



Influence of Classroom Conduciveness on Students and Teachers' attitude towards lessons' attendance in Kwara South Senatorial District

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ABSTRACT

The study assessed the influence of classroom conduciveness on students' and teachers' attitude towards lessons' attendance in Senior School in Kwara South senatorial district. A descriptive form of survey design was adopted. The multistage sampling procedure was employed in sampling the respondents, which are the senior school II students and teachers from 33 public schools. One thousand one hundred and seventy-six students and teachers were proportionately sampled from 3,609. A – 10 items four-points-Likert scale Researchers' designed questionnaire was adopted to elicit data, entitled "Teachers and Students Assessment of the Influence of Class Conduciveness on their Attitude towards lesson attendance (TSAICCATLA)". The mean, standard deviation and z-test at 0.05 alpha level were used in the analysis of the data. The findings revealed that a classroom with poor physical structures of building, ceiling, ventilation, and lighting negatively affects both the teachers and students' attitude and attendance to lessons. Likewise, Poor classroom facilities that is furniture and fan among others also constituted negative influence on teachers and students attitude to attendance to lessons and lastly, no significant difference existed in the assessment of both the teachers' and students' attitude towards lesson attendance in Kwara south senatorial district. It was classroom conduciveness which influenced students' and teachers' attitudes. Thus, it was recommended, that a school administrator should make classrooms conducive to facilitate effective teaching and learning.

KEYWORDS: *Conduciveness, Classroom, Attitude, Teaching, Attendance, Facilities*

1 INTRODUCTION

Incontestably, education is a potent tool for molding and constant rejuvenation of the soul, which calls for systematic planning of the teaching and learning process. At the moment, both developed and developing nations are working relentlessly towards the achievement of global goals. Just like many other Sustainable Development Goals (SDGs), quality education is essential, without which the development of a nation is questionable. Over the years, the issue of poor academic performance has been a great worry to all stakeholders in the educational sector, and this has been answerable on numerous such factors. Bakó-Biró, Clements-Croome, Kochhar, Awbi, Williams's (2012) findings revealed a fault in negative teachers' attitude to lessons on lack of necessary infrastructures such as conducive-classrooms, bare libraries and laboratories, and negative attitude arranged the part of students. Kolawole (2011) observes that the lack of infrastructural facilities is associated with students' poor attitude to classes in Senior Secondary school. Likewise, Kolawole (2011) points out that the environs can significantly affect students' attitude, which in turn influences their performance both academically and well-being. Therefore, this paper investigated the influence of classroom conduciveness on students' and teachers' attitudes towards attendance to lessons.

1.1 Literature Review

Relationship between Conducive Classroom and teachers'-students' attitude

A conducive learning environment is a pre-requisite for actual teaching and learning to take place. Among other things let us consider a case reported by Ugo (2018) published by an online editor, "From Gombe metropolis to Akko, Nafada and Balanga, from Billiri to Kaltungo, Shongom to Yamaltu-Debba, Kwani, Dukku, and Fanakaye, are disgraceful sights of dilapidated buildings, the nonattendance of learning resources let alone welfare packages to stimulate the students. The infrastructures are nonentity to write home about; some buildings are on the limit of collapse, while some are swimming pools during the rainy season. Face-lifts are not done. The working condition is bad that classrooms are small, wrecked chairs and tables litter the floor. Walls are today used as chalkboards. New students are confessed every year with no adequate plans for the erection of buildings and facilities. Ventilation is poor. Teachers go to classes with towels and handkerchiefs to wipe sweat from their brows and faces coupled with hand fan to aid ventilation. The staff room is stuffy, the environment is not conducive to learning and teaching."

Regardless of the qualifications of teachers and the procedures applied, the role of a conducive-learning environment in promoting an affluent attitude or aura in schools can never be overstrained. To Goh and Fraser (1998) classroom environment concerns the circumstances

of the classroom while Bransford, Brown, and Cocking, (2000) defined this as an atmosphere (both concrete and abstract) that permits a free flow of ideas, a situation where learners can exercise the brain and attention while at the same time pervading their own experiences from home and school). Though many academics believe that students perform better when they perceive the classroom environment positively, it is worthy of noting that humans (including both teachers and learners) by nature love to increase their satisfaction. Ziwira's, (2016) definition has its full explanation in the Great Zimbabwe University Teaching Practice Instrument 1, where the conducive-learning environment is painstaking a factor of two that is the ideal environment and real environment. The side of the conducive environment, which has to do with the methodologies apply (learner-centered, teacher-centered, learner-teacher centered) is called an ideal environment. The other part of this conducive-environment, which has to do with the physical structures that are put in place to ease learning, is called concrete.

