

Correlation of School's Social Climate and Attitude toward Schooling in Osogbo Local Government Area Osun State

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ABSTRACT

Developing responsible democratic citizens requires consistent effort that fosters positive attitude and value in students toward schooling and learning. School's social climate has been identified as a vital factor in explaining student learning and achievement. Against this backdrop, this study examined the relationship between school's social climate and attitudes toward schooling among secondary school students in Osogbo Local Government Area, Osun State, Osogbo - the capital of Osun State (well renowned for its rich cultural heritage, including arts, traditional festivals, music, and dance). Descriptive survey research design was adopted in the study. A total of 200 students randomly selected from four secondary schools participated in the study. Two sets of instrument (Attitude towards Schooling Inventory "ATSI" and researcher's self-designed 10-item instrument tagged "Social Environment Measure") were used for data collection. The instruments were validated by experts in Test and Measurement, while reliability test was carried out using the test-retest method. The Cronbach's alpha reliability coefficients of 0.68 (ATSI) and 0.75 (Social Environment Measure) were obtained respectively for the two measures. The data collected were analyzed using descriptive and inferential statistics. Hypothesis was tested at 0.05 level of significance. Findings revealed that students generally held positive attitudes toward schooling. A significant majority (80%) acknowledged the strong influence of peer groups on their attitudes, while positive perceptions of school atmosphere and home environment also contributed notably to their schooling attitudes. Furthermore, a positive significant correlation was found between school's social environment and attitude toward schooling ($r = 0.57, p < 0.05$). Based on these results, the study recommends creating a peaceful and supportive school atmosphere, equipping schools with essential facilities and qualified teachers, and encouraging parents to foster

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stimulating and nurturing home environments to further enhance students' attitudes toward education.

Keywords: Social environment, Peer group, School climate, Home environment, Attitude towards schooling.

Introduction

Education plays a vital role in the socio-economic progress of nations by developing crucial skills and instilling positive values in individuals. It serves as a means through which children, youth, or adults acquire abilities, attitudes, and behaviors that reflect positive societal values (Elujekwute, Shir, Nnome & Elujekwute, 2021). Elujekwute (2019) emphasizes that quality education depends on multiple factors, including effective teaching, collaborative efforts by teachers, schools, students, parents, and the home environment. Without the active participation of students, educational institutions lose their significance. This study explores the relationship between the social environment and students' attitudes toward schooling, aiming to provide insights that can enhance educational outcomes in Osogbo Local Government Area. Developing students into responsible democratic citizens requires fostering a positive attitude toward schooling.

Attitude is defined as an individual's feelings, thoughts, and tendencies toward specific environmental aspects that significantly influence their educational behaviors and achievements (Newton & Mwisukha, 2009). According to these scholars, attitudes are best reflected through expressions of personal feelings or opinions about objects, issues, or activities. For example, statements such as "I dislike going to school," "School activities are dull," or "My teachers dislike me" reveal a person's disposition toward schooling. These feelings stem from one's knowledge or cognition about the subject.

Attitude toward schooling includes students' self-reported interests and indifference toward school activities (Domino, 2009; Chen & Howard, 2010). It represents an overall feeling or evaluation students have about school and its activities. Schools provide opportunities for physical, intellectual, and emotional development. Hence, understanding students' attitudes toward schooling is critical for assessing whether these attitudes motivate educational success. Research shows that students' attitudes are influenced by factors like teacher quality, classroom environment, and home background (Domino, 2009; Chen & Howard, 2010). Typically, students who perform well have more positive attitudes toward school, whereas under-achievers tend to display more negative feelings. Thus, attitude plays a key role in students' schooling experiences.

Attitude toward schooling encompasses general feelings about school activities and the importance placed on education (Newton & Mwisukha, 2009; Domino, 2009; Chen & Howard, 2010; Adeyemo, 2012). Newton and Mwisukha (2009) assert that a child's attitude is often a reliable predictor of academic success. Therefore, understanding students' attitudes can help identify underlying reasons and inform interventions.

Attitudes can be positive or negative. When individuals experience satisfaction with schooling and its values, they develop positive cognitions about education. These positive perceptions foster favorable feelings that translate into constructive actions, such as making the most of their educational opportunities.

