

Classroom Climate and Students' Academic Performance in Public Senior Secondary Schools in Rivers State

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Abstract

This study investigated classroom climate and students' academic performance in public secondary schools in Rivers State. Two research questions and two null hypotheses were raised to guide the study. The study adopted a correlational research design with a population of 6893 teachers and a sample of 1504 making 22% of the total population. Stratified simple random sampling was adopted making the sample size 1504. A self-structured questionnaire titled Classroom Climate Questionnaire (CCQ) and Students' Academic Performance Questionnaire (SAPQ). To ascertain the reliability linear regression method was adopted using Pearson product moment correlation coefficient and an index of 0.79 and 0.80 was established. Mean and standard deviation were used to answer the research question. The result of the study showed that classroom communication and class competition enhance students' academic performance in public senior secondary schools in Rivers State. The study concluded that classroom communication boosts academic performance of the students and therefore recommended that teachers and principals should encourage classroom communication among students to foster academic performance among students in public senior secondary school in Rivers State.

Keywords: Academic, Performance, Communication, Competition, Climate

INTRODUCTION

The need for mass and quality education has been a major concern for the Federal Government of Nigeria as this is said to be the bedrock of nation building (FRN, 2014). In lieu of this, the government at all levels had made the establishment and enhancement of public schools their priority as the money allocated for this is being increased year in year out as well as the establishment of various policies that will help enhance the academic performance of public school students. These public schools are charged with educating students irrespective of their backgrounds. This mandate had necessitated the need to understand how specific education practices affect the academic performance of different groups of students. Through deploying individualized, data-driven best

practices that promote enhanced academic achievement for different populations of students, the government can ensure that all students receive an education that is responsive to their specific needs (Camilerri, 2019).

Intelligence is not the only determining factor of students' academic performance. Wilson and Simpson (2002), posited that there are other school factors that determines the academic performance of students. Of all the various school components, classroom climate seems to be one of the major motivating factor that makes or mar academic performance of students. It should be noted that no matter how robust the content of the curriculum is, it is being implemented in the four walls of the classroom further buttressing the importance of the classroom climate in student academic achievement (Akomolafe & Adesua, 2015). Climate is the collaboration between human, physical and material resources.

Bhavana and Achchi (2018) noted that environment plays a vital role in the development of the personality of students. They also noted that it helps inculcate values in the students. Byoung-suk (2012) stated that children need safe, healthy and stimulating environment for them to grow and learn. He noted that students spend between 6-8hours in school majority of the time in which they spend in the classroom. Akanbi (2014) also noted that classroom environments are the catalyst of change as well as touch bearers in lightening the path towards the progress of the world in all facets. He noted further that classroom still remains to be the main learning environment in the schools although learning can take place in other venues. On this premise, it is imperative that educators strive to make the classroom the best venue for students to attain their full potential in academic performance. It is what teachers think, what teachers do and what teachers are at the level of the classroom that ultimately shape the kind of learning that students get. So, classroom climate is so much influenced by the teacher's daily mood and is so much affecting the female student's academic standing in the classroom.

The classroom being the central organizing units of most schools which arranges students in classes intending to promote learning by allowing teachers to and students to interact with different activities that results to learning (Schaper, 2008). Classroom environment promotes learner autonomy and enhances the mastery of goal orientation (Sungur and Gungoren, 2009). Previous researches suggested that students learn better when they perceive positive classroom environment (Asiyai, 2014; Lai et al., 2015). Effective teaching cannot take place in a poorly managed classroom (Jones and Jones, 2012). Also classroom teachers were considered the most important factor in regards to students' academic performance (Hoskins, 2016; Yu-Liang, 2015). Stanford (2013), opined that effective teachers possess the following characteristics; organize and clearly explain concepts to students, clearly convey the objectives of the lessons to students, transform difficult concepts in such a way that it will be easily understood by the students.

