior Secondary Schools in the three senatorial district of Edo State, which was 2,670 SSII students in Edo State. Source (Post Primary Education Board, Benin City, 2023). Simple random and multistage sampling techniques were used to select the sample for the study. The first stage was to stratify Edo State into three senatorial districts - Edo South, Edo North and Edo Central. The second stage was to purposely select two schools from each districts the number of schools to be six (6) the third stage was to categorize the schools into urban and rural schools, there by having three urban schools and three rural schools. Then the forth stage was to randomly select 50 male students and 50 female students making the sample for the study be 100 male and female students.

Two instruments were used in the study. The first instrument for the study was a researcher designed questionnaire titled: School Climate Predisposing Factor Student Academic Achievement Questionnaire (SCPFSAAQ). The instrument was a student questionnaire. The instrument (SCPFSAAQ) consisted of two sections, namely: Sections A and B to get the necessary information about the respondents (students). Section A was used to elicit the bio-data such as: student's age, class and name of school. Section B part of SCPFSAAQ consists of three (3) parts of Parts 1, 2 and 3. This was used to elicit responses on teachers' factors, school factors, parental factor and societal factor in secondary schools in Edo State. The instrument was rated on a four point scale: Strongly Agree (SA) - 4, Agree (A) - 3, Strongly Disagree (SD) - 2, Disagree (D) - 1. A mean score of 2.50 was used as the benchmark in the study

The second instrument was a Students' Achievement Test (SAT). The content of the instrument (SAT) was adopted by drawing selected question items from past Senior Secondary Certificate Examination (SSCE) questions (May/July 2018 and 2019). The instrument (SAT) covered three aspects of English Language which include: Grammar, Test of Orals (Vowels/Consonant sounds) and



Comprehension. SELAT contains a total of 40 questions which were carefully drawn by the researcher with the help of English Language Education specialists. The role of the English Language Education specialists was to support the researcher in being objective about selecting questions that assesses the three domains of learning – Cognitive, Affective and Psychomotor skills. The score weight assigned to each question was 2 points. Therefore, the maximum score attainable was eighty marks (that is, 2 marks x 40 questions). The overall score or grade of each student was rated as follows: 60-100% (pass) – 4; 50-59% (Average) – 3; 40-49% (poor) – 2; and 39% and below (Failed) – 1.

The face and content validity of the instrument (SCPFSAAQ) was ensured by the supervisor or two experts in Measurement and Evaluation. This was undertaken to ensure that items contained in the questionnaires were, precise, unambiguous and relevant. In carrying out the face and content validity procedure, a draft copy of the questionnaires was given to the experts to read through and make corrections. Their corrections and suggestions were integrated into the final draft of the questionnaire. The first instrument (SCPFSAAQ) was trial tested on a group of 30 students outside the area of study. The Cronbach alpha technique was used to determine the reliability of the instrument (SCPFSAAQ). The instrument (SCPFSAAQ) was administered to 30 students from public primary schools outside the district (Edo North Senatorial District). The need to choose students outside the study area was done to avoid double selection of participants that could introduce possible biases in responses by selecting participants from the pilot study in the main administration. After administration, responses collated were subjected to analysis with the Cronbach Alpha technique. The reliability coefficient of 0.78 for the teachers' factors, 0.85 for school factors and 0.82 for parental factor and 0.83 for societal factor were obtained. By using Spearman-Brown to step up the reliability coefficient, the result yielded a reliability of 0.89. Hence, the instrument was considered satisfactory for use in the main application.

The researcher and two trained research assistants administered the instrument. Due permission was obtained from the school authority or principal of each school in the Local Governments to solicit their cooperation in the questionnaire administration exercise. A letter to respondents was attached to explain the purpose of the research exercise to students so that, they can be adequately guided on how to respond to the items in the questionnaire. The questionnaires were collected on the same day of administration to enhance 100% return rate. The questionnaire was administered within a period of four weeks. Simple linear regression analysis was used in the study. Hypotheses 1, 2, 3, and 4 were tested using the simple linear regression analysis technique. The entire hypotheses were tested at 0.05 level of significance.

Results

Hypothesis 1: There is no significant impact of teachers' factors such as teachers' qualifications, teachers' marital status, teachers' age and teaching experience and academic achievement.



