School Climate, Academic Achievement and Students' Personal Factors as Correlates of Interest in Schooling Among Undergraduates of University of Ibadan, Nigeria

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Abstract

The study examined school climate, academic achievement and students' personal factors as correlates of interest in schooling among Undergraduates of University of Ibadan, Nigeria. Descriptive survey research design was adopted, and structured copies of questionnaire were used to gather data. The study adopted multistage sampling procedure to select two hundred (200) undergraduates in University of Ibadan who participated in the study. The result revealed that school climate, academic achievement and students' personal factors had significant joint influence on interest in schooling ($F_{(7,192)}$ = 18.331; $p<0.05$), and out of school climate, academic achievement and students' personal factors (level of study, gender, age, religion and family background), school climate and academic achievement have significant independent influence on interest in schooling (β=-0.234; t = -5.942; $p<0.05$. β=0.497; t = 8.138; $p<0.05$. β=0.266; t = 4.377; $p<0.05$) among Undergraduates of University of Ibadan, Nigeria. The study concluded that there was significant relative and joint influence of school climate and academic achievement on interest in schooling among Undergraduates of University of Ibadan, Nigeria. Therefore, it was recommended that University council and authority, counseling psychologists, educational administrators and parents should take cognizance of academic achievement and school climate in the development of any intervention to assist undergraduates with low or no interest in schooling.

Keywords: school climate, academic achievement, students' personal factors, interest in schooling

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Introduction

Interest-in-schooling is an important factor which could determine student's academic and non-academic activities engagement, well-being, academic self-efficacy, competence and overall learning. An individual with high interest in school have tendency to invest both capital and non-capital resources into one's academic pursuit. Interest-in-schooling refers to learner's curiosity or passion towards acquisition of knowledge in a school setting. Interest in schooling is observed to contribute to learning and achievement. More so, it's a mental resource that enhances learning among students and could lead to better performance and achievement in school. There are various reasons why student decides to attend school which could be, to prepare themselves ahead to be employable and become a productive citizen. This and many other reasons make schools to be charged with the responsibility of preparing young people to become productive citizens that are capable of making a worthwhile contribution to the society. It is necessary for schools to adequately engage students in their learning and personal development so that this goal can be actualized. Recently, it has been realized how crucial a role "interest" plays in the learning process. It was noted that the level of a person's interest has recurrently been found to be a powerful influence on learning and that interest influences an individual's attention, goals, as well as levels of learning. Some researchers are of the opinion that it determines in part what one chooses to learn, and how well one learns what one had chosen (Vickey, 2013; Hidi and Renninger 2006).

Interest in schooling referred to a powerful motivational process that energizes learning, guides academic and career trajectories, and also essential to academic success (Hidi, 1990). Interest is both a psychological state of attention and affect toward a particular object or topic, and an enduring predisposition to reengage over time. Promoting interest can contribute to a more engaged, motivated, learning experience for students. Interest is often thought of as a process that contributes to learning and achievement. That is, being interested in school is a mental resource that enhances learning, which then leads to better performance and achievement (Hidi, 1990). Indeed, research has demonstrated that both situational and individual interest promote attention, recall, task persistence, and effort (Ainley, Hidi, and Berndorff, 2002; Hidi, 1990; Hidi and Renninger, 2006).

Student's interest in schooling denotes a positive or negative inclination towards school and every activity in the school environment, which could be cognitive, emotional, or behavioral (Bernstein, Penner, Clarke-Stewar and Roy, 2006). Beyond students' perception of how well school will prepare them for life, their interest in school could be noted as important factor that has tendency to influence their overall activities within school environment. For some students, school is central to their daily life. They view schooling as essential to their long-term well-being, and this could be what creates their interest in school and reflect in their participation in academic and non-academic pursuits. It was observed that undergraduate students tend to have good relations with school staff and with other students when their interest in school is high.

However, it has been observed that some students with disinterest in school do not tend to believe that the school and success in it will have a strong bearing on their future. Such negative feelings and inclinations may result in their becoming disaffected with school and eventually drop-out of school (Williams, 2000). They may withdraw from school activities and in some cases, participate in disruptive behaviours and display negative attitudes towards teachers and other students. Interest in schooling can be, for some students, indicative of educational success and well-being. As such, this perception deserves to be treated alongside academic achievement and other factor such as school climate because both factors were observed to be factors which could influence students' interest in schooling.