Classroom climate is defined as the type of environment that is created for students by schools, teachers and peers (Falsario et al., 2014). Akanbi (2014) defined Classroom Climate as the general flow of behaviour and feeling with in a group. Nwankwoala (2018), posited that classroom climate is a vital element of the classroom that aids the actualization of the educational goals in a school system. This has to do with the social relations that arise from patterns of social interaction. These social interactions that occur in the classroom situation may include; communicating, co-operating and competing. Classroom climate is the type of environment that is created for students by the school, teachers and peers. According to Billibo et al., (2012), it is having a safe environment where students feel safe, nurtured and intellectually stimulated. Classroom climates influences that academic performance of students, their self-esteem as well as their participation in class activities. The major determining factor being the student-teacher relationship. There must be care, trust, respect, love as well as positive interpersonal relationship between the students and the teacher. An effective classroom climate is one in which the teachers' authority to organize and manage the learning activities is accepted by the students.

Performance is defined as an observable or measurable behaviour of a person or an animal in a particular situation usually experimental situation. This therefore means that performance measures the behaviours or an aspect of a feat that can be observed at a specific period (Olaonipekun & Aina, 2014). Adedeji (1998) stated that students' performance is very important because, it appears to be the major criterion by which the effectiveness and success of any educational institution could be judged. The academic performance of students in various subjects had been the major concern of many educators. The alarming dwindling performance can be attributed to the social aspect which includes the learning environment which affirms the consistency of relationship between the learning environment and students' cognitive as well as effective outcome and individual point of view (Murugan and Rajoo, 2013). According to Bosque and Dore (1998), higher-achieving students are likely to have been exposed to curriculum content under an ideal learning environment. In fact, Frenzel, Pekrun & Goetz, (2007) attributed underachievement in academic as a result of poor learning condition. This also affirmed that most scholars are of the opinion that educational attainment/ achievement is likely to be determined by the idealness of the learning environment.

Although Lizzio et al, (2002), noted that optimal learning climate varies from region of a country and with seasons of the year. So, the usage of actual learning environment varies according to different type of schools and society. Nevertheless, it is indeed a well-known fact that academic performance amongst students is greatly influenced by several components of learning environment as revealed by various research works (Akinsola, Tella & Tella, 2007). Without doubt, the quality of education is firmly linked to the effective coordination of the classroom environment. It is believed that a well-designed classroom will not only help to achieve the expected learning outcomes of education but also ensures cordial student-teacher relationship. The provision of sufficient learning facilities and instructional materials within suitable classroom atmosphere are some of the factors that improve the standard of education in schools. Classroom physical environment is seen as the physical characteristics of classroom that involve different things like size of classroom, floor, walls, desks, lighting, school structure, school climate and computer.

Suleman and Hussain (2014) opined that physical environment is the physical aspect of the learning setting. The component of the physical environment of classroom include learners, teachers and the facilities. Moreover, physical facilities in the ideal classroom plays a vital role in composing a strategic factor in the operation and functioning of the teaching and learning as they determine the excellent performance of a school. Physical facilities are one of the stimulating factors that play a fundamental role in improving academic achievement in the school system. The quality of the physical classroom setting significantly affects academic achievement of the students. Physical facilities in classrooms ensure effective and successful teaching learning process. Without these facilities, effective teaching learning process cannot be guaranteed. Students tend to get more details from their instructors in a well facilitated classrooms and therefore they perform in a good way. On the other hand, if classroom setting in not conducive, students feel uncomfortable in classroom then they tend to be giving divided or distracted attention to the lesson. Poor facilities in school has negative impact on the teachers' effectiveness as well as students' performance. Empirical studies on the classroom environment revealed that physical arrangement of the classroom has a significant role in teaching learning process. It can affect the performance of both the teachers and the students. School environment as portrayed in the design, desks' arrangement and books availability in the classroom firmly associated with the performance of learners in English language.

