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SCHOOL CLIMATE PLANNING AND STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SENIOR SECONDARY SCHOOLS IN LAGOS STATE, NIGERIA

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ABSTRACT

This study examined the relationship between school climate planning and students' academic performance in public senior secondary schools in Lagos State, Nigeria. Correlation research designs was adopted. The study's sample encompassed a total of 600 participants in which 60 public senior secondary schools was used. A questionnaire tagged School Climate Planning in Senior Secondary Schools Questionnaire (SCPPSSCQ) and record observation format were used to collect data after ensuring the validity and establishing the reliability coefficient value which was found reliable at 0.70. Six research hypotheses were formulated and tested at 0.05 level of significance. This study involved a total of 600 participants, selected through a disproportionate stratified random sampling approach. The sample consisted of 30 schools, randomly selected from six districts (five schools per district), 600 teachers, selected from these schools (20 teachers per school) was randomly selected on school climate planning. To accomplish this, the approach of disproportionate stratified random sampling was used to ensure the appropriate selection of the 600 respondents for the study. The findings of the study revealed that there is no significant relationship between school location planning and students' academic performance: there is no significant relationship between facility planning and students' academic performance, there is no significant relationship between school safety planning and students' academic performance in Public Senior Secondary Schools in Lagos State, Nigeria. Conclusively, the study recommended that principals' focus on achieving high teacher's quality by prioritizing the recruitment of high-quality teachers is crucial as this factor has significant influence on students' academic performance.

Keywords: School Climate Planning, Facility Planning, Locational Planning, Safety Planning and Academic Performance.

Introduction

In the context of educational institutions, the effectiveness of a teacher often depends on the school's overall atmosphere or climate. Therefore, it is imperative to establish a conducive environment to

achieve the educational objectives successfully. Gbesoevi et al. (2023), averred that, teachers, like any other professional, have personal expectations that need to be met, and the school's atmosphere plays a crucial role in achieving these expectations. The notion of "school climate planning" encompasses a wide array of factors that affect the overall experience of students, teachers, and staff in a school setting.

School climate planning is a novel aspect of educational planning, before constructing a school, individuals or the government must first plan a location that ensures a conducive learning environment, this step precedes the design of the school building, which contributes to its uniqueness. Muhammad Faour (2012) revealed that school location planning, safety planning, school facility planning, among others are dimensions of school climate planning. School climate planning is a deliberate process involving steps and strategies taken by a school community to ensure a conducive school environment, promote sustainability, and foster environmental stewardship. This requires the collective involvement of students, teachers, parents, school management to create a sustainable and environmentally responsible school atmosphere. For example, when a school has a solid safety plan, students feel relaxed, safe, and more willing to learn in a secured environment, similarly, an effective leadership plan fosters mutual respect and positive relationships between students, teachers, and management staff, enhancing teaching and learning process within a well-planned school climate. In conclusion, school climate planning is crucial for creating an environment that fosters teaching and learning, leading to improved academic performance. A well-planned school climate positively influences students' academic performance and learning rates. Gbesoevi (2019) presupposes that school physical facilities are essential for educational planning, stating that without adequate resources, students' academic performance cannot be enhanced. A School is a formal organization where teaching and learning takes place, involving the transmission or transfer of knowledge from the sender to the receiver. The achievement of educational goals, objectives and high students' academic performance rate is not limited to the ability, competency and qualities a teacher possesses alone indeed there are other forces that determine the rate at which high students' academic performance and educational goals can be achieved in a school. Some of these forces are represented by school plant, conducive environment, quality interpersonal relationship between teachers and student and adequate educational facilities. All these help determine what can be described as the climate of a school. There are several characteristics, patterns or behaviours that are attached to schools which can be used to define the climate of such schools. For instance, some schools are known for high academic performance, some are known for bullying, while some others predicated on gangsterism and cultism while not forgetting those known for good dressing codes and cleanliness. These seemingly features are seen and attached to schools as the climate of the schools. The question however is, Are these Climate components planned for or not? Is it a conscious effort

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or an unconscious effort? Is it a deliberate attempt or not? (Adeniji, 2021).