The academic achievement of students was observed as one of the factors which could determine the student's interest put up towards school. It was observed that students that recording success academically tends to be enthusiastic about schooling and those compare to those recording low academic performance. Meanwhile, academic achievement is seen as the knowledge achieved or skills, shown in the school courses (Omoruyi, 2014). To ascertain such achievement, formative assessment and summative assessment scores or marks are assigned by the lectures. Academic achievement according to Akinboye (2006) is of two types i.e. positive and negative (poor)

achievement and it was seen as an essential consideration in measuring success in students.

Academic performance of a child could be defined as the learning outcomes of the child. This includes the knowledge, skills and ideas, acquired and obtained through their course of study within and outside the classroom situation (Epunam, 2015). It is the outcome of determination, hard work, of student in academic pursuit. Academic achievement of students especially at the higher school level is not only a reference to the capacity or potential for achieving desire results but determine one's future in a country like Nigeria. The degree to which students has achieved specific goals and inability to achieve some specific goals could predispose them to conception and misconception their ability to achieve their career and future set targets, and invariably influences their interest in schooling.

Importance of academic achievement cannot be underrated as it is one of the major factors considered by employers in hiring workers especially fresh graduates. This has prompted researchers to look into how achievement of students can be improved. Some educators have argued that entry standards are the most important determinants of academic achievement in universities making countries and universities to developed more huddles of assessment to test the competent and intelligence of students seeking admission into higher learning of education before giving them admission. Other researchers in the field of education maintained that non-academic factors must also be considered. Fadokun (2009) asserted that schools are established with the aim of impacting knowledge, and worldwide institutions have come to be recognized as centers of knowledge accumulation and knowledge transfer with students being the most essential asset for any educational institute. It could be inferred from previous studies that majority of researchers in the field of education concentrated more on factors influencing academic achievement and how academic achievement can be improved?, neglecting that academic achievement of students could have significant impact on their interest in schooling.

School climate is another factor considered in this study as one of the factors that could influence academic achievement of undergraduate students. School climate is multifaceted. It covers an extremely diverse range of aspects of school life, from the objective size and physical condition of the school building to the subjective perceptions of interpersonal relations within the school. School climate in higher educational setting can be defined as a mixture of beliefs, values and behaviors of students, academic staff, non-academic staff and parents, student's level of independence and leadership styles. It was observed that school climate can be perceived as the prevailing atmosphere in the school, which is mainly dictated by the university authority in order to influence the way students and lecturers perceived their school, school values and attitudes toward school and work. Freiberg (1999) opined that the school climate is the soul and foundation of the school that makes lecturers, students, and school participants feel that they are a part of the educational institution. Welsh (2000) believed that school climate consists of norms, values, and mindsets that defined the relations between school agents. Welsh (2000) further elucidated school climate as a phenomenon that consists of the individual perception of each member of an individual that constituted school and the processes that take place in it (Welsh 2000). Cohen (2009) defined school climate as the norms, values, interpersonal relations, and practices of teaching and learning as they are subjectively filtered by perceptions of individuals at school. He emphasized that all participants in school, one way or another influence, shape, and change the school climate (Cohen 2009).

 It was noted by Freiberg (1999) that the interaction of various school factors and classroom factors constituted school climates and can create a fabric of support that enables all members of the school community to teach and learn at optimum levels. It has been found that a positive school climate can yield positive educational and psychological outcomes for students and school personnel; similarly, a negative climate can prevent optimal learning and development (Kuperminc, Leadbeater and Blatt, 2001). Manning and Saddlemire (1996) surmised that aspects of school climate, including "trust, respect, mutual obligation, and concern for other's welfare can have powerful effects on educators' and learners' interpersonal relationships as well as learners' overall school progress" School climate, if positive, can provide an enriching environment and for personal growth. This was observed that it could also influence student's interest in schooling.

