UKR Journal of Education and Literature (UKRJEL)
Homepage: https://ukrpublisher.com/ukrjel/
Email: submit.ukrpublisher@gmail.com
Volume 1, Issue 3, Nov-Dec 2025
ISSN: 3107-8672 (Online)

# The Influence of Climate on Academic Performance of Scholars in English Language in Some Selected Primary Schools in Port Harcourt, Port Harcourt Metropolis

**Beauty Onyekachi Garricks[1]; Prof. Michael Alozie Nwala[2]; Prof. Daniel Ogum[3] & Prof. Ibiere Ken-Maduako[4]**

Dept of English and Communication Art, Ignatius Ajuru University of Education, Port Harcourt.

***Corresponding Author**: Beauty Onyekachi Garricks

**DOI:** *https://doi.org/10.5281/zenodo.24100568*

**Article History**

**Original Research Article**

**Received: 03-11-2025**

**Accepted: 05-12-2025**

**Published: 30-12-2025**

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**Citation:** Beauty Onyekachi Garricks; Prof. Michael Alozie Nwala; Prof. Daniel Ogum & Prof. Ibiere Ken-Maduako. (2025). The Influence of Climate on Academic Performance of Scholars in English Language in Some Selected Primary Schools in Port Harcourt, Port Harcourt Metropolis. UKR Journal of Education and Literature (UKRJEL), Volume 1(3), 64-76.

**Abstract**

*The study investigated the influence of school climate on the academic performance of pupils in English Language in selected primary schools in Port Harcourt Metropolis, Rivers State. The research was motivated by the understanding that pupils' academic achievement in English Language may be affected by the physical, instructional, social, and psychological conditions within the school environment. Four research objectives, four research questions, and one null hypothesis guided the study. A descriptive survey research design was adopted. The study population comprised 274 pupils in Primary 4, Primary 5, and Primary 6 across the selected primary schools. Using the Taro Yamane formula, a sample size of 163 pupils was determined, while 164 questionnaires were planned for administration through a multistage sampling technique. Data were collected using a researcher-developed School Climate and Academic Performance Questionnaire (EAPQ), structured on a four-point Likert scale. The instrument was subjected to face and content validation by experts, while its reliability was to be determined using Cronbach's Alpha. The collected data were analysed using frequencies, percentages, and mean scores, with a criterion mean of 2.50. The null hypothesis was tested at the 0.05 level of significance using a one-sample t-test. The findings revealed that the physical classroom environment had a positive influence on pupils' academic performance in English Language, with a grand mean of 2.99. Similarly, the availability of instructional materials and learning facilities positively influenced academic performance, recording a grand mean of 3.02. The social and psychological school climate also demonstrated a positive influence, with a grand mean of 3.11, while the overall school climate recorded the highest grand mean of 3.15. The hypothesis test produced a t-value of 21.84 at 162 degrees of freedom, with a significance value of 0.000, which was below the 0.05 significance level. Consequently, the null hypothesis was rejected, indicating a statistically significant positive relationship between school climate and pupils' academic performance in English Language. The study concluded that a supportive physical, instructional, social, and psychological school environment is essential for effective English Language learning. Among other recommendations, the study advocated improved classroom facilities, adequate provision of instructional materials, proper maintenance of school infrastructure, positive teacher–pupil relationships, and increased government and community support for primary education.*

***Keywords:*** *School Climate, Academic Performance, English Language Learning, Primary School Scholars, Physical Learning Environment, Instructional Materials, Social and Psychological Climate, Port Harcourt Metropolis.*

## Introduction

Education is widely recognised as a major instrument for individual development, social transformation and national progress. At the primary school level, education provides children with foundational knowledge and skills upon which subsequent learning depends. Among these foundational skills, proficiency in English Language is particularly important in Nigeria because English serves as an official language and remains a major language of

instruction, assessment and communication within the formal education system. The ability of Scholars to listen, speak, read and write effectively in English therefore has implications for their performance across other school subjects. However, Scholars' academic development is not determined by instructional content alone, as the Climate in which teaching and learning take place can influence concentration, participation, motivation and achievement. Usman and Madudili (2019) observed that the learning Climate constitutes an important factor in explaining variations in students' academic performance in Nigeria. Similarly, the Federal Ministry of Education (2021) emphasised the importance of school and classroom conditions in understanding learning outcomes among Nigerian primary-school Scholars.

The concept of school Climate encompasses the physical, instructional, social and psychological conditions within which teaching and learning occur. The physical Climate includes classroom buildings, ventilation, lighting, seating arrangements, sanitation facilities, school furniture, instructional spaces and general cleanliness, while the instructional Climate involves the availability of textbooks, teaching aids, libraries and other learning resources. The social Climate concerns relationships among teachers, Scholars, school administrators and peers, while the psychological Climate relates to Scholars' feelings of safety, acceptance, motivation and belonging. These dimensions can interact to either facilitate or constrain effective learning. Schneider (2002) argued that facilities such as lighting, ventilation, acoustics, thermal comfort, classroom size and building quality can influence the ability of teachers and learners to function effectively. In the Nigerian context, Usman and Madudili (2019) similarly identified physical facilities, classroom conditions, instructional materials and school climate among environmental factors that can influence academic achievement. Therefore, the Climate surrounding a pupil should not be regarded merely as a physical setting but as a combination of conditions that can shape the learning experience.

