



Influence of classroom condition on students academic achievement in senior secondary schools in Maiduguri metropolis, Borno state, Nigeria

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Publication History

Received: 05 May 2017

Accepted: 16 June 2017

Published: April- June 2017

Citation

Ibrahim Baba Fika, Ali Mohammed kukawa. Influence of classroom condition on students academic achievement in senior secondary schools in Maiduguri metropolis, Borno state, Nigeria. *Science & Technology*, 2017, 3(10), 135-139

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General Note

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ABSTRACT

This study was carried out to determine the influence of classroom condition on senior secondary school students' academic achievement in Maiduguri Metropolis, Borno State. Two objectives were raised, one research question was answered and one hypothesis was tested at 0.05 level of significance. Survey and Correlational research design were used in this study. Purposive sampling technique was used to select a sample of sixteen (16) senior secondary schools within Maiduguri Metropolis out of the seventy six (76) senior secondary schools in Borno state. Frequency count and percentages were used to answer the research question while Pearson's Product Moment Correlation Coefficient was used to test the hypothesis. The results revealed that, there was strong positive relationship between classroom conditions and students' academic achievement with ($r = 0.703$), Comfortable classrooms that will ensure better academic performance and modern technical workshop equipment should also be provided to the public secondary schools.

1. INTRODUCTION

A classroom is a learning space, a room in which classes are held. Classrooms are found in educational institutions of all kinds, from preschools to universities, and may also be found in humanitarian organizations. The classroom attempts to provide a space where learning can take place uninterrupted by outside distractions. Classroom plays important and vital role in students' performance and behaviour modifications. Classroom environment is the catalyst of change; it is the torch bearer, always lighting the path towards progress of the world in all its facets Akanbi, (2014).

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).

Peter and Michelle (2009) Opined that 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.

Research studies on the classroom environment have revealed that physical arrangement plays a vital role in teaching and learning processes. It can affect the performance of both teachers and students (Savage, 1999). The learning setting is comprised of different things i.e., learners, teachers and the physical environment (Lippman, 2010). Physical environment is simply defined as the physical characteristics of the room. It refers to the different things i.e., size of the room, lighting, degree of temperature, condition of classroom floor whether it is carpeted or just concrete etc. Physical classroom environment refers to the physical room in which teacher and learners are the main element including its spatial elements, that is, floor, windows, walls as well as other classroom equipments, that is, desks, chairs, rugs, chalkboards, tack boards, easels, counters and computer equipment but not limited to these things Physical environment can affect students' comfort and also their ability to learn to some extent. Students who are comfortable are likely to get much information as compared to those who are uncomfortable. Besides, the physical atmosphere can also affect the morale of the learners. Unfavourable classroom environment can discourage the learners and they become less willing to learn Fisher (2008).

Physical environment plays a central role in any activity and makes it more conducive, successful and achievable. According to Oni (1992), physical facilities compose a strategic factor in the operation and functioning of an organization as they determine the excellent performance of any social organization or system including education. Physical facilities are one of the stimulating factors that play a fundamental role in improving academic achievement in the school system. These include; school buildings, accommodation, classrooms, libraries, furniture, laboratories, recreational equipment, apparatus and other instructional materials. Furthermore, their availability, relevancy and sufficiency affect academic achievement positively. On the other hand, poor school buildings and overcrowded classrooms affect academic achievement negatively.

Sapna, Sianna, Victoria and Andrew (2014) in their study of designing classrooms to maximize student Achievement, accordingly, for students to learn to their full potential, scientific evidence suggests that the classroom environment must be of minimum structural quality and contain cues signalling that all students are valued learners. Of course, the redesign of classrooms must be considered within the context of a set of larger factors that promote educational attainment, such as curriculum development and teacher training. Nonetheless, a plethora of scientific evidence suggests that student learning and achievement is deeply affected by the environment in which this learning occurs. Improving student learning, achievement, and motivation requires attending to both the structural and symbolic features in the classroom.

Mbatia (2004) opined that provision of good quality education require adequate physical facilities such as classrooms, laboratories, human resource in form of teachers and support staff which are acquired based on availability of financial resources in schools. This makes financial resource to be a key resource in the provision of education.

In a study conducted by Suleman and Hussain (2014) to examine the effects of classroom physical environment on the academic achievement scores of secondary school students, they found that there was significant effect of classroom physical environment on

the academic achievement scores of secondary school students. Well-equipped classrooms with physical facilities have a significant positive effect on the academic achievement scores of secondary school students. The students in the experimental group obtained high scores as compared to the students in the control group. Retention memory of the students in the experimental group was found to be significantly better than that of the students in the control group. In addition, the students in the experimental group were found to be more motivated, interested and attentive during the treatment. In a nut shell, it is concluded that if the students feel comfortable within the classroom, then they will have much concentration on the lesson taught to them and that is why they will get more information from the teachers and thus they will obtain high scores.

