

**SCHOOL CLIMATE, FAMILY SUPPORT AND COMMUNITY INVOLVEMENT AS
DETERMINANTS OF ACADEMIC ACHIEVEMENT OF JUNIOR SECONDARY
SCHOOL STUDENTS IN ENUGU STATE**

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Abstract

The study examined school climate, family support and community involvement as determinants of academic achievement of junior secondary school students in Enugu State. The purpose of the study was to identify the role of school climate on academic achievement of junior secondary school students in Nkanu East Local Government Area of Enugu State; determine the impact of family support on academic achievement of junior secondary school students in Nkanu East Local Government Area of Enugu State; and examine the role of community involvement on academic achievement of junior secondary school students in Nkanu East Local Government Area of Enugu State. Three research questions guided the study. The study was based on Albert Bandura's Social Learning Theory because of its relatedness. Descriptive survey research design was adopted for the study. 280 respondents were sampled from the population of 4,001 in the study area. Structured questionnaire was used for data collection. Data collected were analyzed using mean rating. The findings of the study showed that school climate, family support and community involvement play important role in academic achievement of a junior secondary school student. Based on the finding, the study concluded that students' academic development would experience high growth if

schools, family and community should play their role very well in the child's academic development. The study therefore recommended among others that school operators should endeavour to make school environment an interesting place for the students to be. This would encourage the students to study hard and make good academic achievement.

Keywords: School Climate, Family Support, Community Involvement, Academic Achievement

Introduction

Academic achievement is a critical component of a student's success in their academic pursuits. It refers to the level of success that a student attains in their academic endeavors, including grades, test scores, and other academic performance indicators. Academic achievement has long been recognized as a crucial factor in determining an individual's future prospects, including employment opportunities, earning potential and overall well-being. Studies have shown that academic achievement is a strong predictor of future success. It has been linked to psychological well-being, self-esteem, and life satisfaction (Yeager et al, 2021). Therefore, Ikegbusi et al (2021a) posited that academic achievement is not only important for an individual's future success but also for their overall well-being.

Several factors contribute to academic achievement, including individual factors such as motivation, self-regulation, and academic self-concept, as well as environmental factors such as teacher quality, classroom climate, and family

support. Research has also shown that parental involvement is a key factor in predicting academic achievement, as parents who are involved in their children's education can provide support, guidance, and encouragement, leading to improved academic outcomes (Ross & Mirowsky, 2019). Therefore, academic achievement is influenced by a complex interplay of individual and environmental factors. In secondary schools, the interest of student's good academic achievement starts from junior secondary. This has made much attention to be given to junior secondary schools because, as Okodeso (2022) explained that junior secondary is where a student's foundations for both senior secondary and higher education are built. However, some factors such as school climate, family support and community involvement affects junior secondary school students.

School climate refers to the overall atmosphere and environment of a school. Ikegbusi et al (2021b) asserted that it involves the relationships between students



and teachers, the physical environment, and the school's policies and practices. A positive school climate is associated with several positive outcomes for students, including better academic achievement, improved mental health, and increased social competence (Ezenwagu, 2021). Therefore, it is essential for schools to prioritize efforts to promote a positive school climate.

Research has shown that school climate has a significant impact on student outcomes. For example, a study conducted in 2021 found that a positive school climate was associated with higher academic achievement, as well as lower rates of absenteeism and disciplinary incidents (Meredith et al, 2020). Additionally, a positive school climate has been linked to improved mental health outcomes for students, including lower rates of depression and anxiety (Thapa et al, 2019). Therefore, efforts to promote a positive school climate can have a significant impact on junior secondary school students' well-being.

Also, family support is a critical factor in promoting academic achievement and success among students. A supportive family environment provides students with emotional and practical support, including guidance, encouragement, and resources.

This support can have a significant impact on a student's academic outcomes and can promote positive mental health outcomes. Research has shown that parental involvement and support are associated with higher levels of better behavioral outcomes among students (Ikegbusi et al., 2022a). This has therefore, led to the reason, educators and school administrators prioritize efforts to engage families and promote family support for students.