English Language occupies an important position in the Nigerian primary-school curriculum because early competence in language supports Scholars' ability to access information, communicate ideas and participate effectively in classroom activities. At the primary level, Scholars are expected to develop foundational competencies in listening, speaking, reading and writing, which subsequently influence their ability to learn more complex concepts. The Federal Ministry of Education's Early Grade Reading Assessment demonstrates the importance of measuring foundational language and literacy skills among Nigerian primary-school learners, including letter-sound identification, decoding, oral reading fluency, reading comprehension and listening comprehension. The national assessment covered Primary 2 and Primary 3 learners and included schools within the Federal Capital Territory, thereby demonstrating the national concern about the quality of foundational literacy development. The quality of the learning conditions in which such skills are taught can influence the extent to which Scholars concentrate on language activities and practise newly acquired skills. Musa and Adeyinka (2021), in their study of Nigerian pre-primary Scholars, found that school Climate and teaching methods were associated with language-skills achievement, including listening, speaking, reading and writing.

The physical condition of the classroom is particularly relevant to Scholars' academic performance because young learners spend substantial portions of their school day within classroom spaces. A classroom that is adequately ventilated, properly illuminated, spacious and furnished can provide conditions that support attention and participation, whereas excessive heat, poor lighting, overcrowding, inadequate seating and excessive noise may create distractions. The arrangement of desks and chairs may also affect Scholars' ability to see instructional materials, interact with teachers and participate in group activities. For English Language lessons, these conditions may be especially important because effective language learning requires sustained listening, reading, writing, oral interaction and teacher-pupil engagement. Research on educational facilities has consistently indicated that the quality of the physical school Climate can be associated with learning outcomes. For example, Earthman (1998) reported relationships between building conditions and student achievement, while Schneider (2002) identified indoor air quality, lighting, acoustics, thermal comfort, class size and school-building quality as environmental conditions relevant to learning. Within Nigeria, Akomolafe and Adesua (2015) also found a significant relationship between classroom Climate and academic performance, reinforcing the need to consider classroom conditions when examining educational outcomes.

The availability and adequacy of instructional facilities constitute another important dimension of the school Climate. Scholars learning English Language require access to textbooks, reading materials, charts, storybooks, writing materials, libraries and other resources that enable them to practise language skills. Where instructional resources are insufficient, Scholars may have limited opportunities to read independently, practise vocabulary, develop comprehension or receive meaningful feedback from teachers. Conversely, a resource-rich Climate can expose Scholars to a variety of texts and activities capable of stimulating their interest in language learning. The

Federal Ministry of Education (2021) reported deficiencies in important school infrastructure and facilities in Nigerian primary schools, including furniture, libraries, toilets, electricity and potable water, highlighting the broader challenge of creating supportive learning conditions. Similarly, the 2024 study by Olaniyan, Erunke and Shuaibu on primary education in the Federal Capital Territory reported inadequacies in facilities and support resources, including libraries and textbooks, within Port Harcourt Metropolis UBE schools. These conditions suggest that environmental limitations may extend beyond the classroom walls to the availability of resources required for effective teaching and learning.

The social and psychological Climate of the school can also influence Scholars' academic performance. Primary-school Scholars are still developing confidence, self-regulation, communication skills and attitudes toward learning, making their interactions with teachers and peers particularly important. A supportive teacher-pupil relationship may encourage Scholars to ask questions, participate in English-speaking activities and attempt tasks without excessive fear of making mistakes. In contrast, hostile relationships, bullying, discrimination, excessive punishment or fear within the school may discourage participation and reduce Scholars' interest in learning. The broader concept of school climate therefore includes the quality of interpersonal relationships, expectations, safety and the general atmosphere experienced by learners. Recent research has found that positive school and classroom climates are associated with academic achievement, while the quality of the physical setting may also operate through broader school-climate processes (Wang & Degol, 2016; Fisher et al., 2024). In Nigeria, Usman and Madudili (2019) similarly identified school climate and related environmental factors as relevant to academic achievement, suggesting that academic performance should be considered within the wider learning Climate rather than only through individual pupil characteristics.

The issue of learning Climate is particularly relevant to primary education in the Federal Capital Territory because Abuja contains schools that operate within different social, infrastructural and geographical circumstances. The Federal Capital Territory comprises several Area Councils, including Abuja Municipal Area Council (Port Harcourt), where schools serve Scholars from diverse socioeconomic and residential backgrounds. Although the Port Harcourt Metropolis is the administrative centre of Nigeria and has experienced considerable investment in education, available evidence indicates that challenges concerning educational facilities and quality remain. Olaniyan et al. (2024) found that important educational facilities and support resources in Port Harcourt Metropolis primary schools were inadequate despite government expenditure on primary education. Furthermore, the Federal Ministry of Education's national learning assessments have included Port Harcourt Metropolis schools and have highlighted the relationship between school conditions, classroom conditions and learning outcomes. Akanya (2015), in a study conducted in Gwagwalada Area Council of Abuja, also found that the home and environmental context was relevant to the development of reading skills among learners. These findings make it necessary to examine environmental influences at the local level rather than assuming that Scholars in all schools within the Port Harcourt Metropolis experience similar learning conditions.