Researchers like Lyons (2001), Tylor and Vlastos (2009) reported that classroom with large class size poses a difficult condition for students to focus and therefore minimize the duration teachers can use in actual instruction of learners. Chuma (2012) reported that crowd within a classroom delays teaching-learning process. This is because the teacher may not find it easy to move around the classroom to offer individualized attention to some students sitting in the rare angles of the classroom. Adequate and sufficient arrangement of classroom environment plays a significant

role in enabling instructional process more effective and establishes an optimum atmosphere for both learners and the teachers. On the similar dimension, Asiyai (2014) reports that the classroom environment has a significant impact on the motivation and learning of students including. Maxwell (2016) also found that the students' performance is connected to the building condition mediated by social climate and student attendance. Suleman & Hussain (2014) opined that a well-managed and vibrant classroom environment makes a positive impact on the academic performance of students. Turano (2005) also reports that students and teachers in conducive classroom environment tend to perform well. Suleman & Hussain (2014) examined effect of classroom physical environment and the performance of control and experimental groups. The findings revealed that the students of experimental group showed better performance as compared to the students of control group. Sang (2013) established that pupil's text book ratio and the classroom size were the major contributors to poor performance in mathematics within pioneer zone. Umar (2017) found that classroom environment has strong influence on the academic performance of the students.

The increasingly high rate of students' enrolment in Nigeria and the declining rate of the academic performance in public schools has for a long time been an issue of concern to government, parents and the general public. The drastically fallen quality of education in schools as reflected by the failure of students in examinations including WAEC and NECO cannot be overemphasized. Many researchers have ventured into investigating the presumable causes of the students' poor performance in schools including home background, socioeconomic status, ethnicity, leadership behaviour in school, peer pressure and teacher quality. Few studies, however, conducted to examine the link of environmental variables to students' academic performance were mostly home environment related researches or teacher-related ones. Although classroom environment variables can have an impact on various components of the teaching and learning processes, no significant amount of studies were conducted in the study area to determine whether or not the classroom physical environment impinges on the academic performance of students in public secondary schools. Therefore, there is a pressing need for a research into how classroom environment link to the academic performance of public Senior Secondary School students in Rivers State, Nigeria.

AIM AND OBJECTIVES

The broad aim of this research was to examine classroom climate and academic performance of secondary school students in Rivers state. The following specific objectives were set;

1. To identify the extent classroom communication enhances students' academic performance in public senior secondary schools in Rivers State.
2. To determine the extent competition enhances students' academic performance in public senior secondary schools in Rivers State.

Research Questions

The following questions were raised to guide the study.

1. To what extent does classroom communication enhance students' academic performance in public senior secondary schools in Rivers State?
2. To what extent does competition enhance students' academic performance in public senior secondary schools in Rivers State?

Hypotheses

The following null hypotheses were postulated and tested at a significance level of 0.05.

H₀₁: There is no significant relationship between classroom communication and students' academic performance in public senior secondary schools in Rivers State.

H₀₂: There is no significant relationship between competition and students' academic performance in public senior secondary schools in Rivers State.

CONCEPTUAL CLARIFICATION

Classroom Communication and Students' Academic Performance

The whole process of teaching and learning is one of trying to influence another person. Teachers try to persuade learners and every teacher will influence their learners whether they like it or not. The important question then becomes: what do you say or do in your classroom in order to create a positive influence. Persuasion can take the form of direct words used intentionally to get a learner to do work, answer a question, change behaviour and so forth. Learners need to teach explicitly how they can use communication to influence the teacher, other learners and others in the community. Writing is also a powerful way of influencing others. You may want to think about this: How can your learners write with the intention to persuade and influence (you the teacher) and other relevant audiences? Can you think of how writing influences the examiner when grading tasks?

Teachers teach in order to assist their learners understand subject content as clearly as possible. The idea that a learner ought to develop deep insights regarding what they study is key. Deep learning is different from surface level learning. In addition to understanding content, teachers and learners need to understand themselves and each other. Teachers use their understanding of learners to deliver content in ways that meet individual needs. Both teachers need to also understand their environment as this understanding is also suitable for effective learning. Using communication to ask questions that foster reflection is useful in promoting understanding.

Classroom teaching is interpersonal as well as social in that learners learn best when they have a strong sense of belonging. The teacher should be interested in using communication to promote a social climate where learners work collaboratively. Every learner should feel valued and respected by the teacher and other learners. You can imagine a classroom where positive human connection was absent. Learning would not occur. Communication in this case should minimize the need for competition and focus on care and support for others. Within this function many educational goals can be supported such as unity, love, cultural diversity, integrity, etc.