There are several ways in which schools can promote family support for students. One effective approach schools can promote family support for students, as maintained by Sirin (2022), is to establish partnerships between schools and families, where educators and parents work collaboratively to support student success. This can involve providing parents with resources and information to support their child's education, creating opportunities for parent-teacher conferences and communication, and involving parents in school events and activities. Additionally, schools can provide resources and support to families facing challenges such as financial hardship or mental health issues, to ensure that all students receive the support they need



to succeed academically and personally, especially in junior secondary level.

In community involvement, it is a critical factor in promoting the well-being of students. When schools and communities work together, they can create a supportive environment that promotes positive outcomes for students, including improved academic achievement, increased social competence, and better mental health outcomes. Research has shown that community involvement in schools is associated with higher levels of student success (Heckman et al., 2018). In different ways, community can be involved in promoting student well-being. One effective approach is to establish partnerships between schools and community organizations, such as local businesses, non-profit organizations, and government agencies. These partnerships can involve providing resources and support for students and families, creating opportunities for community members to volunteer and get involved in school activities, and promoting collaboration between schools and community organizations to address common challenges.

School climate, family support, and community involvement are crucial factors that significantly impact student's growth. A

positive school climate has been shown to be associated with improved student's behaviour, reduced disciplinary issues, and higher levels of student engagement (Thapa et al, 2020). Ikegbusi et al (2021b) asserted that a negative school climate can lead to a higher likelihood of dropout rates and lower academic performance.

In addition to school climate, family support and community involvement also play an important role in student's growth. Family support can take many forms, including parental involvement in school activities, parental support for learning at home, and parental expectations for academic success (Fredricks et al, 2022). Research has consistently shown that when parents are actively involved in their children's education, students are more likely to have higher grades, higher levels of motivation, and a greater likelihood of attending college (Fredricks et al, 2022). Community involvement can also have a positive impact on student achievement, by providing additional resources and support for students and schools (Fredricks et al, 2022). Overall, school climate, family support, and community involvement are essential factors in the academic growth of students. However, little or no attention has

been given to these important factors, especially as regards junior secondary schools. This has contributed to the poor behaviours and low academic achievement that are always associated with students in this level. In most cases, many students drop out of school when they notice that their academic performances are becoming bad. The present study, therefore examined school climate, family support and community involvement as determinants of academic achievement of junior secondary school students in Nkanu East Local Government Area of Enugu State.

Statement of the Problem

Academic achievement of students in the junior secondary schools has been among the motivational factors that push the students in this level to go higher in education. However, many students academic achievement have been low as a result of disregard to factors such as school climate, family support and community involvement. This has continued to have negative effect on the growth of many students both academically and morally. It is strongly believed that school climate; family support and community involvement bring the child close to the school, family and community which are where the good moral and academic development are built. The

lack of attention to these factors, however, have contributed significantly to many junior secondary school students' drop out, poor academic performance and poor behavioural display. The present research therefore examined school climate, family support and community involvement as determinants of academic achievement of public junior secondary school students in Nkanu East Local Government Area of Enugu State.

Purpose of the Study

The main purpose of the study is to examine school climate, family support and community involvement as determinants of academic achievement of public junior secondary school students in Nkanu East Local Government Area of Enugu State. Specifically, the study sought to:

- i. identify the role of school climate on academic achievement of public junior secondary school students in Nkanu East Local Government Area of Enugu State.
- ii. determine the impact of family support on academic achievement public of junior secondary school students in Nkanu East Local Government Area of Enugu State.



- iii. examine the role of community involvement on academic achievement of public junior secondary school students in Nkanu East Local Government Area of Enugu State.

Scope of Study

The study covered all the public junior secondary schools in Nkanu East Local Government Area of Enugu State. The content scope covered school climate, family support and community involvement as determinants of academic achievement of public junior secondary school students. It tried to identify the role of school climate on academic achievement of public junior secondary school students in Nkanu East Local Government Area of Enugu State, determine the impact of family support on academic achievement of public junior secondary school students in Nkanu East Local Government Area of Enugu State, and examine the role of community involvement on academic achievement of public junior secondary school students in Nkanu East Local Government Area of Enugu State.