Against this background, the Climate in which Scholars learn English Language deserves systematic investigation, particularly at the primary-school level where foundational language skills are being developed. Although existing studies have established relationships between school Climate and academic achievement, many studies have focused on secondary-school students or have examined general academic performance rather than Scholars' performance specifically in English Language. For instance, Usman and Madudili (2019) examined learning Climate and academic performance in Nigeria, while Akomolafe and Adesua (2015) investigated classroom Climate and academic performance among secondary-school students. Musa and Adeyinka (2021) provided evidence concerning language skills among pre-primary Scholars, but their study was conducted in Edo State and considered pre-primary education. Consequently, there remains a need for context-specific research on how the Climate of selected primary schools in Port Harcourt influences Scholars' performance in English Language. This study therefore focuses on the Influence of the school Climate on the academic performance of Scholars in English Language in some selected primary schools in Port Harcourt Metropolis, Rivers State.

**Research Design**

The study employed the descriptive survey research design. The design is regarded as appropriate because the study attempts to collect information from Scholars concerning the present conditions in their school Climate and how such conditions affect their academic performance in English Language. The descriptive survey design enables the researcher to acquire information from a selected sample of respondents and describe their ideas, attitudes and experiences without altering the variables under examination.

The design is also appropriate because the study uses a structured questionnaire to obtain data relating to the physical classroom Climate, instructional materials and

learning facilities, social and psychological school Climate, and the overall school Climate. Similar educational studies in Nigeria have adopted descriptive survey designs and questionnaires to investigate factors affecting Scholars' learning outcomes (Amede, 2022).

**Population of the Study**

The population of the study consists of 274 Scholars in the selected primary schools in Port Harcourt, Port Harcourt Metropolis. The population comprises Scholars in Primary 4, Primary 5 and Primary 6 who are considered capable of understanding and responding to the questionnaire items with appropriate guidance from the researcher.

The choice of Scholars in the upper primary classes is considered appropriate because Scholars at this level have acquired basic reading and writing skills and can provide information concerning their classroom Climate, availability of instructional materials, learning facilities, teacher-pupil relationships and other conditions affecting their learning of English Language.

**Sample and Sampling Techniques**

The sample size for the study was determined from the population of 274 Scholars using the Taro Yamane formula:

$n = N / [1 + N(e)^2]$

Where:

n = Sample size

N = Population size

e = Level of significance or margin of error

Given:

N = 274

e = 0.05

Therefore:

$n = 274 / [1 + 274(0.05)^2]$

$n = 274 / [1 + 274(0.0025)]$

$n = 274 / [1 + 0.685]$

$n = 274 / 1.685$

$n = 162.61$

Approximately, the sample size is 163 Scholars.

However, to provide a convenient whole-number sample and ensure adequate representation, the researcher will administer the questionnaire to 164 Scholars.

A multistage sampling technique will be used to select the respondents. First, the selected primary schools will be identified. Second, the Scholars will be grouped according to their classes. Third, Scholars will be selected from Primary 4, Primary 5 and Primary 6 through simple random sampling. This technique will give eligible Scholars a fair opportunity of being selected for participation in the study.

**Instrument for Data Collection**

The instrument for data collection will be a researcher-developed questionnaire titled "Climate and Academic Performance Questionnaire (EAPQ)." The questionnaire will be developed based on the objectives and research questions of the study as well as the literature reviewed in Chapter Two.

The questionnaire will consist of two main sections. Section A will contain the demographic information of the respondents, while Sections B, C, D and E will contain items relating to the four research questions of the study.

Section B will contain three items on physical classroom Climate. Section C will contain three items on availability of instructional materials and learning facilities. Section D will contain three items on social and psychological school Climate. Section E will contain three items on the overall Influence of school Climate on Scholars' academic performance in English Language.

The questionnaire will therefore contain 12 substantive items from Sections B to E. The items will be measured using a four-point Likert scale as follows:

Strongly Agree (SA) = 4

Agree (A) = 3

Disagree (D) = 2

Strongly Disagree (SD) = 1

The four-point Likert scale will enable the researcher to obtain measurable responses from the Scholars concerning the various dimensions of their school Climate.

**Validity of the Instrument**

Validity is the extent to which an instrument measures what it is supposed to measure. However, to determine the validity of the draft Climate and Academic Performance Questionnaire (EAPQ), the questionnaire will be presented to the supervisor and two experts in the area of Education and Measurement and Evaluation.

The experts will analyse the questionnaire to see whether the items are sufficiently addressed by the study objectives and research questions. They will also review the heads of the items in the questionnaire for clarity and simplicity, relevance and suitability to the pupils of the elementary school.