These functions apply in many different areas of human endeavour and as such communication skills are regarded as top on the list of 21st century skills. Every education system is now challenged to see to it that their development (ref to the 21st Century Skills and Competency Based Curriculum for Kenya) is given attention.

Competition and Students' Academic Performance

Within a competitive system of motivation, students focus on their ability to win or outperform others. Their self-perception of ability becomes a function of how they perform relative to others. Self-evaluations of ability thus fluctuate with the outcome. They evaluate their ability as high after winning but as low after losing. Ames (1984) argues that competition increases the salience of ability as a factor that differentiates winners and losers. In a study comparing competitive and individualistic goal structures, Ames (1984) found that children made more ability attributions in the competitive than in the individual condition. Attribution theory suggests that ones' explanation for success and failure is influential in determining whether or not one continues to make effort to pursue valued outcomes (Weiner, 1974). If students believe that ability is not something they can change and the outcomes of their study are attributed to ability, they will be less likely to work hard on their study.

Once the failure is viewed as indicating low ability, students feel anxious or upset when they come across difficulties or setbacks. Students with a performance goal orientation are vulnerable to the emotional concomitants of the helpless behaviour pattern (Handerson & Dweck, 1990). Ames and Ames (1984) argue that failure has more negative consequences for students' self-esteem in competitive settings than in non-competitive settings. When students are anxious and upset in the face of setbacks, it is likely that their performance will fall apart. In a series of studies, Mueller and Dweck (1998) induced performance goal and learning goal in two groups of students by praising

ability or effort. They found that performance-oriented students, compared to learning oriented students, suffered from greater deterioration of performance after failure.

METHODOLOGY

The study adopted a correlational design. The population of this study comprised of the 6,893 teachers in 247 public senior secondary schools in Rivers State. (Rivers State Senior Secondary Schools Board, 2020). The sample size consists of 2,298 teachers which represented 30% of the total population. The stratified random sampling technique was used to get the sample size. The instrument for the data collection of the data is a questionnaire titled: “Classroom Climate Questionnaire (CCQ) and Student Academic Performance Questionnaire (SAPQ)”. It is a four-point scale researcher with options of 4=Very High Extent (VHE), 3= High Extents (H), 2= Low Extent (LE), 1=Very Low Extent (VHE). Second questionnaire sought to fine out the performance of the student.

These mark was used to multiply the score for the mean and standard deviation calculation. The research instrument was validated by two researcher experts with their inputs: correction was made and instrument was deemed valid. To ascertain the reliability of the instrument, test- retest method was adopted using Pearson’s Product Moment Correlation Coefficient to test the hypotheses at 0.05 level of significant level and index of 0.76 and 0.80 was established.

Data analysis

Research Question One: To what extent does classroom communication enhance students’ academic performance in public senior secondary schools in Rivers State.

Table 1: Mean and Standard deviation on the extent classroom communication enhances students’ academic performance in public senior secondary schools in Rivers State

S/No	Variable (items)	N	Mean	Std. Deviation	Remark
1.	Teachers communicate properly with students in the classroom.	1504	3.0173	.93343	VHE
2.	Teachers use appropriate language in classroom communication.	1504	2.5213	.84741	LE
3.	Some teachers do not use good English language in teaching.	1504	2.6277	.66841	HE
4.	Some teachers do not communicate freely with the students.	1504	3.1809	.69921	VHE
5.	Many students find it difficult to express themselves in the classroom.	1504	3.4043	.74857	VHE
	Cumulative Mean	1504	2.9503	SD=0.779406	HE

The first research question is “To what extent does classroom communication enhance students’ academic performance in public senior secondary schools in Rivers State”? The purpose of this research question is to investigate the extent classroom communication enhances students’ academic performance in public senior secondary schools in Rivers State. To answer this question, the responses on item 1-5 of section “B” of the questionnaire were computed using mean and standard deviation in table 1. The result of the analysis reveals a cumulative mean of 2.9503 and a cumulative standard deviation of 0.779406. The descriptive statistics of responses to these items agree that

classroom communication enhances the academic performance of students in public senior secondary schools in Rivers State. This means that majority of the respondents agree that classroom communication enhances the academic performance of students in public senior secondary schools in Rivers State (see table 1).

