

# Classroom Climate and Academic Performance among Female Student in Asa Local Government Area, Kwara State

Muritala Ishola AKANBI  
Department of Educational Psychology and Counselling  
Ahmadu Bello University, Zaria, Nigeria  
muritalaakanb@gmail.com

## Abstract

Two hundred and forty nine female students of SS1, SS2 and SS3 took part in the study. The study designed to look at impacts of classroom Climate on Academic Performance of Female Student in Asa Local Government Area, Kwara State. The subjects for this study were drawn from six senior secondary schools in two districts that formed the local government. The survey method used in the study. Classroom Climate Scale (CCS) adapted from the downloaded instrument was used. Performance test was conducted for the female students. Two research hypotheses were raised and tested. Pearson r, and ANOVA tools were used for the statistical analysis. The result shows no significant correlation female students' perceptions of classroom climate and academic performance. The finding shows there is no significant age difference among female students' perception of their classroom climate on academic performance. Recommendations were that: Teachers could employ the maximum participation of female students individually or collaboratively. Teachers could strive to create a conducive classroom climate to help female students attain academic success.

**Keywords:** Classroom climate, female student, academic performance

## Introduction

Classroom plays important and vital role in students' performance and behavior modification. Classrooms environment are the catalysts of change; they are the torch bearers always lighting the path towards progress of the world in all its facets.

The classroom still remains to be the main learning environment in the schools although learning can take place in other venues. On this premise, it is imperative that educators strive to make the classroom the best venue for students to attain their full potential in academic performance. It is what teachers think, what teachers do and what teachers are at the level of the classroom that ultimately shape the kind of learning that students get. So, classroom climate is so much influenced by the teacher's daily mood and is so much affecting the female student's academic standing in the classroom.

Some female students prefer classroom environment as friendly because lots of activities that take place in classroom shape their personality and gear them up to better academic performance. This study aims at finding why female students are always find classroom environment rather unfavorable. These female students prefer wandering the school environment during school hours. Some of them, in group skip classroom lectures and other classroom activities. There is no mutual cordial relationship among students in classroom most especially between genders. Sometimes, some of these female students find some teachers' attitudes and modes of teaching hostile that prompted them to skip lectures.

Much has been written about the educational phenomenon that it becomes an issue required for the establishment of a successful learning environment. The most important thing for a classroom is to create an atmosphere promoting learning. In order to achieve this atmosphere, every item in the classroom should emphasize learning in some way.

Classroom climate is defined as the type of environment that is created for students by the school, teachers, and peers. Teachers are continually looking to create a "positive" classroom climate in which student learning is maximized (Bilbo et al, 2012). It is having an environment where students feel safe, nurtured, and intellectually stimulated. This type of positive classroom climate allows for students to meet their basic needs of physical and mental health. While there is no specific definition of what creates a negative classroom climate, it is considered to be one in which students feel uncomfortable, whether physically, emotionally, or academically, for any reason. There are two aspects of classroom climate: the physical and social environment. Physical environment refers to the arrangement of chairs, tables, fixtures and pieces of furniture, the painting, lighting and ventilation while the social environment refers to the leadership exhibited by the teacher like democratic, authoritarian and laissez-faire and the mode of students' participation such as collaborative, individualistic or competitive (David, 2002).

The classroom climate influences the student achievement, their self-esteem and participation in the lesson. The most important aspect of classroom climate is the relationship between teacher and students. There must be elements of caring, trust and respect in the interpersonal relationships between teachers and students. An effective classroom climate is one in which the teachers' authority to organize and manage the learning activities

is accepted by the students. There is mutual respect and good rapport, and the atmosphere is one of purposefulness and confidence in learning. A key consideration is the extent to which the teacher is able to foster favorable perceptions towards learning among students, by establishing in students self-respect and self-esteem regarding themselves as learners.

The Classroom Climate Refers to the general flow of behaviour and feeling with in a group. Classroom climate is the type of environment that is created for students by the school, teachers and peers. Teachers are continually looking to create a “positive classroom climate in which student learning is maximized”. Classroom climate as encompassing all the socio-psychological dimensions of classroom life. This included common interest and the pursuit of common goal achieved through focused, organized and well planned lessons

### **Objectives of the Study**

The study aimed to;

1. Investigate female students’ perceptions of their classroom climate on academic performance.
2. Examine age differences among female students’ perception of their classroom climate on academic performance.

### **Research questions**

The following research questions were raised in the study:

1. What are the female students’ perceptions of their classroom climate on academic performance?
2. What are the age differences among female students’ perception of their classroom climate on academic performance?

### **Research Hypotheses**

The following hypotheses were formulated:

1. There is no significant relationship between female students’ perceptions of classroom climate and academic performance.
2. There is no significant age difference among female students’ perception of their classroom climate on academic performance.

### **Methodology**

The research design for this study was descriptive. This involves systematic collection of data or information from a sample of the population through the use of questionnaire on classroom climate and academic performance. In other words the design can be seen as a way of describing attitudes, behaviours, situations, opinions or characteristics of people which is relevant to the study at hand. This design helped the researcher to collect the relevant data used to discuss issues extensively about the target population.

### **Population and Sample**

The population of this study comprised of all female senior secondary school students in Asa Local Government Area, Kwara State. The local government has two districts; Afon and Owode. Three mixed senior secondary schools were selected from each district. The study involved 249 female students. Simple random sampling technique was involved in this study to select 249 female senior secondary school students from the four (6) senior secondary schools in the local government.