Table 1: Analysis on impact of teachers' factors such as teachers' qualifications, teachers' marital status, teachers' age and teaching experience and academic achievement

R = .256*
R-square (R^2) = .066
Adjusted R-square = .062
F = 18.844*

Model	Unstandardized Coefficients		Standardized Coefficients	t-val.	p-val.	Remark
	β	St. Error	Beta			
(Constant)	2.034	.116		17.566	.000	Significant
Teachers' factor	.247	.057	.256	4.341	.000	Significant

a. Dependent Variable: Students' Academic Achievement

b. Predictors: (Constant), Teacher factor

**t-values and f-value are statistically significant ($p < 0.05$)*

The result in Table 1 shows that the F-value of 18.44 which tested for the impact of the predictor was significant ($p < 0.05$). The researcher therefore rejects the null hypothesis. This indicated that there is a significant impact of teachers' factors on academic achievement. The r-value (R) of 0.256 showed that the strength and direction of the predictor (Teacher factor) with the dependent variable (Students' Academic Achievement) was weak, positive but significant ($0.00 \geq R \leq 0.39$). The probability value of the t-value and β -coefficient ($t = 4.341$, $\beta = .247$, $p < 0.05$) confirmed that teacher factor significantly impact students' academic achievement in secondary schools in Edo State. This indicated that there is a significant impact of teachers' factors such as teachers' qualifications, teachers' marital status, teachers' age and teaching experience on students' academic achievement.

Hypothesis 2: There is no significant impact of school factors such as conducive environment, class size, school buildings and the availability of teaching materials on students' academic achievement.

Table 2: Analysis on School Factors on Students' Academic Achievement

R = .376 ^a
R-square (R^2) = .141
Adjusted R-square = .138
F = 43.994*

Model	Unstandardized Coefficients		Standardized Coefficients	t-val.	p-val.	Remark
	B	Std. Error	Beta			
(Constant)	1.212	.198		6.108	.000	Significant
School factors	.716	.108	.376	6.633	.000	Significant

a. Dependent Variable: Students' Academic Achievement

b. Predictors: (Constant), School Factors

**t-values and f-value are statistically significant ($p < 0.05$)*

The data in Table 2 shows that the F-value of 43.994 which tested for the impact of the predictors was significant ($p < 0.05$). The researcher therefore rejected the null hypothesis. This indicated that there was a significant impact between school and students' academic achievement in in senior secondary schools in Edo State. The r-value (R) of 0.376 showed that the strength and direction of the correlate (teachers' educational qualification) with the other variable (students' academic achievement in English Language) was weak, positive but significant ($0.00 \geq R \leq 0.39$). The probability value of the t-value and



β -coefficient ($t = 6.633$, $\beta = .716$, $p < 0.05$) confirmed that school factors significantly impact students' academic achievement. Therefore, the null hypothesis was rejected and this indicated that is a significant impact of school factors such as conducive environment, class size, school buildings and the availability of teaching materials on students' academic achievement.

Hypothesis 3: There is no significant the impact of parental factors such as parents educational background, parents' occupation, parent's income, family type and concept of school climate on students' academic achievement.

Table 3: Analysis on Parental Factors and Students Academic Achievement in Senior Secondary Schools in Edo State

$R = .291^a$ $R\text{-square } (R^2) = .085$ $\text{Adjusted } R\text{-square} = .081$ $F = 24.752^*$						
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Model	Unstandardized Coefficients		Standardized Coefficients	t-val.	p-val.	Remark
	β	Std. Error	Beta			
(Constant)	1.967	.116		17.018	.000	Significant
Parental factor	.279	.056	.291	4.975	.000	Significant

a. Dependent Variable: Academic Achievement

b. Predictors: (Constant), Parental Factor

**t-values and f-value are statistically significant ($p < 0.05$)*

The data in Table 3 shows that the F-value of 24.752 which tested for the impact of the predictors was significant ($p < 0.05$). The researcher therefore rejected the null hypothesis. This indicated that there was a significant impact between parental factor and students' academic achievement senior secondary schools in Edo State. The r-value (R) of 0.291 showed that the strength and direction of the correlate (Parental factor) with students' academic achievement was weak, positive but significant ($0.00 \leq R \leq 0.39$). The probability value of the t-value and β -coefficient ($t = 4.975$, $\beta = .279$, $p < 0.05$) confirmed that parental factor significantly impact students' academic achievement. This indicated that there was a significant impact of parental factors such as parents educational background, parents' occupation, parents income, family type and concept of school climate on students' academic achievement

Hypothesis 4: There is no significant impact of societal factor such as societal norms, law enforcement, government support in education and peers' influence on students' academic achievement.

Table 4: Analysis on societal factor and Students' Academic Achievement in Senior Secondary Schools in Edo State

$R = .257^a$ $R\text{-square } (R^2) = .066$ $\text{Adjusted } R\text{-square} = .063$ $F = 18.962^*$						
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Model	Unstandardized Coefficients		Standardized Coefficients		t-val.	p-val.	Remark
	β	Std. Error	Beta				
(Constant)	1.880	.149			12.641	.000	Significant
Societal factor	.251	.058	.257		4.355	.000	Significant

a. Dependent Variable: Students' Academic Achievement

b. Predictors: (Constant), Societal Factor

**t-values and f-value are statistically significant ($p < 0.05$)*

The data in Table 4 shows that the F-value of 18.962 which tested for the impact of the predictors was significant ($p < 0.05$). The researcher therefore rejected the null hypothesis. This indicated that there was a significant impact of societal factor and students' academic achievement in senior secondary schools in Edo State. The r-value (R) of .257 showed that the strength and direction of the correlate (societal factor) with the dependent variable (students' academic achievement) was weak, positive but significant ($0.00 \geq R \leq 0.39$). The probability value of the t-value and β -coefficient ($t = 4.355$, $\beta = .251$, $p < 0.05$) confirmed that societal factor significantly impact students' academic achievement. This indicated that there was a weak and significant impact of societal factor such as societal norms, law enforcement, government support in education and peers' influence on students' academic achievement.