Research Question Two: To what extent does class competition enhance students' academic performance in public senior secondary schools in Rivers State?

Table 2: Mean and Standard on the Extent Class Competition Enhances Students' Academic Performance in Public Senior Secondary Schools in Rivers State

S/No	Variable (items)	N	Mean	Std. Deviation	Remark
6.	Competition makes the students bold	1504	3.2959	.87447	VHE
7.	Competition encourages the students to read.	1504	3.0000	.85081	VHE
8.	Teachers engage the students in quiz competition	1504	3.0851	.80794	VHE
9.	Teachers do promise students incentives in quiz competition.	1504	3.3723	.72933	VHE
10.	Teachers encourage students to struggle for the first 10th position in works	1504	3.0638	.96577	VHE
	Valid N (list wise)	1504	3.16342	SD=0.845664	VHE

The second research question is “To what extent does competition enhance the academic performance of students in public senior secondary schools in Rivers State”? The purpose of this research question is to ascertain the impact of competition on the academic performance of students in public senior secondary schools in Rivers State. To answer this question, the responses on item 6-10 of section “B” of the questionnaire were computed using mean and standard deviation in table 2. The result of the analysis reveals a cumulative mean of 3.16342 and a cumulative standard deviation of 0.845664. The descriptive statistics of responses to these items agree that material competition enhance the academic performance of students in public senior secondary schools in Rivers State. This means that majority of the respondents agree that competition enhances the academic performance of students in public senior secondary schools in Rivers State (see table 2 above).

Hypotheses

Linear Regression

H0₁: There is no significant relationship between classroom communication and students' academic performance in public senior secondary schools in Rivers State.

Table 3: Showing Regression Analysis between Classroom Communication and Students' Academic Performance in Public Senior Secondary Schools in Rivers State
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.592a	.350	.348	.75386

a. Predictors: (Constant), 20) Without good classroom communication, there will not be positive students' performance., 16) Teachers communicate properly with students in the classroom, as such they perform academically well., 18) Some teachers do not use good English language in teaching, it cause students' poor performance in English language. , 19)Some teachers do not communicate freely with the students this makes students to perform poorly academically., 17) When teachers use appropriate language in classroom communication, it makes the students to perform well academically.

ANOVA a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	458.240	5	91.648	161.267	.000b
	Residual	851.311	1498	.568		
	Total	1309.551	1503			

a. Dependent Variable: 1)Teachers communicate properly with students in the classroom.

b. Predictors: (Constant), 20) Without good classroom communication, there will not be positive students' performance., 16) Teachers communicate properly with students in the classroom, as such they perform academically well., 18) Some teachers do not use good English language in teaching, it cause students' poor performance in English language. , 19)Some teachers do not communicate freely with the students this makes students to perform poorly academically., 17) When teachers use appropriate language in classroom communication, it makes the students to perform well academically.

Coefficients a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
	(Constant)	.642	.179		3.578	.000
	16) Teachers communicate properly with students in the classroom, as such they perform academically well.	.490	.030	.351	16.507	.000

17) When teachers use appropriate language in classroom communication, it makes the students to perform well academically.	.279	.038	.215	7.327	.000
18) Some teachers do not use good English language in teaching, it cause students' poor performance in English language.	.255	.038	.212	6.783	.000
19)Some teachers do not communicate freely with the students this makes students to perform poorly academically.	-.308	.035	-.244	-8.745	.000
20) Without good classroom communication, there will not be positive students' performance.	-.009	.028	-.007	-.335	.738

a. Dependent Variable: 1)Teachers communicate properly with students in the classroom.

Hypothesis 1 states, “There is no significant relationship between classroom communication and the academic performance of students in public senior secondary schools in Rivers State”. The essence of this hypothesis is to test the relationship between classroom communication and the academic performance of students in public senior secondary schools in Rivers State. The results of analysis for hypothesis one stated above, showed that there is significant relationship between classroom communication and the academic performance of students in public senior secondary schools in Rivers State. This hypothesis was tested using Regression at p-value 0.05 level of significance on the responses on items 16-20 on section “C” of the research questionnaire.