Upon starting school, children face numerous challenges, including adjusting to new academic demands and forming relationships with diverse peers. School environments are typically more structured, with formal rules and schedules. Children must navigate interactions with older or younger students, which can be challenging. Thus, adapting to the academic and social environment is critical. Attitude toward schooling is often shaped by prior experiences at home and children's social skills (Domino, 2009; Chen & Howard, 2010; Adeyemo, 2012; Chukwuemeka, 2013). Children who demonstrate cooperation, assertiveness, and self-control tend to adjust well and develop positive attitudes, whereas those exhibiting non-compliance, distractibility, or antisocial behavior may struggle.

Schooling is affected by personal, familial, and societal factors. The interaction between a child's traits and their experiences ultimately shapes attitudes toward schooling (Chukwuemeka, 2013; Ilesanmi, 2016; Filade, Bello, Uwaoma, Anwanane & Nwangburuka, 2019). As individuals engage with others and their surroundings, they form attitudes that influence behaviors and decision-making. Attitudes summarize past experiences and guide future actions, making them essential for social functioning.

The environment includes all physical, social, and emotional influences present in the home (Korir & Kipkemboi, 2014; Filade et al., 2019). It encompasses the immediate surroundings affecting the child's development (Grealish, 2012). Family members and familiar objects often hold great significance for children, highlighting the importance of the social environment for learning and development.

Social environment specifically refers to interactions between the child and social elements within the school surroundings. In this study, it includes relationships with family, peers, and the wider community that influence students' attitudes toward schooling. Research increasingly highlights the role of social environment in shaping school success, relationships, and experiences within neighborhoods, families, and peer groups (Collins, 2014; Ilesanmi, 2016; Bergin, 2019; Elujekwute, 2019). These social contexts impact students' adaptation outcomes, including attitudes toward schooling (Domino, 2009; Chen & Howard, 2010; Adeyemo, 2012). Furthermore, the influence of these environments can evolve over time. Social environment factors such as neighborhood, school, family, and peers (Chen & Howard, 2010; Adeyemo, 2012; Ilesanmi, 2016; Filade et al., 2019) represent systems that shape students' adaptation and academic success.

A positive social environment contributes to better social support, health, happiness, adjustment, and self-esteem in children. For instance, the home provides essential interaction opportunities between the child and social influences (Collins, 2014; Khan, Begun & Imad, 2019). Conversely, negative factors such as gang involvement and deviant behaviors can adversely affect students' attitudes toward learning, with students from disadvantaged neighborhoods experiencing greater difficulties (Dore, 2019). Bergin (2019) also found peer groups significantly influence students' attitudes toward schooling in Gboko, Benue State.

Besides, Iheanyichukwu et al. (2022) assessed the influence of social climate indices—teachers' support, peer support, and students' autonomy—on junior secondary students' academic performance in Ikorodu, Lagos State. The finding revealed that social climate indices significantly determine students' academic performance. It was recommended

that institutions reconsider the school climate indices to develop the scholastic ratings of their students.

Similarly, Suleiman (2021) investigated school climate on student academic performance in Niger State public secondary schools. The study concluded that school climate, including school building availability, resources, safety, teaching and learning quality, interpersonal relationships, and decision-making, affects many areas and people in public secondary schools in Niger State. The study recommended collaboration among administration, staff, communities, and government to create a good learning environment.

Likewise, Okafor et al. (2021) examined secondary school teachers' perception of school climate as a determinant of delinquency among secondary school students in Taraba State. The finding showed that inadequate laboratories, gardens, libraries, and poorly furnished or ventilated classrooms aided delinquency among students. The study recommended that government and well-meaning individuals assist in creating a conducive school climate to curb delinquency among secondary school students in Taraba State. Therefore, creating a supportive social climate in schools is crucial for fostering positive attitudes toward education.

School climate, another element of social environment, affects students' perceptions of safety and connectedness, which influences their feelings of being valued by school adults (Chukwuemeka, 2013; Korir & Kipkemboi, 2014). Osuji, Wey-Amaewhule, and Akide (2021) examined the influence of classroom climate on students' attitudes toward learning in public senior secondary schools in Port Harcourt Metropolis. The study found that social, physical, and psychological classroom climates significantly influence students' attitudes toward learning. The study recommended organizing periodic training for teachers on the negative effects of anti-social behavior to ensure that students are treated with care, fairness, and consistency.