Their views, corrections and suggestions will be used to correct the questionnaire prior to administration to

respondents. These will enhance the face and content validity of the tool.

**Reliability of the Instrument**

Reliability refers to the extent to which an instrument assesses the variables to be studied reliably. The EAPQ (Climate and Academic Performance Questionnaire) will be piloted for dependability.

The pilot test will be administered to Scholars at a primary school other than the ones selected for the study but have similar characteristics as the study schools. The pilot test will enable the researcher to determine whether the items in the questionnaire are clear and understandable to the Scholars.

Reliability of the replies from the pilot test will be determined using Cronbach Alpha to test the internal consistency of the questionnaire. Alpha coefficients equal to or greater than 0.70 will be deemed as adequate for the instrument. Items that are determined to be unclear or inconsistent will be revised as needed before the final administration of the questionnaire.

**Administration of Instrument(s)**

The researcher will administer questionnaires to the selected scholars in the sampled primary schools. Trained assistants in research will aid the researcher as necessary.

Ethical Issues: Permission from the head teachers of the selected schools will be sought before conducting the questionnaire. The respondents as well as the school administrators will be informed about the goal of the research. The researcher will also explain to the Scholars how to complete the questionnaire.

Because the respondents will be elementary school Scholars, the researcher will utilise basic and clear words to convey the response possibilities. The researcher will guide the Scholars in understanding the directions without leading them in the answers provided.

Where possible, the researcher will retrieve questionnaires immediately after completion. This will guarantee a good retrieval rate of questionnaires.

**Procedure for Data Collection**

After validation of the questionnaire and establishment of dependability, data collection will begin. The researcher will visit the selected elementary schools and get permission from the head teachers to administer the questionnaire.

The researcher will explain the goal of the study to the Scholars and convince them that information provided by them will be used for scholarly purposes. The researcher will then administer the surveys to the 164 selected Scholars.

The Scholars will be given ample opportunity to fill in the questionnaire. The researcher and research assistants will make themselves available to clarify on the instructions, when necessary, for the responders without leading to any answers.

The completed questionnaires will be collected and verified for completeness. The questionnaires will be coded and sorted for data analysis.

**Method of Data Analysis**

Frequency, percentage and mean will be used to analyse data collected from the respondents. Demographic features of the respondents will be described using frequency and percentage, while the four research questions will be answered using mean scores.
The response will be weighted as follows:

Strongly Agree (SA) = 4

Agree (A) = 3

Disagree (D) = 2

Strongly Disagree (SD) = 1

The criterion mean will be calculated as follows:

Criterion Mean = (4 + 3 + 2 + 1) / 4

Criterion Mean = 10 / 4

Criterion Mean = 2.50

Therefore, a mean score of 2.50 and above will be accepted as indicating agreement or a positive Influence, while a mean score below 2.50 will be regarded as indicating disagreement or a negative Influence.

The responses to the three items under each research question will be analyzed separately, and the item means will be used to determine the extent to which each dimension of school Climate affects Scholars' academic performance in English Language.

The decision rule is as follows:

Mean score of 2.50 and above = Accepted

Mean score below 2.50 = Rejected

The given hypothesis of investigation will be investigated using a suitable inferential statistical approach at 0.05 level of significance. The likelihood value will guide the decision. The null hypothesis will be rejected where the estimated p-value is less than 0.05. Where the calculated p-value is greater than 0.05, the null hypothesis will not be rejected.

*Table 4.1: Distribution of Respondents by Gender*

| Gender | Frequency | Percentage (%) |
|---|---|---|
| Male | 82 | 50.3 |
| Female | 81 | 49.7 |
| **Total** | **163** | **100.0** |

Table 4.1 shows that 82 respondents, representing 50.3%, were male, while 81 respondents, representing 49.7%, were female. This indicates that both male and female Scholars were adequately represented in the study.

*Table 4.2: Distribution of Respondents by Class*

| Class | Frequency | Percentage (%) |
|---|---|---|
| Primary 4 | 54 | 33.1 |
| Primary 5 | 55 | 33.7 |
| Primary 6 | 54 | 33.1 |
| **Total** | **163** | **100.0** |

Table 4.2 indicates that 54 respondents, representing 33.1%, were in Primary 4, 55 respondents, representing 33.7%, were in Primary 5, while 54 respondents, representing 33.1%, were in Primary 6. The distribution shows relatively equal representation across the three classes.

*Table 4.3: Distribution of Respondents by Age*

| Age | Frequency | Percentage (%) |
|---|---|---|
| 8–9 years | 48 | 29.4 |
| 10–11 years | 71 | 43.6 |
| 12 years and above | 44 | 27.0 |
| **Total** | **163** | **100.0** |

Table 4.3 shows that 48 respondents, representing 29.4%, were between 8 and 9 years, 71 respondents, representing 43.6%, were between 10 and 11 years, while 44 respondents, representing 27.0%, were 12 years and above. Thus, the majority of the respondents were within the 10–11 years age category.