Research Questions

- i. What are the roles of school climate on academic achievement of public junior secondary school students in Nkanu East Local Government Area of Enugu State?
- ii. What are the impacts of family support on academic achievement of public junior secondary school students in Nkanu East Local Government Area of Enugu State?
- iii. What are the roles of community involvement on academic achievement of public junior secondary school students in Nkanu East Local Government Area of Enugu State?

Literature Review

School Climate

School climate refers to the quality and character of school life, including the relationships between members of the school community, the norms and values that govern interactions, and the degree to which students feel socially, emotionally, and physically safe and supported" (National School Climate Center, 2020). In their own view, Thapa et al (2021) noted that school climate is the set of



organizational and personal factors that influence the behavior of individuals within a school community, including students, staff, and parents. These factors include social norms, interpersonal relationships, school policies and practices, and physical characteristics of the school environment. Bradshaw et al (2015) defined school climate as the prevailing attitudes, behaviors, and values that characterize a school, and that shape the way members of the school community interact with one another. It includes both objective aspects of the school environment (such as physical safety) and subjective aspects (such as perceived social support).

Family Support

Family support to students refers to the emotional, financial, and social assistance that parents or family members provide to their children or relatives who are pursuing academic goals. This support can take different forms, such as providing moral support, helping with homework, attending parent-teacher conferences, providing financial assistance for tuition, and creating a conducive home environment for learning. Hidi and Renninger (2016) found that high levels of family support were associated with

higher academic achievement among middle school students. The authors suggest that family support helps students to develop positive attitudes towards school and to feel more motivated to succeed academically. Durlak et al. (2019) explained that family support was linked to better academic and social outcomes for students in high school. Specifically, the authors found that family support was positively associated with higher grades, better attendance, and lower rates of dropout. Additionally, family support has been shown to be especially important for students from disadvantaged backgrounds. A study by Marsh et al (2019) found that low-income students who received high levels of family support had higher academic achievement than low-income students who received low levels of family support.

Community Involvement

Community involvement in students' well-being refers to the collaborative efforts of schools, families, and community organizations to promote the physical, social, and emotional health of children and youth. This can include programs that support healthy behaviors, such as nutrition and physical activity initiatives, as well as interventions to address mental health and

social-emotional learning" (Centers for Disease Control and Prevention, 2020). Community involvement in students' academics encompasses the participation and engagement of community members in creating safe, supportive, and healthy school environments that promote student learning and success. This can include volunteering, partnerships with community organizations, and community-led initiatives to address health and wellness issues (National Education Association, 2020). Community involvement in students' academic growth refers to the active engagement of community members in supporting the academic, social, and emotional needs of students. Mayer and Lerner (2018) explained that it includes providing mentorship and tutoring, promoting positive youth development through extracurricular activities, and advocating for policies and programs that address the needs of underserved students.

Theoretical Framework

This study is anchored on Social Learning Theory developed by Albert Bandura (1977). It is a psychological theory that suggests that people learn new behaviors, attitudes, and values through observation and

imitation of others. This theory emphasized the role of social interactions, particularly those with peers, in shaping behavior and personality. Social Learning Theory stated that learning occurs through a four-step process: attention, retention, reproduction, and motivation. In the attention phase, the learner observes and pays attention to the behavior being modeled. In the retention phase, the learner retains this information in memory. In the reproduction phase, the learner reproduces the observed behavior. Finally, in the motivation phase, the learner is motivated to repeat or continue the behavior based on the perceived positive outcomes. Bandura's theory suggested that individuals learn by observing and imitating others in their environment, particularly those who are perceived as credible or authoritative. This means that individuals are more likely to adopt behaviors and attitudes that are modeled by those they respect or admire. Additionally, social reinforcement, such as praise and rewards, can also play a significant role in motivating and reinforcing learned behaviors.

This theory is very relevant in the present work as it suggests that students can be influenced to be of good behaviours through the school, family and community



which help them to have good academic achievement. Supporting this, Wang, Chen, and Li, found that students who perceived a supportive learning environment, where they can observe and learn from their peers, were more likely to have higher academic achievement. This study suggests that Social Learning Theory can be utilized in improving students' academic performance and motivation by fostering a positive learning environment.