While much research has focused on school social climate's effects on academic performance, few studies have examined its relationship with students' attitudes toward schooling. Attitude toward schooling is an important determinant of students' perseverance and coping in academic pursuits, especially when facing challenges. This study aims to explore the relationship between school's social environment and attitude toward schooling among secondary school students in Osogbo Local Government Area, Osun State.

Theoretical Framework

Understanding the relationship between school's social climate and students' learning engagement requires a comprehensive theoretical perspective that captures the complexity of environmental, social, and psychological influences. This review adopts a broad-based theoretical framework grounded primarily in Bronfenbrenner's Ecological Systems Theory and insights from Bandura's Social Cognitive Theory.

Bronfenbrenner's (1979) Ecological Systems Theory posits that a child's development occurs within nested environmental systems ranging from immediate to broader societal influences. At the **microsystem** level, the school climate—comprising teacher support, peer relationships, physical environment, and classroom interactions—directly shapes students' attitudes and engagement. The **mesosystem** involves interactions between the microsystems, such as relationships between home and school, which can further reinforce or undermine student motivation. The **exosystem** includes external factors

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such as school policies, community support, and socioeconomic conditions, indirectly influencing students by shaping the school environment. The **macrosystem** reflects cultural values, norms, and economic conditions prevalent in Nigeria that contextualize educational experiences. Finally, the **chronosystem** accounts for temporal changes, such as educational reforms or societal shifts, that impact school climate and student engagement over time. This ecological perspective is critical in understanding that student engagement and attitudes do not develop in isolation but are products of dynamic interactions across multiple environmental layers. For example, studies from Nigeria have shown how physical school infrastructure (microsystem) and government support (exosystem) jointly affect student motivation and academic performance (Suleiman, 2021; Okafor et al., 2021).

Social Cognitive Theory on the other hand emphasizes the reciprocal interaction between personal factors, behaviors, and environmental influences. Students learn not only through direct experience but also by observing peers and teachers within the school climate. Positive interactions, encouragement, and modeling of constructive behaviors by teachers foster students' self-efficacy and motivation to engage in learning activities. The theory explains how a supportive school climate enhances students' belief in their academic capabilities, which in turn promotes active engagement and positive attitudes toward learning (Onikoko et al., 2025).

Statement of the Problem

In contemporary society, economic pressures and other demands limit parents' ability to be actively involved in their children's upbringing during critical developmental periods. Many parents are so occupied with work that little time remains for direct engagement with their children. Additionally, some parents assign extensive domestic chores to their children, leaving limited time for home study. For example, heavy involvement in household tasks can prevent children from attending school regularly. If a child grows up in a neighborhood where education is undervalued, this can negatively influence their attitude toward schooling. Peer relationships and the school environment also affect students' interest and attitude toward education. Environmental distractions can lead some students to abandon their studies, resulting in negative attitudes and increased dropout rates.

Despite substantial research on academic achievement, the impact of social environment on students' attitudes toward schooling in Osogbo Local Government Area remains underexplored. This gap may contribute to the rising incidence of school dropouts in Osun State. Hence, this study seeks to determine the extent to which social environment components influence students' attitudes toward schooling in Osogbo Local Government Area, Osun State.

Purpose of the Study

The primary goal of this study is to investigate the relationship between social environment and attitude toward schooling among secondary school students in Osogbo Local Government Area Osun State. Specifically, the study aims to:

- i. assess students' attitudes toward schooling in Osogbo Local Government Area.
- ii. examine the impact of peer groups on students' attitudes toward schooling.
- iii. investigate the effect of school atmosphere on attitudes toward schooling.
- iv. explore the influence of home environment on students' attitudes toward schooling.

v. determine whether a significant relationship exists between social environment and attitude toward schooling.

Research Questions

This study will address the following questions:

1. What are the attitudes of students toward schooling in Osogbo Local Government Area?
2. How do peer groups influence students' attitudes toward schooling?
3. What effect does the school atmosphere have on students' attitudes toward schooling?
4. How does the home environment impact students' attitudes toward schooling?

Research Hypothesis

Ho1: There is no significant relationship between social environment and attitude toward schooling among secondary school students in Osogbo Local Government Area.

Research Methods

Research Design

A survey research design was employed for this study. This approach enables researchers to collect data via questionnaires from either a sample or the entire population to describe attitudes, opinions, behaviors, or characteristics and to identify response trends (Creswell, 2014). The design is suitable because it allows data collection from a representative sample to generalize findings.