Singh (2014) affirmed those students' subconscious minds are active, always imbibing some lessons, and realizing the joy of knowing. Not only this, Singh believes such sensitive receptivity allows them, without any strain, to master the language, which is the most multifaceted and challenging instrument of expression, full of vague ideas and abstract thinking. It demands no knowledge of algebra and calculus to understand the fact that nothing can take the place of a meaningful learning environment in the

task of promoting efficient and practical education in this cosmos.

Ahmad and Ahmad (2014) define attitudes as enduring dispositions to respond consistently, in a given manner, to various aspects of the world, including persons, events, and objects. Willingly, meaning without compulsion, teachers impart (pass on, transmit or bestow) knowledge, attitude, skills that are considered useful to their students, this is who they are. Since teachers are paramount to shaping, sharpening, and straightening the thoughts of learners, it becomes imperative to, by no means, display lackadaisical attitudes toward their duties.

As a model of excellence, a good teacher plays a vital role in the learning of an individual. He engages in diverse activities, stemming from proper observation of the learners to the discovery of the individual differences, not excluding ways of motivating which varies from one individual to the other as a shepherd is to his flocks, so a teacher is to the learners. By some of the features of effective teaching highlighted above, it is prohibitively impossible to deny the roles of teaching and learning process in nation building hence, the need to be given expected roles for its potency. For education to be considered useful in this world of ours there must be a thorough reexamination of the learning environment.

Kurt Lewin constructed a notable model in the 1940s which he called Force Field Model. This model was completed on the

idea that forces (person's habits, attitudes, custom) both drive and encumber change. According to this American social psychologist, the behaviour is predisposed by personal life experience or relationship with people and their environment.

$$B = f(P, E)$$

The above is the model recommended by Kurt Lewin (one of the founders of modern psychology)

Where *B* = *Behaviour* (i.e. *human behaviour*)

P = *Personality function*

E = *Environment*

More simply, the model explains that human behaviour, which is the dependent variable, is a function of two things, which are the personality function and the environment of the person. The level of conduciveness of the learning environment defines the behaviour of both learners and teachers towards teaching and learning. A classroom with poor ventilation is nothing but an oven in disguise; no doubt it affects the teaching and learning process. According to this model, the behaviour is always geared towards some specified goal, yet it depends on the behavior-environment and the interactions. How is Lewin's force field model suitable for this study? The researchers of this study noticed that a more significant percentage of students do not attend classes in the afternoon, which has been classified according to this model as a behaviour. They do not attend based on the factors other researchers have highlighted in their works. Indoor air quality, which is one the factors according

to Bowers, and Burkett (2011) have been found to influence students and teachers attendance to lesson. A study of 139 Milwaukee public schools showed that, when controlled for socioeconomic status, students' attendance and achievement were positively correlated to facility quality (Bowers & Burkett 2011). School size, was found to affect student achievement. A portion of this impact can be greatly attributed to the influence that school size has upon student attendance. Education author Bracey (2001) notes that an abundance of research corroborates the belief that smaller high schools will improve attendance rates. Research in Oregon found better attendance rates in high schools with enrollments between 600 and 900 students (McComb, 2000). The study further writes that the benefits to attendance do not continue as enrollment dips below 500 students.

The illumination of classrooms has also been found to have an impact on attendance as well as achievement. The Alberta Department of Education conducted research that compared children in classrooms with some natural lighting to those attending class with typical electric lighting. This study indicated that students who study under full-spectrum lighting attended school three days more per year than students attending schools in buildings with other lighting (Rouk, 1997) Higher levels of daylight illumination has been found to increase initiative and, in turn, raise motivation for attendance (Ruck, 1989). Many other studies investigated the connection between academic performance and teacher's factors; the link between teachers' qualification and

teachers' competence; the relationship between teaching strategies and students' attitudes; parental background and students' attitude towards teaching and learning process etc. in respect to sustainable development. Directly in this context of various views highlighted above, not excluding the E factor (environment) of the Lewin's force field model, it becomes pertinent for this study to thoroughly examined the influence of classroom conduciveness on the attitude of students and teachers towards lessons' attendance in senior secondary school Kwara South Senatorial district of Kwara State.