Researchers who have carried out researches on school climate in relation to school effective such as; Freiberg and Stein (1999), Hoy and Miskel (2001) noted that a positive school climate affects the

overall effectiveness of the school. In other words, it implies that there is a link between positive climate in the school and its effectiveness. Meanwhile, Hoy and Sabo (1998) opined that it is possible to improve the climate in the school within a short period of time. This implies that as the nature of the school climate shifts, so too do the associated outcomes. Moreover, sustainable positive school climate have tendency to foster students' development and learning necessary for a productive, contributive, and satisfying life in a democratic society. School climate is not a static condition but, rather, it changes over time (Thapa, Cohen, Guffey and Higgins-D'Alessandro, 2013) and this could influence student's interest in schooling.

Purpose of the study

The main purpose of the study was to examine school climate, academic achievement and students' personal factors as correlates of interest in schooling among Undergraduates of University of Ibadan, Nigeria**.** Specifically, the study intends to:

1. examine the relative contributions of school climate, academic achievement and students' personal factors on interest in schooling among Undergraduates of University of Ibadan, Nigeria**.**
2. determine the joint contribution of school climate, academic achievement and students' personal factors on interest in schooling among Undergraduates of University of Ibadan, Nigeria**.**

Research Hypotheses

The following are the research hypotheses for the study:

1. There is no significant relative contribution of school climate, academic achievement and students' personal factors on interest in schooling among Undergraduates of University of Ibadan, Nigeria**.**
2. There is no significant joint contribution of school climate, academic achievement and students' personal factors on interest in schooling among Undergraduates of University of Ibadan, Nigeria**.**

Methodology

Research Design

The study adopted survey research design of correlational type. The rationale for this study is that the study did not involve any manipulation of the variables of the study because the variable has occurred prior to the commencement of the study. The research only assessed data.

Population

The population for the study consisted of all undergraduate students in University of Ibadan, Oyo State, Nigeria.

Sample and Sampling Techniques

Multistage sampling procedure was adopted: the first stage involved the use of simple random sampling techniques to select five (5) faculties out of eight (8) faculties that houses undergraduate students in university of Ibadan. The second stage involved the use of simple random sampling technique to select four (4) departments each from selected five (5) faculties within university of Ibadan, Ibadan. The third stage involved the use of purposive sampling technique to select forty (40) undergraduate students each from the five (5) selected faculties which was based on their willingness and readiness to participate in the study. The sample size was two hundred (200) undergraduate students of university of Ibadan.

Table 1. Descriptive Analysis of Faculties, Departments and students Selected for the Study

S/N	Faculties	Departments	Number of Students
1	Education	Guidance and Counseling Special Education Educational Management Adult Education	10 10 10 10
2	Social sciences	Psychology Sociology Political Science Geography	10 10 10 10
3	Art	Philosophy Classic Theater Art Yoruba	10 10 10 10
4	Science	Geology Botany Chemistry Zoology	10 10 10 10
5	Technology	Electrical and Electronics Food Technology Industrial Civil	10 10 10 10
	Total		**200**

Research Instrument

The research instruments used for data collection in this study was questionnaire. The questionnaire was divided into four segments with each of the segments soliciting information based on the identified variables of interest. It comprised of six sections; A, B, C and D. The structure of the questionnaire is outlined below.

Section A: Personal information

In this section of the questionnaire, demographic information of the participants was captured ranging from level to their family background. This section consisted of variables such as level of study, gender, age, religion and family background.

Section B: Interest in Schooling Scale

The Interest-in-schooling scale is 10-item scale adapted from the developed and standardized interest in education scale by Pintrich and Schunk (1996). The original scale is a multidimensional self-report, Likert type rating scale used to assess interest of an individual for targeted activities such as sports, school, medical procedures, and laboratory tasks. The authors of the original scale encourage adaption of the items for use in different populations and specific activities. Pintrich and Schunk (1996) reported internal reliability coefficient of .836. However, Markland and Hardy (1997) adapted the scale in their study and reported internal reliability coefficient value of 0.86. Jimmy, Tamiko, and Alice (2009) adapted the scale and validated it among clinical population and reported internal reliability coefficient value of 0.92 and test-retest reliability (intraclass correlation .77). This scale was adapted and subjected to pilot study through non-participation population.