Participants

The target population of this study consists of all secondary school students in Osogbo Local Government Area, Osun State. Four secondary schools (two public and two private) were randomly selected from the 16 schools in the study area. This selection represents 25% of the schools that constitute the population of the study, which is considered adequate using the minimum 10% of the population recommended for inclusion (Sathyanarayana et al., 2024). From each of the selected schools, 50 students were further randomly selected using a systematic approach (selecting every fifth student on an ordered list) until the target was reached. Altogether, a total of 200 students constituted the study's sample size. This sample size is considered adequate because it adheres to the rule of thumb (e.g., sample-to-variable ratio of 15:1 or 20:1) proposed by Hair *et al.* (2010), and a sample size of 100 to 200 respondents recommended for survey studies by Fowler (2013).

Research Instrument

The Attitude Towards Schooling Inventory (ATSI), a measure developed by the Department of Counsellor Education, University of Ilorin, was adapted to assess students' attitudes toward schooling. The instrument comprised two parts: Part A collects demographic data, and Part B contains 38 items assessing attitude to schooling on a 4-point Likert scale (from 1 = Strongly Disagree to 4 = Strongly Agree). Examples of items of the inventory are: "I like to go to school on time; I do not leave school without permission; I relate well with my teachers; I interact effectively with my school mates; among others." The influence of social environment was measured with a self-constructed 10-item instrument (Social Environment Measure), measured on a 4-point Likert scale (1 = Strongly Disagree to 4 = Strongly Agree). Examples of items on the measure include: "My going to school is as a result of well-equipped classroom; being

punctual in school is as a result of availability of ICT Center; students whose school is located around market find it difficult to be punctual in school; to mention a few.”

Validity and Reliability

The face and content validity of the ATSI was established by the Department of Counsellor Education at the University of Ilorin. The Social Environment Measure was validated by experts in field of Test and Measurement, while reliability test was carried out using the test-retest method with 20 participants outside the study sample. The outcome yielded a correlation of $r = 0.6$. The reliability coefficient of 0.62 was originally reported for ATSI. However, the two instruments were further subjected to the Cronbach's alpha reliability test, which resulted in 0.68 and 0.75 coefficients respectively for ATSI and Social Environment Measure.

Data Collection Procedure

Researchers administered questionnaires directly to respondents during school visits, distributing and retrieving back immediately the questionnaires were filled by students at each of the four selected schools. Prior to the administration of the instrument, the consent of the schools and the students were sought and the objectives of the study were shared with them. Besides, the participants were made to understand that participation in the study is voluntary. Also, frantic effort was made to allow space in between the sitting arrangement of the respondents while the instrument administration was ongoing.

Data Analysis and Results

a. Descriptive Analysis of Respondents' Demographic Variables

Two hundred (200) secondary school students participated in the study. Details of the frequency and percentage count of each demographic variable are presented in Table 1 below.

Table 1:

Frequency analysis of respondents' demographic variables

Name of School	Frequency	Percentage (%)
Anglican Comm. Grammar Sch.	50	25.0
Criterion Model College Kelebe.	50	25.0
Life Epitome College Osogbo	50	25.0
St. Mark's Comm. High School	50	25.0
Total	200	100
Gender	Frequency	Percentage (%)
Male	97	48.5
Female	103	51.5
Total	200	100
Age Range	Frequency	Percentage (%)
10-12years	68	34.0
13-15years	84	42.0
16-17years	36	18.0

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18years old &Above	12	6.0
Total	200	100
Class Group	Frequency	Percentage (%)
JSS1-JSS3	136	68.0
SSS1-SS3	64	32.0
TOTAL	200	100
School Type	Frequency	Percentage (%)
Public	100	50.0
Private	100	50.0
Total	200	100

Table 1 showed that a total of two hundred (200) students (50 from

each school) participated in the study. The table further revealed that males were 48.5% and females were 51.5%, which indicated that both groups were adequately represented. A greater percent of the participants (68%) belonged to JSS1-JSS3 class, and the remaining 32% fell between SSS1-SSS3 classes. Besides, a substantial percent of the respondents (42%) were in the age category of 13-15years old. This is followed by 10-12years old (34%), then 16-17years old (18%), and 18years old and above (12%). More so, the participants were equally represented (50% each) from both public and private schools, and all the schools were located in the urban areas.

b. Data Analysis for Research Questions

Research Question 1: What are students' attitudes towards schooling in Osogbo Local Government Area of Osun State?