### **Instrumentation**

Questionnaire and performance test were used for the study. The questionnaire was tagged Classroom Climate Scale [CCS]. The questionnaire has three sub-areas as to items to be considered: the general classroom atmosphere, learning activities and teacher characteristics.

Different academic performance tests on English Language and Mathematics [EMT] were conducted for SS1 and SS2 participating students. Two (2) different 20-items were set on English Language for SS1, SS2 and SS3 and three (3) different 10-items were set on Mathematics for SS1, SS2 and SS3 female students. The questions on both English Language and Mathematics were set by the qualified subjects teachers based on the subjects’ syllabus of the current year. The test of English was graded 100% and Mathematics 100%. Average of both scores was considered. From (0-39) considered fail and (40-100) considered pass. The questionnaire was adopted in line with the research questions and hypotheses raised for the study. The classroom climate scale was provided with question items to give the best feeling of the respondent on the 4 point likert scale i.e. strongly agreed, agreed, strongly disagreed, and disagreed. The scale was scored as follows: strongly agree = 4, agree = 3, disagree = 2, strongly disagree = 1.

### **Analysis**

At the end of the exercise, female students responses were collected and scored for analysis. The hypotheses

sought for the relationship and difference were analysed by means of Pearson Product Moment Correlation and Analysis of Variance (ANOVA). Descriptive statistic was used

**Results**

Figure 2 Pie chart of Classroom Climate Level as Perceived by the Respondents Based on Districts

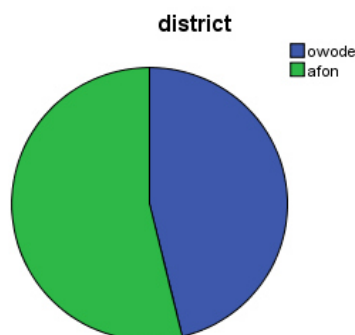


Table 1 Percentage of Classroom Climate Level as Perceived by the Respondents Based on Districts

District	Frequency	Percent
Owode	115	46.2
Afon	134	53.8
Total	249	100.0

Table1 shows that the (46.2%) female students in Owode district strongly agreed and perceived their classroom climate as highly not conducive and (53.8%) of Afon district perceived their classroom climate as not conducive. Figure 2 Pie chart of Classroom Climate Level as Perceived by the Respondents Based on Age

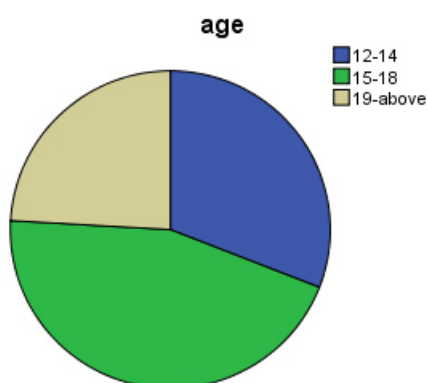


Table 2 Percentage of Classroom Climate Level as Perceived by the Respondents Based on Age

Age		
Age	Frequency	Percent
12-14	77	30.9
15-18	112	45.0
19-above	60	24.1
Total	249	100.0

Table2 shows that the (45%) female students between ages 15-18 strongly agreed and perceived their classroom climate as not conducive

**Hypothesis 1** There is no significant relationship between female students’ perceptions of classroom climate and academic performance

	Mean	Std. D	N	DF	r	sig
Classroom climate	66.0683	7.55727	249	247	0.16	.803
Academic Achievement	2.0723	.99737	249			

Table shows the correlation between level of perception of classroom climate and academic performance of female students, with  $r=0.16$  and P-value of .803 is greater than the 0.05 level of significance which means that there is no significant correlation between classroom climate and academic performance level of the students. Thus, the null hypothesis which states that there is no significant correlation between classroom climate and academic performance level was retained.

**Hypothesis 2** There is no significant age difference among female students' perception of their classroom climate on academic performance.

	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	1.395	2	.697	.699	.498
Within Groups	245.304	246	.997		
Total	246.699	248			

Table shows age difference among female students level of perception of classroom climate and academic performance, with  $F=0.699$  and p-value =0.498 is greater than 0.05 level of significant which means that there is no significant means that there is no significant correlation between classroom climate and academic performance level of the students. Therefore, the hypothesis is retained.

### Discussion

The classroom climate was perceived as not conducive by the respondents. Students had a negative experience as to classroom climate. Somehow, it was a climate discouraging learning to some extent. The highest bulk of the female students had the very bad academic performance.

The research further confirmed that the lack of organization of learning space, lack of learner involvement in lessons and lack of classroom discipline contributes to poor academic achievement in secondary schools. A positive classroom climate is facilitated by educators being given maximum opportunity to teach and learners being given maximum opportunity to learn. The benefit of a positive classroom climate is that the joy of learning is unfolded in an environment that enables each learner to thrive and to soar to greatness by achieving performance success. Ultimately the positive transformation of our society lies within the domain of our emerging generation (Peter and Michelle, 2009)

With proper training, the teacher can understand, guide and motivate the female students for better academic performance and for successful completion of the tasks undertaken by them. Performance of female students in the class is influenced by positive classroom climate. A classroom is a unique interpersonal relationship precisely acknowledges the teacher student relationship and the peer relationship. The teacher plays a crucial role in a classroom in a both classroom climate and academic achievement depends on teacher's attitude and mental caliber. When the relationship between the teacher and the learner is friendly, maximum learning takes place and learning becomes on enjoyable experience to the learner.

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