Discussion

The result agrees with the findings of Ugorji and Kagbaranen (2022) who found that teacher factors like age enhanced students' achievement among Business Education students' learning outcomes in Rivers State Universities. In similar manner, the result agrees with the findings of Yakubu (2023) who found that there is a significant relationship between teachers' educational qualification and academic achievement of students in Fine and Applied Arts at the Colleges of Education in Northeast Nigeria. Moreso, the result agrees with the findings of Raila and Sanders (2022) who found that teacher experience had effect on school academic performance in Kisii Central Sub-County, Kisii County, Kenya.

The result agrees with the findings of Nugroho and Udik (2020) who found that school factors such as infrastructure and facility influenced student learning and affected the school system to run optimally. In a related study, the result corroborates the findings of John (2022) who found that there was a significant relationship between school building infrastructure and students' academic achievement in the community secondary schools in Rombo District. Moreso, the result agrees with the findings of Jimoh, Akinlosotu and Ojo-Maliki (2017) who found that educational equipment, buildings and playgrounds had individual significant influenced on students' academic performance in Economics in Ile-Oluji Okeigbo Local Government Area of Ondo State. In addition, the result is in line with the findings of Nsa, Offiong, Udo and Ikot (2014) who found that there was significant relationship between school landscape facilities and learners' academic achievement in Agricultural Science in Oron Educational Zone of Akwalbom State.

The result agrees with the work of Adekemi and Alafonye (2018) who found that parenting style (authoritative style) significantly influences students' academic performance among secondary schools students of Manyatta constituency in Embu County. Moreso, the result aligns with the findings of Adekeye, Alao, Adeusi, Odukoya and Chinemenma (2017) who found father's authoritative parenting style and mother's authoritative parenting style contributed to the prediction of emotional intelligence and academic performance. Furthermore, the result is in line with the findings of Oke (2015) who found that there is a significant relationship between parental involvement and students' academic performance in Olabisi Onabanjo University, Ago-Iwoye Ogun State, Nigeria. In addition, the result is in line with the findings of Okaka (2016) who found that single parenthood affected students' academic performance in Embakasi, Nairobi County, Kenya. Also, the result agrees with the result of Adeyemi,



Adediran, and Adewole (2018) who found that there is a significant positive relationship between parental involvement and students' academic performance in primary school in Osun State.

The result is in line with the findings of Nnebedum (2007) who found that enhancing school-community ties affect students' academic performance. Insufficient financial and material support for the school and community, irregular government salary/allowance payments, disciplinary issues among staff and students, inactive P.I.A., and a communication gap between the principal and community members are among the factors that impede school-community relations and this was correlated with students' performance.

The result is in line with the findings of Phumlani (2013) who found that there is a connection between successful school community and students' academic performance. The result agrees with the findings of Nkem (2015) who found that most serious issue affecting students' performance are school societal norms and interaction in secondary schools in Zamfara State. Furthermore, the result agrees with the findings of Sango (2016) who found that community attitudes about education, family income level, and school-community linkages were the main obstacles to community engagement and this affected students' learning. The following were some effects of community involvement on teaching and learning: hungry students, a limited curriculum, uninspired instructors, a high incidence of absenteeism and dropouts, as well as inefficient school management. Also, the result agrees with the findings of Alimi, Adda, and Yabawa (2011) who found that the primary issues impacting students' performance were lack of commitment on the side of community leaders, administrators' lax attitude toward preserving school community relationships, and the principals' fraudulent actions.

Conclusion

The purpose of schools is to advance instruction and learning. They are set up as the institutions required to bring about social, moral, and economic transformations in the lives of people living in a particular society. Based on findings, it is concluded that school climate factor such as teacher factor, school factor, parental factor and societal factor predispose students' academic achievement in senior secondary school in Edo State.

Recommendations

The following recommendations are made on the study:

- 1) Educational managers such as members of the school based management committee have a role to play in providing moral support to students from economically disadvantaged parents.
- 2) The state government should increase the welfare of parents without low educational qualification and income by subsidizing educational materials to enable them meet the educational need of their children
- 3) Non-governmental organizations (NGO), religious bodies and influential individuals should join hands in a private-public partnership to provide material and financial support to students to support their academics.
- 4) The federal government should be more sincere in their implementation of the free, compulsory, qualitative and basic education in for all Nigerian children of school going age. This will serve as a relief to single parents of low educational and income/economic status.

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