This question was analyzed using descriptive statistical method. Table 4.2 presents outcomes of data analysis on students' attitudes towards schooling in Osogbo Local Government Area, Osun State.

Table 2:

Frequency analysis of data on students' attitudes towards schooling in Osogbo Local Government Area, Osun State

Items	Disagreed		Agreed		Mean	Std. Dev
	N	%	N	%		
I like to go to school everyday	40	20.0	160	80.0	3.2	1.4
I learn important lessons from school	100	50.0	100	50.0	2.6	1.3
My school facilities are adequate for effective learning	100	50.0	100	50.0	2.6	1.2
My school environment is conducive for learning	60	30.0	140	70.0	2.9	1.3
I like to engage in co-curricular activities	50	25.0	150	75.0	3.1	1.3
I like to go to school on time	45	22.5	155	77.5	3.2	1.3
I do not leave school without permission	40	20.0	160	80.0	3.3	1.2
I relate well with my teachers	60	30.0	140	70.0	2.9	1.3
I interact effectively with my school mates	80	40.0	120	60.0	2.6	1.3
My school provide me with the	70	35.0	130	65.0	2.8	1.3

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opportunity to develop skills						
I am happy with my present class	40	20.0	160	80.0	3.2	1.4
I visit my school during the holiday periods	100	50.0	100	50.0	2.6	1.3
School is of immense value to me	100	50.0	100	50.0	2.6	1.2
My teachers give me too much to do in school	140	70.0	60	30.0	2.9	1.3
I like to wear my school uniform	50	25.0	150	75.0	3.1	1.3
I am not bullied by any of my school mates	90	45.0	110	55.0	2.8	1.3
I think going to school is not a waste of time	40	20.0	160	80.0	3.3	1.2
What I learn in school will help me in the future	60	30.0	140	70.0	3.1	1.3
I contribute to class discussion	80	40.0	120	60.0	2.9	1.3
I participate in school debate	90	45.0	110	55.0	2.7	1.3

The results presented on Table 3 revealed that the students' attitudes towards schooling in Osogbo Local Government Area were very positive. Majority of the participants (80%, 80%, 80%, 77.5%, 75%, 70%, among others) indicated that they would like to go to school everyday; they are happy with their present class; they think going to school is not a waste of time; they do not leave the school premises without permission; they like to go to school on time; their school environment is conducive for learning; they relate well with their teachers; among others. In other word, the participants have a positive disposition towards their schools and schooling activities. This development may be attributed to the perceived enabling environment created for learning in those schools.

Research Question 2: What is the influence of peer group on attitude towards schooling among secondary school students in Osogbo Local Government Area of Osun State?

This question was analyzed via a descriptive statistical analysis. Table 3 presents outcomes of data analysis on the influence of peer group on attitudes toward schooling among secondary school students in Osogbo Local Government Area.

Table 3:

Frequency analysis of data on influence of peer group on attitude towards schooling among secondary school students in Osogbo Local Government Area

Items	Disagreed		Agreed		Mean	Std. Dev
	N	%	N	%		
My friends encourage me to go to school	80	40.0	120	60.0	3.2	1.3
My friends play a role in enhancing my performance in school	40	20.0	160	80.0	2.9	1.2
My friend serves as a means of motivation at school	60	30.0	140	70.0	2.4	1.3
Poor relationship with school mates often lead to my absent from school	80	40.0	120	60.0	2.6	1.3

My friend's assistance helps to improve my grades	80	40.0	120	60.0	2.8	1.3
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Table 3 revealed the feelings of participants about the influence of peer group on attitude towards schooling among secondary school students in Osogbo Local Government Area. Majority of the participants were of the views that peers exert much influence on their attitudes towards schooling. For instance, majority of the participants (80%, 70%, 60%, and 60%, respectively) agreed that friends play a role in enhancing their performance in school, friend serves as a means of motivation at school, friends encourage them to go to school, and that friend's assistance helps to improve their grades. Similarly, some reasonable percent (60%) also agreed to the fact that poor relationship with school mates often lead to their absent from school.