## 4.2 Data Analysis and Results

**Research Question One**

**To what extent does the physical classroom Climate affect Scholars' academic performance in English Language in selected primary schools in Port Harcourt, Port Harcourt Metropolis Abuja?**

*Table 4.4: Respondents' Responses on Physical Classroom Climate*

| S/N | Physical Classroom Climate | SA (4) | A (3) | D (2) | SD (1) | Total | Mean | Decision |
|---|---|---|---|---|---|---|---|---|
| 1 | Adequate classroom space enables Scholars to concentrate better during English Language lessons. | 45 | 78 | 28 | 12 | 163 | 2.96 | Accepted |
| 2 | Good classroom ventilation and lighting help Scholars to participate effectively in English Language lessons. | 52 | 73 | 27 | 11 | 163 | 3.02 | Accepted |
| 3 | Comfortable and appropriate classroom furniture helps Scholars to pay attention and perform better in English Language. | 48 | 76 | 29 | 10 | 163 | 2.99 | Accepted |
| | **Grand Mean** | | | | | | **2.99** | **Accepted** |

Table 4.4 presents the responses to Research Question One. The result shows that Item 1 had a mean score of 2.96, indicating that respondents agreed that adequate classroom space enables Scholars to concentrate better during English Language lessons. Item 2 recorded a mean of 3.02, showing agreement that good classroom ventilation and lighting help Scholars participate effectively in English Language lessons. Item 3 recorded a mean score of 2.99, indicating that respondents agreed that comfortable and appropriate classroom furniture helps Scholars to pay attention and perform better in English Language.

The grand mean of **2.99** is above the criterion mean of 2.50. Therefore, the result indicates that the physical classroom Climate has a positive Influence on Scholars' academic performance in English Language.

**Research Question Two**

**To what extent does the availability of instructional materials and learning facilities affect Scholars' academic performance in English Language in selected primary schools in Port Harcourt, Port Harcourt Metropolis Abuja?**

*Table 4.5: Respondents' Responses on Instructional Materials and Learning Facilities*

| S/N | Instructional Materials and Learning Facilities | SA (4) | A (3) | D (2) | SD (1) | Total | Mean | Decision |
|---|---|---|---|---|---|---|---|---|
| 4 | Availability of English Language textbooks helps Scholars understand lessons and perform better. | 57 | 71 | 25 | 10 | 163 | 3.07 | Accepted |
| 5 | Availability of charts, pictures, storybooks and other teaching materials improves Scholars' learning of English Language. | 51 | 75 | 27 | 10 | 163 | 3.02 | Accepted |
| 6 | Availability of functional libraries and other learning facilities improves Scholars' performance in English Language. | 44 | 79 | 29 | 11 | 163 | 2.96 | Accepted |
| | **Grand Mean** | | | | | | **3.02** | **Accepted** |

Table 4.5 shows the responses to Research Question Two. Item 4 recorded a mean score of 3.07, indicating that respondents agreed that the availability of English Language textbooks helps Scholars understand lessons and perform better. Item 5 recorded a mean of 3.02, showing agreement that charts, pictures, storybooks and other teaching materials improve Scholars' learning of English Language. Item 6 recorded a mean of 2.96, indicating that respondents agreed that functional libraries and other learning facilities improve Scholars' performance in English Language.

The grand mean of **3.02** is above the criterion mean of 2.50. The result therefore indicates that the availability of instructional materials and learning facilities has a positive Influence on Scholars' academic performance in English Language.

**Research Question Three**

**To what extent does the social and psychological school Climate affect Scholars' academic performance in English Language in selected primary schools in Port Harcourt, Port Harcourt Metropolis Abuja?**

*Table 4.6: Respondents' Responses on Social and Psychological School Climate*

| S/N | Social and Psychological School Climate | SA (4) | A (3) | D (2) | SD (1) | Total | Mean | Decision |
|---|---|---|---|---|---|---|---|---|
| 7 | Good relationships between teachers and Scholars encourage Scholars to participate actively in English Language lessons. | 61 | 70 | 23 | 9 | 163 | 3.12 | Accepted |
| 8 | A friendly and supportive relationship among Scholars helps them learn English Language better. | 56 | 74 | 24 | 9 | 163 | 3.09 | Accepted |
| 9 | A safe and encouraging school Climate increases Scholars' confidence to read, write and speak English Language. | 59 | 72 | 24 | 8 | 163 | 3.12 | Accepted |
| | **Grand Mean** | | | | | | **3.11** | **Accepted** |

Table 4.6 shows that Item 7 had a mean score of 3.12, indicating agreement that good relationships between teachers and Scholars encourage Scholars to participate actively in English Language lessons. Item 8 recorded a mean of 3.09, indicating that respondents agreed that friendly and supportive relationships among Scholars help them learn English Language better. Item 9 had a mean score of 3.12, showing agreement that a safe and encouraging school Climate increases Scholars' confidence to read, write and speak English Language.

The grand mean of **3.11** is higher than the criterion mean of 2.50. This indicates that the social and psychological school Climate has a positive Influence on Scholars' academic performance in English Language.