Section C: School Climate scale

School climate scale was developed and standardized by National School Climate Council USA Nicholas, Alvin and Sandra (2009). It is a scale with 47 items. This scale is anchored on 5-point likert format response options ranging Strongly Agree to strongly disagree. 10 items of this scale was adapted in this study and subjected to pilot study through non-participation population, and yielded

internal reliability coefficient value of 0.78.

Section D: Academic Achievement Assessment Tool

In this section of the questionnaire, the cumulative grade point average CGPA of the participant was solicited. The participants were encouraged to fill in their CGPA at the time the study was ongoing. The result used for the data analysis of this study was results of undergraduates of University of Ibadan as at year 2019 that this study was carried out.

Procedure for Data Collection

Individual informed consent was sought from each study participants. Prior to the commencement of the study, the researcher explained the purpose of the study to the participants and how they are expected to fill the questionnaires. The researcher assured the participant confidentiality of the information that supplied, and the two hundred copies of questionnaire were administered, retrieved and statistically satisfied.

Data Analysis

Data collected were analyzed using both qualitative and quantitative method of data analysis. Descriptive Statistics (percentages and frequency counts) was used to analyze the demographic information of the respondents. Hypothesis one and two were analyzed using multiple regressions statistical tool and tested at 0.05 level of significance.

Result

Table 2: Socio-demographic characteristics of the respondents

Variables	Frequency	Percentage (%)
Level of study		
200	55	27.5
300	84	42.0
400	56	28.0
500	5	2.5
Sex		
Male	91	45.5
Female	109	54.5
Age		
18 years and Below	14	7.0
19 - 22 years	114	57.0
23 years and above	72	36.0
Religion		
Christianity	163	81.5
Islam	37	18.5
Family background		
Monogamy	167	83.5
Polygamy	32	16.5

Table 2 revealed the socio-demographic characteristic of the respondents: The result revealed that undergraduates who are in 300 level dominated the study with 84 (42.0%) and majority 109 (54.5%) were female. The result also showed that majority 114 (57.0%) were within age range of 19 to 22 years and most 163 (81.5%) of them are practicing Christianity religious. The result also indicated that 167 (83.5%) of the undergraduates were from monogamy family background.

Research hypothesis one: There is no significant joint contribution of school climate, academic achievement and students' personal factors on interest in schooling among Undergraduates of

University of Ibadan, Nigeria. This was analysed using multiple regression statistical tool and the result is presented in the Table 3:

Table 3. Summary of regression for the joint contributions of independent variables to the prediction of interest-in-school

R= .633
R (adjusted) = .401
R^2 (adjusted) = .379
Standard error of estimate = 5.908

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	4478.446	7	639.778	18.331	.000
Residual	6700.974	192	34.901		
Total	11179.420	199			

Table 3 showed the joint contribution of school climate, academic achievement and students' personal factors on interest in schooling among Undergraduates of University of Ibadan, Nigeria. The result showed that school climate, academic achievement and students' personal factors yielded a coefficient of multiple correlations (R) of 0.633 and multiple correlations square of 0.379. This showed that about 37.9% (Adj.R^2=.379) of the total variance of interest in schooling among Undergraduates of University of Ibadan, Nigeria was accounted for by the linear combination of the school climate, academic achievement and students' personal factors while the remaining 62.1% could be assigned to other estranged factors not considered in this study. The result in the Table 3 also indicated that school climate, academic achievement and students' personal factors had significant joint influence on interest in schooling among Undergraduates of University of Ibadan, Nigeria ($F_{(7,192)}$= 18.331; p<0.05).

Research hypothesis two: There is no significant relative contribution of school climate, academic achievement and students' personal factors on interest in schooling among Undergraduates of University of Ibadan, Nigeria. This was analysed using multiple regression statistical tool and the result is presented in the Table 4:

Table 4. Relative effect of the independent variable to the prediction of interest-in-school