Education is regarded as both an investment and a commodity for consumption. Therefore, if students' academic performance in school is poor, it means that the money invested on their education would not yield expected result. Quality instruction delivery stands as a cornerstone of effective education systems, significantly influencing student learning outcomes and overall educational attainment. This makes students' perspectives important during the transition from one school level to another. (Gbesoevi et. al. 2022). Common observation shows that some parents have lost confidence in the ability of most of the public secondary schools to guarantee successful academic performance of their children (Ajayi, 2015). It has equally been observed that while some students passed their Senior Secondary Certificate Examination in some schools, others failed the examinations in some other schools. Often most schools have different features which tend to result in differential academic performance ultimately; characteristics and features tend to distinguish one school from the other. Characteristics of school such as the physical structure of a school building, school climate, teachers' attitude, interaction between students and teachers are factors that both affect and help to define the broad concept of school climate planning as opined by Adeniji (2021). According to Cohen, McCabe, Michelli, and Pickeral (2009), school climate planning refers to a comprehensive and on-going process of assessing, improving, and sustaining the social, emotional, and academic environment of a school. School climate planning may involve conducting surveys to gather data on students' and teachers' perceptions of the school environment, analyzing the data to identify areas that need improvement, and developing strategies and interventions to address those areas. The need for school climate planning thus becomes a matter of necessity. The observed increase in teacher's aggressiveness, gangsterism among students, unhealthy conflicts among teachers, poor student's/teacher's relationship, poor school buildings and inadequate educational facilities in public senior Secondary schools in Lagos state as identified by scholars can be traced to poor school climate planning which seems to have direct effects on students' academic performance.

School climate planning is the process of developing and implementing strategies to create a positive and supportive learning environment that promotes academic success and well-being for all students. The importance of school climate planning lies in its ability to improve student outcomes, promote positive relationships, and enhance school safety and discipline. A positive school climate has been linked to improved academic outcomes, including higher test scores, increased attendance rates, and decreased dropout rates (Thapa et al 2013). School climate planning can help schools develop programs and practices that support student learning, such as teacher training, student engagement initiatives, and academic support services. When students feel safe and supported in their learning environment, they are more likely to engage in learning activities and develop

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a positive attitude towards school. A positive school climate also promotes positive relationships among students, teachers, and staff. Students who feel supported by their teachers and peers are more likely to develop positive attitudes towards school, which can lead to improved academic performance and increased motivation to learn. School climate planning can help schools foster positive relationships by developing initiatives that promote student-teacher and peer-to-peer relationships, such as mentoring programs, peer counselling, and team-building activities.

Fakunle (2018) revealed the worrisome state of school climate in Nigerian public senior secondary schools, which is negatively impacting student performance. Numerous factors can influence teachers' productivity, including teacher-student relationships, school facility, school safety, school location, instructional space planning and organisational structure of a school. The school climate planning in public senior secondary schools in Lagos state has been insignificantly impacted due to the complete authority exercised by the government.

This study aims to explore the connection between school climate planning and students' academic performance in public senior secondary schools in Lagos State, Nigeria considering the under listed objectives and hypotheses.

i. investigate how school location planning influences students' academic performance in Public Senior Secondary Schools in Lagos State, Nigeria.
ii. determine the relationship between school facility planning and students' academic performance in Public Senior Secondary Schools in Lagos State, Nigeria.
iii. establish the influence of school safety planning on students' academic performance in Public Senior Secondary Schools in Lagos State, Nigeria.

Hypotheses

The following null hypotheses were formulated and tested for the study.

Ho_1: There is no significant relationship between school location planning and students' academic performance in Public Senior Secondary Schools in Lagos State, Nigeria.

Ho_2: There is no significant relationship between facility planning and students' academic performance in Public Senior Secondary Schools in Lagos State, Nigeria.

Ho_3: There is no significant relationship between school safety planning and students' academic performance in Public Senior Secondary Schools in Lagos State, Nigeria.