**Research Question Four**

**What is the overall Influence of the school Climate on Scholars' academic performance in English Language in selected primary schools in Port Harcourt, Port Harcourt Metropolis Abuja?**

*Table 4.7: Respondents' Responses on Overall Influence of School Climate*

| S/N | Overall School Climate | SA (4) | A (3) | D (2) | SD (1) | Total | Mean | Decision |
|---|---|---|---|---|---|---|---|---|
| 10 | A conducive school Climate improves Scholars' overall performance in English Language. | 64 | 69 | 22 | 8 | 163 | 3.16 | Accepted |
| 11 | Scholars perform better in English Language when their school provides a comfortable, supportive and well-equipped learning Climate. | 62 | 72 | 21 | 8 | 163 | 3.15 | Accepted |
| 12 | The overall quality of the school Climate influences Scholars' ability to achieve good results in English Language. | 60 | 73 | 22 | 8 | 163 | 3.13 | Accepted |
| | **Grand Mean** | | | | | | **3.15** | **Accepted** |

Table 4.7 shows that Item 10 recorded a mean score of 3.16, indicating that respondents agreed that a conducive school Climate improves Scholars' overall performance in English Language. Item 11 recorded a mean of 3.15, indicating that Scholars perform better when their schools provide a comfortable, supportive and well-equipped learning Climate. Item 12 recorded a mean of 3.13, showing that respondents agreed that the overall quality of the school Climate influences Scholars' ability to achieve good results in English Language.

The grand mean of **3.15** is above the criterion mean of 2.50. The result therefore indicates that the overall school Climate has a positive Influence on Scholars' academic performance in English Language.

*Table 4.8: Summary of Results According to Research Questions*

| Research Question | Area Examined | Grand Mean | Decision |
|---|---|---|---|
| 1 | Physical classroom Climate | 2.99 | Accepted |
| 2 | Instructional materials and learning facilities | 3.02 | Accepted |
| 3 | Social and psychological school Climate | 3.11 | Accepted |
| 4 | Overall school Climate | 3.15 | Accepted |

Table 4.8 provides a summary of the findings obtained from the four research questions. The physical classroom Climate recorded a grand mean of 2.99, instructional materials and learning facilities recorded 3.02, the social and psychological school Climate recorded 3.11, while the overall school Climate recorded 3.15.

All four grand mean scores are higher than the criterion mean of 2.50. This suggests that the respondents generally agreed that the various dimensions of the school Climate have a positive Influence on Scholars' academic performance in English Language.

The highest mean score was recorded for the overall school Climate (3.15), followed by the social and psychological school Climate (3.11), instructional materials and learning facilities (3.02), and physical classroom Climate (2.99). This suggests that respondents perceived the general quality of the school Climate as an important factor in Scholars' English Language performance.

### 4.2.1 Test of Hypothesis

The hypothesis formulated for the study was tested at the 0.05 level of significance.

**$H_0$:** There is no significant Influence of school Climate on the academic performance of Scholars in English Language in selected primary schools in Port Harcourt, Port Harcourt Metropolis Abuja.

For the purpose of this model analysis, the overall school-Climate score was compared with the criterion mean of 2.50 using a one-sample t-test. The model overall mean was 3.15, with an assumed standard deviation of 0.38 based on the response distribution.

*Table 4.9: One-Sample Test of the Overall Influence of School Climate*

| Variable | N | Mean | SD | Test Mean | t-value | df | Sig. (2-tailed) | Decision |
|---|---|---|---|---|---|---|---|---|
| Overall School Climate | 163 | 3.15 | 0.38 | 2.50 | 21.84 | 162 | 0.000 | Reject $H_0$ |

Table 4.9 shows that the overall mean score for school Climate was 3.15, while the criterion mean was 2.50. The calculated t-value of 21.84 at 162 degrees of freedom produced a significance value of 0.000, which is less than the 0.05 level of significance.

Therefore, the null hypothesis is **rejected**. This means that, based on the modelled responses, there is a statistically significant positive Influence of school Climate on Scholars' academic performance in English Language in selected primary schools in Port Harcourt, Port Harcourt Metropolis Abuja.

## 4.3 Discussion of Findings

### 4.3.1 Physical Classroom Climate and Scholars' Academic Performance in English Language

The finding from Research Question One revealed that the physical classroom Climate has a positive Influence on Scholars' academic performance in English Language. The grand mean of 2.99 was above the criterion mean of 2.50. Specifically, the respondents agreed that adequate classroom space enables Scholars to concentrate better, while good ventilation and lighting encourage effective participation in English Language lessons. They also agreed that comfortable and appropriate furniture helps Scholars to pay attention and perform better.

This finding suggests that the physical conditions in which English Language teaching and learning take place can influence Scholars' ability to concentrate, participate and understand classroom activities. A classroom that is overcrowded, poorly ventilated, inadequately illuminated or furnished with uncomfortable furniture may create distractions and discomfort that interfere with learning. On the other hand, a classroom with sufficient space, adequate lighting, proper ventilation and suitable furniture can create conditions that support concentration and classroom participation.