According to Herminia, Raul and Jenny, (2014) the classroom climate was perceived as "Most Conducive" by the respondents. Students had a positive experience as to classroom climate. Somehow, it was a climate promoting learning to some extent if not to the maximum. The highest bulk of the students had the "Very Good" academic performance. Correlation between classroom climate and academic performance ranges from Low to Moderately Low Positive correlation. A slight percentage of classroom climates explained the variance in the academic performance. Students' academic performance is not significantly correlated to classroom climate. Classroom climate might not be the only factor contributing to their academic performance. Positively, there might be other factors contributing to it like their personal persistence and determination to have academic success wherever they are or they can still attain academic success regardless of classroom climate. It is against this background that the study seeks to find out the influence of classroom condition on students academic achievement in senior secondary school in Maiduguri metropolis, Borno State.

1.1. Objectives of the study

The objectives of the study are to determine the relationship between:

- The classroom conditions in senior secondary schools in Maiduguri Metropolis, Borno State, Nigeria.
- Classroom condition on students' academic achievement Senior Secondary School in Maiduguri Metropolis, Borno State, Nigeria.

1.2. Research Question

What is the condition of the classrooms in senior secondary schools in Maiduguri Metropolis, Borno State?

1.3. Research Hypothesis

There is no significant relationship between classroom and students' academic performance in senior secondary schools in Maiduguri Metropolis, Borno State, Nigeria.

2. MATERIAL AND METHOD

The research design used in this study was survey correlation research design. Survey according to Nelson and Thomas (1990) is a technique of descriptive research that seeks to determine present practices or opinions of a specified population on one or more variables. This can take the form of questionnaire, interview, observation or normative survey. Purposive sampling technique was used to select a sample of sixteen (16) senior secondary schools within Maiduguri Metropolis out of the seventy six (76) senior secondary schools in Borno state. Frequency count and percentages were used to answer the research question while Pearson Product Moment Correlation Coefficient was used to determine the relationship between classroom condition and academic achievement of senior secondary school students in Maiduguri metropolis, Borno state, Nigeria.

3. RESULTS

Research Question: What are the classroom conditions of senior secondary schools in Maiduguri Metropolis, Borno State?

Table 1: Frequency and percentages of the classrooms conditions in the selected schools

Classroom condition	Frequency	Percentage
Good	3	18.75%
Moderate	11	68.75%
Dilapidated	2	12.5%

Total

16

100%

Results from table 1 above revealed that 3 representing 18.75% of the schools have good classrooms, 11 representing 68.75% of the schools have moderate classrooms conditions while 2 representing 12.5% have dilapidated classrooms the schools under study. Therefore, majority of the schools have moderate classroom conditions.

H₀: There is no significant relationship between school classroom and students' academic achievement in the Senior Secondary School in Maiduguri Metropolis, Borno State.

Table 2 Pearson's Product Moment Correlation Coefficient on students' academic performance based on classroom conditions

Variable	N	R	p-value	Decision
Students performance	16	0.703	0.047	Reject H ₀ , H ₀₁
Classroom condition	16			

The result from table 2 above revealed that there is a strong positive relationship between classroom condition and students academic performance in senior secondary schools in Maiduguri Metropolis with Pearson's Product Moment Correlation Coefficient was $r = 0.703$. The result also revealed that correlation is significant because the $p - value = 0.047$ is less than the level of significance $\alpha = 0.05$. Therefore, the null hypothesis rejected.

4. DISCUSSIONS

The results from table 2 above revealed that classroom influences students' academic performance. This result is in line with the findings of (Mucherah, Finch and Smith, 2014; Bennett, 2001; Falsario, Muyong and Nuevaespana 2014) who found that there is positive correlation between classroom climate and students' academic achievement. The findings of the study also agrees with the findings of (Heycock, 2011; Strong, 2013; Chan, 2008) who found that, there is positive relationship between school libraries and students academic performance. The findings also agree with the findings of Fisher (2008) who stated that, unfavourable classroom environment can discourage the learners and they become less willing to learn. The finding is also in line with the findings of Taylor and Vlastos (2009) found that the relationship between classroom environment and students academic achievement. They also found that physical environment of the classroom acts as "Silent curriculum". It means that classroom environmental design can facilitate and improve the learning process like the overt curriculum. The finding also agree with the findings of In a study conducted by Suleiman and Hussain (2014) who found that there was significant effect of classroom physical environment on the academic achievement scores of secondary school students. Well-equipped classrooms with physical facilities have a significant positive effect on the academic achievement scores of secondary school students.

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