Methodology

The study adopted both correlation research designs. This is because this study attempts to examine the relationship between school climate planning and students' academic performance in Public Senior Secondary School, Lagos State, Nigeria. This study involved a total of 600 participants, selected through a disproportionate stratified random sampling approach. The sample consisted of: 30 schools, randomly selected from six districts (five schools per district),

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600 teachers, selected from these schools (20 teachers per school) to gather information on school climate planning. To accomplish this, the approach of disproportionate stratified random sampling was used to ensure the appropriate selection of the 600 respondents for the study. A structured, self- developed questionnaire titled "School Climate Planning (SCPPSSCQ). The questionnaire was divided into three Sections: A, B. Section A consist of the demographic items in which the respondents are required to provide some basic background information. Section B is on the variables of the topic with 20 items each respectively. A four-point Scale type is used to elicit responses for every item. The response options in the questionnaire are Very True (VT)=4, True (T)=3, Untrue(U)=2, Very Untrue (VU)=1. Records observation format was also used to obtain information on Students' Academic Performance over a period of five years (2019-2022).

The research instruments were developed by the researcher and scrutinized by experts in the field of Educational Planning and Policy. The comments of these experts were used to improve items of the questionnaire. The information on record observation format is assumed to be valid given that West African Examination Council conducts Standardised test. To ascertain the degree to which the instruments consistently measure what they are supposed to measure, the questionnaire and record observation format were subjected to a test re- test and inter-raters' method of reliability. Twenty copies of the questionnaire were administered to 20 teachers from the population twice within interval of two weeks. The data collected from the teachers was separately correlated using Pearson's Product Moment Correlation (PPMC). The results obtained from the correlation were used to establish the reliability of the instrument. While the data collected through students' Academic performance Pro-forma already existed in public senior secondary schools and are assumed to be valid given that West African Examination Council conducts Standardised test. Data collected were analysed using both descriptive and inferential statistics. The descriptive statistics include table, chart, figures and percentage. However, the inferential statistics of Correlation Analysis was used to test Hypotheses all at 0.05 level of significance and with the aid of Statistical Package for Social Science (SPSS) version 26.0.

Findings and Discussion

Hypothesis One: There is no significant relationship between school location planning and students' academic performance in Public Senior Secondary Schools in Lagos State, Nigeria.

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Table 1: Relationship between school location planning and students' academic performance in public senior secondary schools in Lagos State, Nigeria

Variables	N	Mean	SD	r	A	Sig.	Remark
School location planning	600	3.41	0.54				
Students' academic performance	328	78.74	2.60	-.338	0.05	.068	Not Significant

Table 1 showed the correlation between school location planning and students' academic performance; the result showed that there exists a negative, moderate and non-significant relationship between school location planning and students' academic performance in public senior secondary schools in Lagos State, Nigeria ($r = -.338$, $\rho > 0.05$). This could suggest that as school location planning strength increases, students' academic performance seems to decrease. Hence, the null hypothesis which states that there is no significant relationship between school location planning and students' academic performance in public senior secondary schools in Lagos State, Nigeria is hereby is accepted.

Hypothesis Two: There is no significant relationship between facility planning and students' academic performance in Public Senior Secondary Schools in Lagos State, Nigeria.

In order to test the hypothesis, Pearson's Product-Moment Correlation Analysis was conducted between facility planning and students' academic performance. The data collected on facility planning was computed and correlated with the credit pass at credit level and above including Mathematics and English Language (students' academic performance).

Table 2: Relationship between facility planning and students' academic performance in public senior secondary schools in Lagos State, Nigeria

Variables	N	Mean	SD	r	A	Sig.	Remark
Facility planning	600	3.48	0.47	-.082	0.05	.666	Not Significant
Students' academic performance	328	78.74	2.60				

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Table 2 showed the correlation between facility planning and students' academic performance, the result showed that facility planning has a negative, very weak and non-significant correlation with students' academic performance in public senior secondary schools in Lagos State, Nigeria ($r = -.082$, $\rho > 0.05$). This could suggest that as facility planning increases, students' academic performance seems to decrease. Hence, the null hypothesis which states that there is no significant relationship between facility planning and students' academic performance in public senior secondary schools in Lagos State, Nigeria is hereby is accepted.

Hypothesis Three: There is no significant relationship between school safety planning and students' academic performance in Public Senior Secondary Schools in Lagos State, Nigeria.