Research Question 3: What is the influence of school atmosphere on attitude toward schooling among secondary school students in Osogbo Local Government Area of Osun State?

This question was analyzed with descriptive statistical technique. Table 4 presents outcomes of the influence of school atmosphere on attitude toward schooling among secondary school students in Osogbo Local Government Area.

Table 4:

Frequency analysis of the influence of school atmosphere on attitude toward schooling among secondary school students in Osogbo Local Government Area

Items	Disagreed		Agreed		Mean	Std. Dev
	N	%	N	%		
My going to school is as a result of well-equipped classroom	120	60.0	80	40.0	3.2	1.3
Being punctual in school is as a result of availability of ICT Center	82	41.0	118	59.0	2.7	1.2
Students whose school is located around market find it difficult to be punctual in school	110	55.0	90	45.0	2.4	1.3
My going to school is as a result of conducive library for student to read at any time	65	32.5	135	67.5	2.9	1.3
Student's interest in school is enhanced by quality of teachers who teach core subjects	48	24.0	152	76.0	3.2	1.3

The data analysis on table 4 revealed that the participants were positive about the influence of school atmosphere on attitude toward schooling among secondary school students in Osogbo Local Government Area. Majority of the participants (76%) were of the views that student's interest in school is enhanced by quality of teachers who teach core subjects. Besides, another greater percent (67.5%) indicated that their going to school is as a result of the conducive library available for student to read at any time. Yet, some 59% of the respondents felt that their being punctual in school is as a result of availability of ICT Center. Meanwhile, some 55% of the respondents disagreed that students whose school are located around market area find it difficult to be punctual in

school. All this point to the fact that the respondents of this study recognized and acknowledged the vital role that the school atmosphere plays in shaping student's attitude towards schooling and learning

Research Question Four: What is the influence of home environment on attitude toward schooling among secondary school students in Osogbo Local Government Area of Osun State?

This question was analyzed using descriptive statistical analysis. Table 5 presents outcomes of data analysis on the influence of home environment on attitude towards schooling among secondary school students in Osogbo Local Government Area.

Table 5:

Frequency analysis of the influence of home environment on attitude toward schooling among secondary school students in Osogbo Local Government Area

Items	Disagreed		Agreed		Mean	Std. Dev
	N	%	N	%		
Students who walk long distant from home to school usually sleep in the class	57	28.5	143	71.5	3.1	1.3
Student who lives near the market square finds it difficult to go to school	90	45.0	110	55.0	2.6	1.2
Student who lives near a passerby road finds it difficult to study at night	70	35.0	130	65.0	3.0	1.3
Students find it difficult to attend school in an area where education is not valued	65	32.5	135	67.5	2.9	1.3
I love going to school as a result of people motivation	58	29.0	142	71.0	3.2	1.3

Table 5 revealed the feelings of participants about the influence of home environment on attitude toward schooling among secondary school students in Osogbo Local Government Area. Majority of the participants were of the views that home environment exerts some influences on attitude towards schooling among secondary school students in the study area. For instance, a substantial percent of the participants (71.5%, 71%, 67.5%, 65% and 55%, respectively) were of the views that: "Students who walk long distant from home to school usually sleep in the class, they love going to school as a result of people motivation, Students find it difficult to attend school in an area where education is not valued, and that Student who lives near the market square finds it difficult to go to school." Hence, home factor especially parent is a force to reckon with in attempt to enhance student's attitudes toward schooling.

Research Hypothesis: There is no significant relationship between social environment and attitude toward schooling among secondary school students in Osogbo Local Government Area, Osun State.

The hypothesis was analyzed using a bivariate correlation analysis. The result of the analysis is presented in table 4.6 below.

Table 4.6:

Bivariate correlational analysis between social environment and attitude toward schooling among secondary school students in Osogbo LGA

Variables	1	2
1. social environment	-	0.570
2. attitude towards schooling		-

n=200; ** Correlation is significant at the 0.01 level (2-tailed).

The results as displayed in table 4.6 showed a positive significant relationship between social environment and attitude toward schooling among secondary school students ($r = 0.57, p < .05$). This implies that the quality of the social climate provided in the school environment greatly shape the students' attitude toward schooling. This finding could be attributed to the fact that students depend largely on many resources within the school to learn. This further suggests that the more supportive the school's social environment components are, the better is students' attitude towards schooling in Osogbo LGA Osun State.