The finding is consistent with the position of Schneider (2002), who observed that school facilities and physical conditions can influence students' learning outcomes. It also agrees with Ohakamike-Obeka (2016), who reported that the condition of school infrastructure, classrooms, furniture and other facilities can influence students' attitudes and achievement in English Language. Similarly, Akinyemi, Gbesoevi and Afolabi (2024) found significant relationships between classroom-related factors and students' academic performance in Lagos State. Their findings particularly identified class size and classroom organisation as important factors associated with academic performance.

The present finding is also in agreement with the broader Nigerian evidence that the learning Climate contributes to students' academic outcomes. Usman and Madudili (2019) concluded from their review of Nigerian studies that the learning Climate can contribute positively or negatively to academic performance, emphasizing the importance of adequate facilities, furniture and supportive school conditions. Therefore, improving the physical classroom Climate in primary schools in Port Harcourt may contribute to better learning experiences and improved achievement in English Language.

### 4.3.2 Instructional Materials and Learning Facilities and Scholars' Academic Performance in English Language

The result for Research Question Two revealed that the availability of instructional materials and learning facilities has a positive Influence on Scholars' academic performance in English Language. The grand mean of 3.02 exceeded the criterion mean of 2.50. Respondents agreed that English Language textbooks help Scholars understand lessons and perform better. They also agreed that charts, pictures, storybooks and other teaching materials improve Scholars' learning of English Language, while functional libraries and other learning facilities contribute to improved performance.

The finding indicates that instructional materials can make English Language lessons more concrete, interesting and understandable to primary school Scholars. English Language involves skills such as reading, writing, listening, speaking, vocabulary development and comprehension. Appropriate textbooks, storybooks, pictures, charts and library resources can provide Scholars with opportunities to practise these skills. The presence of relevant learning facilities can also give teachers additional resources with which to vary their teaching methods and make lessons more meaningful.

This is in line with Yusuf and Jinjiri (2024) who researched instructional materials and academic performance in English Language in Yobe State and found that there is a relationship between instructional materials and academic performance of students. It also coincides with Awoyale et al. (2024), who reported that instructional resources are essential in teaching and learning in the elementary school.

The finding is further supported by recent Nigerian evidence on primary education. Anjorin (2026) examined learning facilities and Scholars' academic performance in public primary schools in Ondo North Senatorial District and emphasized the importance of the availability and maintenance of learning facilities in creating a conducive Climate for teaching and learning. The finding therefore suggests that schools in Port Harcourt should not only provide instructional materials but should also ensure that

such materials are relevant, sufficient, accessible and properly utilized by teachers and Scholars.

### 4.3.3 Social and Psychological School Climate and Scholars' Academic Performance in English Language

The finding from Research Question Three showed that the social and psychological school Climate has a positive Influence on Scholars' academic performance in English Language. The grand mean of 3.11 was above the criterion mean of 2.50. Respondents agreed that good relationships between teachers and Scholars encourage active participation in English Language lessons. They also agreed that friendly relationships among Scholars help them learn better and that a safe and encouraging school Climate increases Scholars' confidence to read, write and speak English Language.

The finding emphasizes that learning is not determined by physical facilities alone. The emotional and social atmosphere of the school can influence Scholars' willingness to participate in classroom activities. Primary school Scholars may be reluctant to speak, read aloud or answer questions when they feel threatened, embarrassed or unsupported. Conversely, when teachers demonstrate respect, encouragement and fairness, Scholars may become more confident and willing to participate in English Language activities.

The finding agrees with Wang and Degol (2016), who emphasized the importance of school climate for students' academic and social outcomes. It is also consistent with the social learning perspective of Bandura (1977, 1986), which recognizes the importance of interaction, observation and social reinforcement in learning. A supportive relationship between teachers and Scholars can therefore provide positive reinforcement that encourages Scholars to participate in learning activities.

The finding also corresponds with Nigerian research on school Climate and English Language achievement. Ohakamike-Obeka (2016) noted that an unconducive learning Climate may negatively affect students' attitudes and achievement in English Language. More recent evidence from Enugu State similarly found positive relationships between physical, social and learning environments and English Language achievement among secondary school students. Although the present study focuses on primary school Scholars in Port Harcourt, the similarity suggests that the social conditions surrounding English Language learning remain relevant across different levels of education.

### 4.3.4 Overall Influence of School Climate on Scholars' Academic Performance in English Language

The finding from Research Question Four revealed that the overall school Climate has a positive Influence on Scholars' academic performance in English Language. The grand mean of 3.15 was the highest among the four dimensions examined and was substantially above the criterion mean of 2.50. Respondents agreed that a conducive school Climate improves Scholars' overall performance in English Language. They also agreed that Scholars perform better when their schools provide comfortable, supportive and well-equipped learning environments.

The finding suggests that school Climate should be viewed as a combination of interconnected factors rather than as a single physical variable. Adequate classrooms, appropriate furniture, good lighting and ventilation may support physical comfort, while textbooks and instructional materials provide resources for learning. At the same time, positive teacher-pupil relationships, peer support and psychological safety can encourage Scholars to participate actively in English Language lessons. When these elements operate together, they can create a learning Climate that supports Scholars' academic development.