The model summary of the regression analysis carried out (Table 4) showed significant relationship between classroom management and the academic performance of students in public senior secondary schools in Rivers State. This is reflected in the R of .592a, R square of .350 and an Adjusted R Square of .348 of all the variables entered.

The results of the ANOVA in the regression analysis are represented in the sum of square. The regression is 458.240 and that of the residual is 851.311, with a degree of freedom of 5. The mean square for the regression is displayed as 91.648 and a residual of .366, with an F-value of 161.267 and a p-value of .000b. This implies that classroom communication significantly related to academic performance of students in public senior secondary schools in Rivers State.

The assessed constant Coefficient analysis for the relationship between classroom communication and the academic performance of students in public senior secondary schools in Rivers State is significant at .000 with a t-value of 16.507. This goes to show that teachers communicate properly with

students in the classroom, as such they perform academically well, Some teachers do not use good English language in teaching, it cause students' poor performance in English language, Some teachers do not communicate freely with the students this makes students to perform poorly academically, Without good classroom communication, there will not be positive students' performance are significantly related to academic performance of students in public senior secondary schools in Rivers State. Following the regression results obtained for hypothesis, hypothesis one is rejected (see table 3).

H0₂: There is no significant relationship between class competition and students' academic performance in public senior secondary schools in Rivers State.

Table 4: Showing Regression Analysis of the Relationship between Class Competition and Students' Academic Performance in Public Senior Secondary Schools in Rivers State

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.740a	.547	.545	.58958

a. Predictors: (Constant), 25) Some teachers don't really consider competition as a good learning skill, and this can affect the students academically. , 22)Competition encourages the students to read and study harder as to do well academically., 24)Teachers give prizes to students, which enables them to perform academically well., 23)Teachers engage the students in quiz competent to bring out the best in them in their academics., 21) Class competition makes students to speak boldly as also perform academically better.

ANOVA a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	628.616	5	125.723	361.679	.000b
	Residual	520.719	1498	.348		
	Total	1149.334	1503			

a. Dependent Variable: 6) Competition makes the students bold
 b. Predictors: (Constant), 25) Some teachers don't really consider competition as a good learning skill, and this can affect the students academically. , 22)Competition encourages the students to read and study harder as to do well academically., 24)Teachers give prizes to students, which enables them to perform academically well., 23)Teachers engage the students in quiz competent to bring out the best in them in their academics., 21) Class competition makes students to speak boldly as also perform academically better.

Coefficients a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.899	.099		49.543	.000
	21) Class competition makes students to speak boldly as also perform academically better.	.128	.027	.105	4.656	.000
	22)Competition encourages the students to read and study harder as to do well academically.	.462	.021	.480	21.574	.000

23) Teachers engage the students in quiz competent to bring out the best in them in their academics.	.344	.022	.351	15.627	.000
24) Teachers give prizes to students, which enables them to perform academically well.	-.843	.026	-.688	-31.953	.000
25) Some teachers don't really consider competition as a good learning skill, and this can affect the students academically.	-.596	.033	-.509	-17.916	.000

a. Dependent Variable: 6) Competition makes the students bold

Hypothesis 2 states, "There is no significant relationship between class competition and the academic performance of students in public senior secondary schools in Rivers State". The essence of this hypothesis is to test the relationship between class competition and the academic performance of students in public senior secondary schools in Rivers State. The results of analysis for hypothesis two stated above, showed that there is significant relationship between class competition and the academic performance of students in public senior secondary schools in Rivers State. This hypothesis was tested using Regression at p-value 0.05 level of significance on the responses on items 21-25 on section "B" of the research questionnaire.

The model summary of the regression analysis carried out (Table 4) showed significant relationship between class competition and the academic performance of students in public senior secondary schools in Rivers State. This is reflected in the R of .740a, R square of .547 and an Adjusted R Square of .547 of all the variables entered.

The results of the ANOVA in the regression analysis are represented in the sum of square. The regression is .628 and that of the residual is 520.719 with a degree of freedom of 5. The mean square for the regression is displayed as and a residual of .52.719, with an F-value of 125.723 and a p-value of .000b. This implies that class competition significantly related to academic performance of students in public senior secondary schools in Rivers State.