Table 3: Relationship between school safety planning and students' academic performance in public senior secondary schools in Lagos State, Nigeria

Variables	N	Mean	SD	r	A	Sig.	Remark
School safety planning	600	3.40	0.55	-.172	0.05	.364	
Students' academic performance	328	78.74	2.60				Not Significant

Table 3 showed the correlation between school safety planning and students' academic performance, and the result showed that there exists a negative, weak and non-significant relationship between school safety planning and students' academic performance in public senior secondary schools in Lagos State, Nigeria ($r = -.172$, $\rho > 0.05$). This could suggest that as school safety planning increases, students' academic performance seem to decrease. This implies that school safety planning does not significantly influence students' academic performance in Lagos State, Nigeria. Hence, the null hypothesis which states that there is no significant relationship between school safety planning and students' academic performance in public senior secondary schools in Lagos State, Nigeria is hereby is accepted.

Discussions of Findings

The summary of the results shows that there is no significant relationship between school climate planning, locational planning, safety planning, facility planning, institutional planning extra curricula planning and students' academic performance in public senior secondary schools in Lagos State, Nigeria. The finding from the test of first hypothesis revealed that there is a negative and no significant relationship between school location planning and students' academic performance in public senior secondary schools in Lagos State, Nigeria. School

location planning significantly impacts students' academic performance. Safe school environment minimizes distractions, making students feel more secure and focused. Noise pollution from nearby highways or market place impair cognitive development, effective school climate planning optimizes students' academic performance. Thus, this finding contradicts that of Hallak (1999) who found a positive significant relationship between school location planning and students' academic performance of students in public schools, The author found that provision of education in rural areas is normally fraught with the following difficulties and problems; qualified teachers refuse appointment in isolated villages; lack of roads which directly has influence on students' academic performance of students. The second hypothesis tested showed that there is a negative and no significant relationship between facility planning and students' academic performance in public senior secondary schools in Lagos State, Nigeria. Facility planning has been observed to be a potent factor to quantitative education, they involve provision of framework to help the teacher's guide the students on proper learning, Carroll (2015). The finding of this research work is against the result of Carroll (2015) and asserted that facility planning alone may not be a decisive factor in determining students' academic performance in public senior secondary schools in Lagos State, Nigeria. Equally too with that of Gbesoevi (2022) who revealed that there is a significant relationship between educational utilization and quality teaching in public universities in Lagos state. This is why Adeyemi (2015) posit that teacher's quality, student's motivation and socio-economic status has more influence on students' academic performance. The result of the third hypothesis tested revealed that significant relationship exists between school safety planning and student academic performance in public senior secondary schools in Lagos state Nigeria. A safe learning environment is a place where structured learning is free from environmental, internal and external threat to the learner's safety. This finding supports that a safe and secured learning environment is essential for optimal academic performance. A study of Oliseamaka (2019) found a significant positive correlation between safety and students' academic performance in public senior secondary schools in Lagos State.

Conclusion

In conclusion, students' academic performance could be influenced by several other factors other than school climate. These factors could include environmental factor, financial factors, human resources factors and stakeholders supports in realization of educational goals and objectives. Stakeholders' support can be in cash or kind (management of physical and material resources) and efficient school climate plan had an influence on the academic performance of learners in public secondary schools.

Recommendations

Based on the findings of the study, the following recommendations are made: Holistically, the study recommended that principals should focus on achieving high teachers' quality by prioritizing the

recruitment of high-quality teachers is crucial as this factor has significant influence on students' academic performance. The study also recommended that the government, parents, family members, the broader community and other stakeholders should help by integrating technology to teaching and learning processes by dedicating more resources to equip laboratories, computer rooms, science rooms, agriculture rooms to boost the type of education received in public secondary schools, which are mostly inadequate in many public secondary schools and also adequately plan the climate of the school to stimulate learners interest, enhance learning outcome and achieve stated educational goals. This study recommended that there should be effective teacher professional Development, this training and support for teachers will enhance their instructional skills, subject matter expertise, and classroom management techniques. Policy makers and educator should prioritize creating a safe and secure learning environment to optimize academic performance.

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