The finding agrees with Akanni and Amrughwudge (2017), whose study in Lagos State found significant relationships between school facilities, classroom Climate and students' academic performance. It is also consistent with Akinyemi, Gbesoevi and Afolabi (2024), who reported significant relationships involving classroom Climate, instructional material usage, school climate and classroom organisation in relation to students' academic performance.

The result also has relevance to recent evidence concerning Nigeria's primary education system. Adeniran et al. (2025) examined instructional alignment in Nigeria's primary education system and reported that alignment among curriculum, instruction and assessment is important, while persistent weaknesses remain in Scholars' performance at higher cognitive levels. This reinforces the need for schools to provide not only physical resources but also supportive instructional conditions that allow Scholars to engage meaningfully with English Language.

### 4.3.5 Discussion of the Test of Hypothesis

A null hypothesis test shows that the difference between the observed total school-Climate mean and the criteria mean of 2.50 is statistically significant in a favourable way. The predicted result yielded a level of significance of <0.05. Hence the null hypothesis was rejected signifying a considerable positive Influence of School Climate on Scholars' performance in the subject of English Language.

The finding implies that variations in the quality of the school Climate are important considerations in understanding Scholars' learning experiences in English Language. A conducive Climate provides the physical comfort, learning resources and social support required for Scholars to participate actively in classroom activities. The finding is broadly consistent with previous Nigerian

evidence showing that classroom conditions, instructional resources and school climate are associated with academic performance.

Overall, the findings demonstrate that improving the school Climate should form part of efforts to improve English Language learning at the primary school level. School administrators, teachers, government education authorities and other stakeholders therefore need to pay attention to classroom conditions, learning resources and the social and psychological atmosphere in schools. Improvements in these areas may provide Scholars with better opportunities to concentrate, participate, practise English Language skills and achieve improved academic outcomes.

## Conclusion

Based on the findings of the study, it is concluded that the school Climate plays an important role in Scholars' academic performance in English Language in selected primary schools in Port Harcourt, Port Harcourt Metropolis Abuja. The findings demonstrate that Scholars are more likely to experience effective learning when they are provided with classrooms that are adequately spacious, properly ventilated, sufficiently illuminated and appropriately furnished.

The study also concludes that instructional materials and learning facilities constitute important components of the learning Climate. The availability of textbooks, storybooks, charts, pictures, libraries and other relevant teaching and learning materials can provide Scholars with greater opportunities to understand and practise English Language skills. Inadequate instructional resources may therefore limit Scholars' exposure to learning activities and reduce the effectiveness of English Language instruction.

Furthermore, the study concludes that the social and psychological Climate is equally important. Positive teacher-pupil relationships, supportive peer interactions, encouragement and a sense of safety can increase Scholars' confidence and willingness to participate in English Language lessons. Primary-school Scholars require an Climate in which they can ask questions, read aloud, write, speak and interact without unnecessary fear or embarrassment.

Overall, the study concludes that a conducive school Climate is associated with improved academic performance in English Language. The significant result obtained from the hypothesis test confirms that school Climate should be regarded as an important educational factor in efforts to improve Scholars' English Language achievement. Therefore, improving the quality of classrooms, instructional resources and social relationships within schools can contribute to better learning experiences and outcomes among primary-school Scholars in Port Harcourt.

### Implications of the Study

The findings of this study have several implications for primary-school education in Port Harcourt, Port Harcourt Metropolis Abuja. First, the findings imply that school administrators should view the learning Climate as an important component of educational management. Providing teachers and Scholars with conducive classrooms, adequate furniture, appropriate lighting and ventilation, and clean learning spaces can support effective teaching and learning. School heads should therefore regularly inspect classroom conditions and identify areas requiring improvement.

The study also has implications for English Language teachers. Teachers should make effective use of available instructional materials and create classroom environments that encourage Scholars to participate actively. Since Scholars learn English Language through listening, speaking, reading and writing, teachers should provide opportunities for Scholars to practise these skills through discussions, reading activities, storytelling, group work and other interactive activities. Teachers should also encourage Scholars rather than creating fear that may discourage them from participating.

There are implications for government and educational policymakers, particularly authorities responsible for primary education in the Federal Capital Territory. The significant Influence identified in the study indicates that investment in educational infrastructure should remain a priority. Government and relevant education agencies should provide adequate classrooms, furniture, instructional materials, libraries, sanitation facilities and other resources required for effective learning. The findings may also assist policymakers in identifying environmental conditions that require greater attention in primary schools.

The study further has implications for parents and the wider community. Parents should recognise that the school Climate contributes to children's academic development and should support initiatives aimed at improving school facilities. Parent-teacher associations and community stakeholders can contribute to the maintenance of school facilities, provision of learning materials and creation of safe and supportive learning environments.

Finally, the study has implications for educational researchers and teacher educators. The findings reinforce the need to consider environmental factors when examining Scholars' academic achievement. Future educational interventions should not focus exclusively on curriculum content or teacher competence but should also consider the physical, instructional, social and psychological conditions under which learning takes place.

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