The assessed constant Coefficient analysis for the relationship between class competition and the academic performance of students in public senior secondary schools in Rivers State is significant at .000 with a t-value of 49.950. This goes to show that Class competition makes students to speak boldly and also perform academically better, Competition encourages the students to read and study harder as to do well academically, Teachers engage the students in quiz competent to bring out the best in them in their academics, Teachers give prizes to students, which enables them to perform academically well Some teachers don't really consider competition as a good learning skill, and this can affect the students academically are significantly related to academic performance of students in public senior secondary schools in Rivers State. Following the regression results obtained for hypothesis, hypothesis two is rejected (see table 4).

RESULT AND DISCUSSION

Null hypothesis one which stated, that "there was no significant relationship between classroom communication and students' academic performance in public senior secondary schools in Rivers State" was rejected because classroom communication was significantly related to students'

academic performance in public senior secondary schools in Rivers State. This is evidenced in the significant level of .000 and the study's t-value of 16.507. This finding is in line with the view of Johnson (2017) which stated that classroom control can be established and maintained by use of positive communication that results in good interpersonal relationships. It views the classroom as a place where learners value the feeling of being connected to the teacher and to other learners. The classroom is viewed as a community where each learner has a sense of belonging and feels supported. The teacher projects attributes of one who is real, accepting and empathetic. Every student matters and teacher communication focuses on promoting the learner's sense of belonging, worthiness and success.

Null hypothesis two which stated, that "there was no significant relationship between class competition and students' academic performance in public senior secondary schools in Rivers State" was rejected because class competition was significantly related to students' academic performance in public senior secondary schools in Rivers State. This is evidenced in the significant level of .000 and the study's t-value of 49.543. This finding is in line with the view of Ruble (1983) which stated that as children move from primary to secondary schools, they more often than not find themselves in a classroom environment that is obviously more competitive than what they used to have in primary schools. While some educators argue that competition plays a vital role in creating work-oriented norms and thus improves achievement by enhancing the motivation of students, many more educators point out that competitive classrooms have less favourable effects on learning and motivation, especially among less able students (Glasser, 1969, Holt, 1964, 1969; Silberman, 1971). The increase of competitiveness in classroom environment in the transition to secondary schools is found to be associated with a negative change in motivational orientation and a decline in academic performance for some children (Eccles & Midgley, 1989). Competitive classroom environment is prone to induce performance goal instead of learning goal among students (Ames & Ames, 1984).

CONCLUSION

It is imperative that educators strive to make the classroom the best venue for students to attain their full potential in academic performance. It is what teachers think, what teachers do and what teachers are at the level of the classroom that ultimately shape the kind of learning that students get. So, classroom climate is so much influenced by the teacher's daily mood and is so much affecting the female student's academic standing in the classroom.

Performance is defined as an observable or measurable behaviour of a person or an animal in a particular situation usually experimental situation. This therefore means that performance measures the behaviours or an aspect of a feat that can be observed at a specific period. The academic performance of students in various subjects had been the major concern of many educators. Without doubt, the quality of education is firmly linked to the effective coordination of the classroom environment. It is believed that a well-designed classroom will not only help to achieve the expected learning outcomes of education but also ensures cordial student-teacher relationship. The provision of sufficient learning facilities and instructional materials within suitable classroom atmosphere are some of the factors that improve the standard of education in schools.

Without these facilities, effective teaching learning process cannot be guaranteed. Students tend to get more details from their instructors in a well facilitated classrooms and therefore they perform in a good way. On the other hand, if classroom setting is not conducive, students feel uncomfortable in classroom then they tend to be giving divided or distracted attention to the lesson. Poor facilities in school has negative impact on the teachers' effectiveness as well as students' performance.

RECOMMENDATIONS

The followings were recommended

1. Teachers and principals should encourage classroom communication among students in public secondary schools in River State.
2. Teachers and principals should encourage classroom competition among students to foster academic performance among students in public secondary school pin Rivers State.
3. Education stakeholder should continue to lay more emphasis on school facilities in order to improve students' academic performance.
4. Teachers and principals should encourage students to cooperate among themselves in sharing ideas as to improve academically.

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