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	18.567	4.139		4.486	.000
Level of study	-.136	.557	-.015	-.244	.808
Gender	-.426	.894	-.028	-.477	.634
Age	-.488	.823	-.038	-.593	.554
Religion	.531	1.158	.028	.459	.647
Family background	.089	1.087	.005	.082	.935
Academic achievement	3.325	.409	.497	8.138	.000
School Climate	.348	.080	.266	4.377	.000

a. Dependent Variable: interest-in-schooling

Table 4 revealed the relative contribution of school climate, academic achievement and students' personal factors (level of study, gender, age, religion and family background) on interest in schooling among Undergraduates of University of Ibadan, Nigeria. The Table also showed that out of school climate, academic achievement and students' personal factors (level of study, gender, age, religion and family background), school climate and academic achievement made significant independent contribution to interest-in-school (β=-0.234; t = -5.942; p<0.05. β=0.497; t = 8.138; p<0.05. β=0.266; t = 4.377; p<0.05) among Undergraduates of University of Ibadan, Nigeria. Therefore, the hypothesis was disconfirmed. This implies school climate and academic achievement are potent predictors of interest-in-school among Undergraduates of University of Ibadan, Nigeria.

Discussion of Findings

Hypothesis one predicted that there is no significant joint contribution of school climate, academic achievement and students' personal factors on interest in schooling among Undergraduates of University of Ibadan, Nigeria. This was analysed using multiple regression statistical tool and the result showed that school climate, academic achievement and students' personal factors contributed about 37.9% of the total variance of interest in schooling, and the result also indicated that school climate, academic achievement and students' personal factors had significant joint influence on interest in schooling among Undergraduates of University of Ibadan, Nigeria. Previous studies have not delineated the direction of significant joint influence of school climate, academic achievement and students' personal factors on interest in schooling among undergraduates, but the present study has proven that school climate, academic achievement and students' personal factors had significant joint influence on interest in schooling among Undergraduates.

Hypothesis two predicted that there is no significant relative contribution of school climate, academic achievement and students' personal factors on interest in schooling among Undergraduates of University of Ibadan, Nigeria. The result revealed that out of school climate, academic achievement and students' personal factors (level of study, gender, age, religion and family background), school climate and academic achievement made significant independent contribution to interest-in-school among Undergraduates of University of Ibadan, Nigeria. Therefore, the hypothesis was disconfirmed. This implies school climate and academic achievement are potent predictors of interest-in-school among Undergraduates of University of Ibadan, Nigeria.

On the account of relative contribution of school climate on interest in schooling, this finding is incongruence with finding of Astor, Guerra and Van Acker, (2010) who found that many students do not feel physically and emotionally safe in schools, largely as a result of breakdowns in the interpersonal and contextual variables that define a school climate and this influenced their interest in schooling. They further stated that schools without supportive norms, structures and relationships, students are more likely to experience violence, peer victimization, and punitive disciplinary actions, often accompanied by high level of absenteeism and reduced academic achievement.

The result of this study revealed that academic achievement had independent significant influence on interest-in-school. Previous studies have not addressed the issue of academic achievement in relation to interest-in-school but it was observed that undergraduates with persistent low academic achievement tend to exhibit a negative cognitive structure of lacking capacity to be successful in academic endeavor, and this can influence their interest in schooling.

Conclusion

The study examined school climate, academic achievement and students' personal factors as correlates of interest in schooling among Undergraduates of University of Ibadan, Nigeria. It was discovered that school climate, academic achievement and students' personal factors had significant joint influence on interest in schooling. The finding of the study also revealed that out of school climate, academic achievement and students' personal factors (level of study, gender, age, religion and family background), school climate and academic achievement made significant independent contribution to interest-in-school. This implies school climate and academic achievement are potent predictors of interest-in-school among Undergraduates of University of Ibadan, Nigeria. The study concluded that there was significant relative and joint contribution of school climate and academic achievement on interest-in-school among Undergraduates of University of Ibadan, Nigeria.

Recommendation

Based on the findings of the study, the following are recommendations made;

- University council and authority should endeavor to create school climate free of anxiety, stress, friendly, safe and free of criminal activities. This has capacity to influence interest in schooling among undergraduates because the finding of the present study proved that there was significant relative contribution of school climate on interest in schooling
- University council and authority, counseling psychologists and educational administrators need to address some academic related issues that have capacity to improve academic achievement of undergraduates. Doing this will invariably influence their interest in schooling.
- University council and authority, counseling psychologists, educational administrators and parents should take cognizance of academic achievement and school climate in the development of any intervention to assist undergraduates with low or no interest in schooling.

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