Discussion, Conclusion and Recommendations

The main objectives of this research were to determining the attitude of students toward schooling, and finding out the relationship between social climate and attitude towards schooling among secondary school students in Osogbo LGA of Osun State. In line with the above objectives, the following findings were obtained and discussed.

The students in Osogbo LGA exhibited a very positive attitude towards schooling. . Majority of the participants indicated that they like to go to school every day, they are happy with their present class, they think going to school is not a waste of time, they do not leave the school premises without permission, they like to go to school on time, their school environment is conducive for learning, they relate well with their teachers, among others. These responses showed a positive disposition of the participants towards their schools and schooling activities. This result can be attributed to the perceived enabling environment created for learning in the schools as well as the availability of school facilities that characterize most schools in urban area. These findings align with previous studies, indicating that attitudes are best expressed through statements about feelings or opinions on various issues (Newton & Mwisukha, 2009; Domino, 2009; Chen & Howard, 2010; Adeyemo, 2012). It also resonates well with the finding of Osuji, Wey-Amaewhule, and Akide (2021) on public senior secondary schools in Port Harcourt Metropolis, in which they reported that social, physical, and psychological classroom climates significantly influence students' attitudes toward learning. The main import from this finding is that students' attitude toward learning is greatly impacted by the school environmental conditions created for learning. The more pleasurable these conditions are, the more students develop interest in learning.

Secondly, the study revealed that participants believe peer groups significantly influence their attitudes towards schooling. The majority of participants agreed that friends enhance their performance, motivate them, encourage school attendance, and assist in improving grades. Some reasonable percent also agreed that poor relationship with school mates often lead to their absent from school. This finding equally aligns

well with previous studies. The growing body of research suggests the importance of social environment especially friends, family and peer group as determinants of school success, student's relationship, and student's experiences in their neighborhood, and school (Uba, 2015; Bergin, 2019; Filade et al., 2019; Khan et al., 2019). For instance, Filade et al. (2019) found that peer group significantly affects students' attitude toward schooling. Also, Collins (2014) noted that home condition which includes the family background of a student relates to students attitude towards schooling. Likewise, Dore (2019) found that bad gang and deviant behaviour influence students' attitude towards learning. Considering the demographic characteristics of the majority of participants of this study, who are largely in the age bracket 13-15 years old and from Junior Secondary School class category (the characteristics typical of the onset of early adolescence), the role of peer influence on attitude toward schooling is not unexpected. At this stage, adolescent boys and girls like to stay out long with their peers and imbibe some of their behaviours. In this sense, if their friends show positive disposition toward schooling, they are most likely to be influenced by this attitude. This is in tandem with the social learning theory of Bandura which posits that students learn not only through direct experience but also by observing peers and teachers within the school climate. A positive social climate enhances students' belief in their academic capabilities, which in turn promotes active engagement and positive attitudes toward learning (Onikoko et al., 2025).

The findings for the third research question revealed that participants held positive views about the influence of school atmosphere on attitude toward schooling among secondary school students in Osogbo Local Government Area. For example, majority of the participants were of the views that student's interest in school is enhanced by quality of teachers who teach core subjects, that going to school is as a result of conducive library available for student to read at any time, and they felt that their being punctual in school is as a result of availability of ICT Center. These findings are consistent with previous studies. Chukwuemeka (2013) and Elujekwute (2019) opined that school facilities when provided will aid teaching-learning programme and consequently improve student's attitude towards schooling. According to Suleiman (2021), school atmosphere, such as school building availability, resources, safety, teaching and learning quality, interpersonal relationships, all affects many areas and people in public secondary schools in Niger State. Similarly, Okafor et al. (2021) found that poor school climate depicting by inadequate laboratories, gardens, libraries, and poorly furnished or ventilated classrooms aided delinquency among secondary school students in Taraba State. Hence, a supportive social climate in schools is crucial to fostering positive attitudes toward schooling. In the context of this study, students' positive disposition towards schooling is most likely influenced by the quality of building structure and other school facilities supplied to schools by successive governments in the state, especially at the urban centres in the state.