Methodology

Descriptive survey research design was used in carrying out this study. According to Ikegbusi (2022: 264) a survey research design is a study in which a population is studied by collecting and analyzing data from sample considered to be representative of the entire group through the use of questionnaire or interview from the group. This is chosen because it studies people or objects, their attitudes, belief system, opinions and other behavioural manifestations. The study was carried out in public junior secondary schools in Enugu State. This comprised schools in both urban and rural areas of the state. Majority of the secondary schools in this area are mixed schools; and the major languages spoken are

English and Igbo. The population of the study comprised all the 4,001 JSS 3 students in selected public secondary schools in Enugu State, particularly all public secondary schools in Nkanu East Local Government Area of Enugu State. This number comprised of both male and female and all the JSS 3 students in the schools. Simple random sampling technique was used to select the sample for the study. This is based on recommendation by Nworgu (2015) who stated that simple random sampling is a subset of individuals chosen from a larger set. Each individual is chosen randomly and entirely by chance, such that each individual has the same probability of being chosen for sample as any other subset. A random sample size of ten public junior secondary schools was selected using ballot method. Out of the ten selected schools, a random sampling size of 30 students each was selected from each of the selected schools. However, a total sample size of 300 JSS3 was used for this study. The simple random sampling technique was suitable because it ensured homogeneity of the sample. Structured questionnaire was used for data collection. The questionnaire contains 15 items grouped in 3 clusters which were used to seek the response of the respondents on the subject matter. The data

collected were analyzed using mean scores. Four point rating scores were assigned numerical values as shown below:

Strongly Agree (SA)

4

Agree (A)

3

Disagree (D)

2

Strongly Disagree (SD)

1

Decision Rule: Mean rating of any item ranged from 2.5 and above was regarded to be agreed, while those below 2.5 were regarded as disagreed.

Presentation and Analysis of Data

Research Question 1: What are the roles of school climate on academic achievement of junior secondary school students in Nkanu East Local Government Area of Enugu State?

Table 1: Respondents mean ratings on the roles of school climate on academic achievement of junior secondary school students in Nkanu East Local Government Area of Enugu State

| S/N | Items Description | $\sum fx$ | \bar{x} | Dec. |
|-------------------|--|-----------|------------|--------------|
| 1 | School environment gives students a sense of belonging | 957 | 3.4 | Agree |
| 2 | Students are encouraged to study hard when they see their other students | 906 | 3.2 | Agree |
| 3 | The gifts given to well performed students in school motivate other students | 966 | 3.5 | Agree |
| 4 | The presence of teacher makes students to behave well | 840 | 3.0 | Agree |
| 5 | Students compete to become better in their studies | 820 | 2.9 | Agree |
| Grand Mean | | | 3.2 | Agree |

N= 280



Table 1 above showed that all the items 1,2,3,4 and 5 have the mean scores of 3.4, 3.2, 3.5, 3.0 and 2.9, respectively and they are all above the cut-off mean. This indicated that majority of the respondents accepted that school climate plays a role on academic achievement of junior secondary school students in Nkanu East Local Government Area of Enugu State.

Research Question 2: What are the impacts of family support on academic achievement of junior secondary school students in Nkanu East Local Government Area of Enugu State?

Table 2: Respondents mean ratings on the roles of family support on academic achievement of junior secondary school students in Nkanu East Local Government Area of Enugu State

| S/N | Items Description | $\sum fx$ | \bar{x} | Dec. |
|-----|--|-----------|------------|--------------|
| 6 | Payment of school fees encourages student to read | 638 | 2.2 | Disagree |
| 7 | Provision of study materials help student to perform better | 825 | 2.9 | Agree |
| 8 | Parents help in doing homework helps student | 849 | 3.0 | Agree |
| 9 | Discussion of school activities at home helps student to know areas he is lagging behind | 771 | 2.8 | Agree |
| 10 | Reading at home helps student's academic performance | 774 | 2.8 | Agree |
| | Grand Mean | | 2.7 | Agree |

N= 280

Results in table 2 above revealed that item 6 has 2.2 which is below the cutoff point, while items 7 to 10 have the mean scores of 2.9, 3.0, 2.8 and 2.8 respectively and they are all above the cut-off mean. This showed that majority of the respondents accepted that family support has impact on academic achievement of junior secondary school students in Nkanu East Local Government Area of Enugu State.

Research Question 3: What are the roles of community involvement on academic achievement of junior secondary school students in Nkanu East Local Government Area of Enugu State?



Table 3: Respondents mean ratings on the roles of community involvement on academic achievement of junior secondary school students Nkanu East Local Government Area of Enugu State

| S/N | Items Description | Σfx | \bar{x} | Dec. |
|-------------------|--|-------------|------------|--------------|
| 11 | Community provides schools some of the resources used in school | 787 | 2.8 | Agree |
| 12 | Books in the school library were donated by the community | 643 | 2.3 | Disagree |
| 13 | Security is provided by community which gives the students confidence to study | 835 | 3.0 | Agree |
| 14 | Students who perform well in exams are rewarded by the community | 805 | 2.9 | Agree |
| 15 | Community provides school some of the resources used in school | 717 | 2.6 | Agree |
| Grand Mean | | | 2.7 | Agree |

N= 280

Results in table 3 indicated that item 12 has mean score of 2.3 which is below the cutoff point, while items 11, 13, 14, and 15 have the mean scores of 2.8, 3.0, 2.9 and 2.6 respectively and they are all above the cut-off mean. From the above data presented, it revealed that majority of the respondents accepted that community involvement has impact on academic achievement of junior secondary school students in Nkanu East Local Government Area of Enugu State.

Discussion of Findings

The data in table 1 showed that respondents accepted that school climate plays a role on academic achievement of junior secondary school students in Nkanu East Local Government Area of Enugu State.

These roles include that school environment gives students a sense of belonging, students are encouraged to study hard when they see their other students, the gifts given to well performed students in school motivate other students, and the presence of teacher makes



students to behave well. The finding is in line with the assertions of Bradshaw et al. (2015) who noted that the school environment and its activities contribute significantly in the shaping of the behavior of a child.

Also the data in table 2 indicated that respondents accepted that family support has impact on academic achievement of junior secondary school students in Nkanu East Local Government Area of Enugu State. These impacts include that payment of school fees encourages student to read, provision of study materials help student to perform better, parents help in doing homework helps student, and discussion of school activities at home helps student to know areas he is lagging behind. Thapa et al. (2021) supported this idea by stating that family's motivation enables the child to love education and see the need to take its activities serious.

Furthermore, in table 3, the data showed that respondents accepted that community involvement has impact on academic achievement of junior secondary school students in Nkanu East Local Government Area of Enugu State. These impacts include that community provides some of the resources used in school, books in the school library were donated by the community, security is provided by

community which gives the students confidence to study, and students who perform well in exams are rewarded by the community. This idea was in line with the view of Ikegbusi et al (2016) who noted that community's contribution in the development of basic schools contribute to the growth of students' academic achievement and good behaviours. This is because when a child sees that his parents are being part of his school development he would surely see the school and its activities as part of his family. This would also make the child to be more connected to the school.

Conclusion

Academic achievement of a child in secondary school is very essential as it helps to motivate the child as he grows. This, therefore, makes it imperative that factors such as school climate, family support and community involvement which are determinants of academic achievement should be given serious attention. The school environment and activities should be made to be one of the places the student will like to be, families should play their role in



supporting the child and communities should contribute to the development of the school. When a child finds himself in a school that has quality attention to his studies, the tendency is that he would surely perform well in his academics.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. School operators should endeavour to make school environment an interesting place for the students to be. This will encourage the students to study hard and make good academic achievement
2. Families should play their role by providing and guiding the child. This will boost their moral to study hard and make good qualifications.
3. Communities should also get involved in the development of school by contributing and providing some of the required materials needed in the school. This will help the students to study at ease and make good academic performance, which at

the long run make them to be viable members of the society.

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