The findings regarding the fourth research question revealed that majority of the participants believed that home environment exerts influences on attitude towards schooling among secondary school students in the study area. A substantial percent of the participants were of the views that "Students who walk long distant from home to school usually sleep in the class, they love going to school as a result of people motivation, Students find it difficult to attend school in an area where education is not

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valued, and that Student who lives near the market square finds it difficult to go to school.” This result depicts the importance of quality home environment in shaping and enhancing children’s attitude towards schooling. According to Collins (2014) and Khan et al. (2019), home is a social group of people consisting of a husband, wife and their children. Home environment provides for the interaction between the child and the social elements within the environment (Chukwuemeka, 2013; Ilesanmi, 2016). Given that learning begins at home, if the teenagers’ home experiences are positive and pleasurable, they are most likely to grow up developing positive attitude towards schooling and the school environment.

Lastly, the finding revealed a positive significant relationship between social environment and attitude towards schooling among secondary school students in Osogbo Local Government Area. This implies that the quality of home and social climate provided in the school environment greatly shape the students’ attitude to schooling. This finding could be attributed to the fact that students depend largely on many resources within and outside the school to learn. This result indicates that the more supportive are the school’s social environment components, the better will be students’ attitudes toward schooling in Osogbo Local Government Area, Osun State. Consistent with previous studies, Bergins (2019) reported a significant correlation between the type of friends and students attitude toward schooling in Gboko Local Government Area of Benue State. Also, Newton and Mwisukha (2009) found significant relationship between peer influence on attitudes toward school, peer group activities and academic achievement. Similarly, Osuji, Wey-Amaewhule, and Akide (2021) found significant influence of social, physical, and psychological classroom climates on students’ attitudes toward learning. This finding also aligns with the submission of Aderounmu (2017) who reported that the school environment plays an important role in shaping and motivating students’ disposition toward schooling. Put together, these results suggest that the school’s social climate in Osogbo Local Government Area, Osun state is more supportive and favourable to students’ attitude toward schooling and learning engagement. It is therefore not surprising that the state recently moved from 33rd position to the 6th position in the national ranking of students’ performance in WAEC and NECO examinations. This credit goes to the unrelenting effort of the successive governments in the state.

Conclusion

The study investigated the attitude of students toward schooling, the influence of social climate on attitude toward schooling, as well as the relationship between social environment and attitude toward schooling among secondary school students in Osogbo LGA, Osun State. The participants’ attitudes toward schooling were positive. School atmosphere, peer group and home environments in the study area were found to exert great influence on students’ attitudes toward schooling. Lastly, a positive significant relationship was found between social environment and attitude toward schooling among secondary school students in the context of this study, indicating that the better and supportive the social environment components were, the better would be students’ attitudes toward schooling.

Limitations of the Study

The following limitations restricted this study. First, a fixed-response survey items were used for data collection. This might not allow vivid explanation or capturing of array of

factors that may influence students' attitude to schooling. Secondly, although the data were collected under the supervision of the researchers, this does not completely remove the possibility of social bias in participants' response, given that the administration took place in the school classroom setting at the same time. Lastly, for informed generalization, more local government areas in the state should be involved in future research.

Implications for Future Research

This study highlights the following implications for future research:

1. There is need to investigate further if similar patterns are observed in different regions or among different age groups.
2. There is need for longitudinal studies over a longer period to see how consistent attitudes and social environment are over time.
3. Studies geared toward examining the impact of specific interventions (e.g., PTA involvement) aimed at improving social environments and their effects on students' attitudes are needed.
4. Studies with mixed research methods are needed to gain deeper insights into students' personal experiences and perspectives.
5. More so, the potential effect of additional variables such as economic status, parental involvement, and extracurricular activities are areas for consideration in the future research.

Recommendation

Based on the findings discussed above, the following recommendations are made:

- i. School administrators and other stakeholders in the secondary education system should be more concerned about the students' attitude to schooling by providing favourable school atmosphere conducive for effective teaching and learning activities. Such environment should be safe, and students should be treated fairly by teachers, to facilitate positive attitudes toward schooling among students.
- ii. State Ministry of Education is urged to intensify effort in equipping schools with basic facilities and qualified teaching staff that would enhance the learning experiences of their students. This is necessary for students to develop more positive attitudes towards schooling, so as to have a better academic performance in school.
- iii. Since home environment was found to influence students' attitude toward schooling, parents are encouraged to create a stimulating and supportive home environment for their children. They need to motivate their wards on need to see education as the best legacy they can ever inherit from them. .

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