1.2 Purpose of the Study

The study investigated classroom conduciveness as it influences the attitude of both the students' and teachers' attitude towards attendance at lessons in senior school in Kwara south senatorial district. Specifically, the study aimed to

- i. find out the influence of poor physical structure (building, ceiling, ventilation, and lighting) on students' and teachers' attitude towards attendance to lessons.
- ii. examine the influence of inadequate classroom facilities (furniture, fans) , influence the attitude of teachers and students have towards attendance to lessons.
- iii. examine whether there is a difference between students' and teachers' assessment of the influence of classroom conduciveness on their attitude

towards lesson attendance in Kwara south senatorial district.

1.3 Research Questions

The following research questions guided the study;

- i. Do poor physical structure (building, ceiling, ventilation, and lighting) influence students and teachers' attitude towards attendance to lessons?
- ii. How do inadequate classroom facilities (furniture, fans) influence students' and teachers' attitude towards attendance to lessons?
- iii. Is there any difference in the students' and teachers' assessment of the influence of class conduciveness on their attitude towards lesson attendance in Kwara South Senatorial district?

1.4 Research Hypothesis

Ho₁: There is no significant difference between students' and teachers' students' assessment of the influence of class conduciveness on their attitude towards lesson attendance in Kwara South Senatorial district.

2 RESEARCH METHODOLOGY

The use of a descriptive form of survey design was adopted in this study; the choice is in line with Sambo (2008), who maintained that it is concerned with the gathering of information on peoples' opinions.

2.1 Population, sample and sampling techniques

The target populations were the students and teachers in Kwara South Senatorial district of Kwara State. A multistage sampling method was adopted in the selection of the respondents, at the first stage; a simple random technique was employed in the selection of five out the six local government areas from Kwara south senatorial district. This is in line with Sambo (2008), who maintains that if a researcher is involved in a limited population that can easily be sampled, simple random sampling works is considered the best. Secondly, the stratified sampling method was adopted for sampling public secondary schools needed for the study.

There are 343 villages out of which, 258 were purposively sampled, these villages have a total of 103 out of which 33 senior schools were purposively sampled. These senior schools were stratified into levels that are the senior school I, senior school II and senior school III, only senior school II levels constituted the population for this study. There are 2,872 senior school students II and 737 senior school teachers totaling 3,609. A proportionate sampling technique was used to sample 1,176 constituting 936 students and 240 teachers. This is in line with the Research Advisor (2006) who maintained that in a population of 3,500- 5,000 research could at 95 confidence and 2.5% margin of error.

2.2 Instrumentation

A – 11 items four-point-Likert scale researchers’ designed questionnaire entitled “classroom conduciveness as a predictor of Teachers and Students attendance to lessons in Ilorin (CCAPOTASATL)” was used for eliciting the needed data from the respondents. The questionnaire items were validated by experts in the Department of Social Sciences Education, the University of Ilorin to ensure its content validity which was calculated to be 0.72. This is in line with Sambo (2008), who maintained that the best procedure for validating a research instrument is to give it to a panel of experts. A test- retest reliability method was carried out with a sample of 181 respondents from three senior secondary schools in two local government areas that were not part of the sampled schools. The scores of the first and the scores of the second administration were Correlated using Pearson Product Moment correlation Coefficient, and a reliability index of 0.84 was obtained. The questionnaire contained two sections. Bio-data of the respondent constituted the first section while the second contained 11-items with 5Likert- scale points responses (Strongly Agreed- 5, Agreed - 4, Disagree -3, Strongly Disagree -2 and undecided -1) for positive statements and reverse for negative statements.

2.3 Date Collection and Analysis

The data collected were analyzed using descriptive and inferential statistics of Mean, Standard Deviation and Z-test.

3 RESULTS & DISCUSSION

The research questions of the study were reacted in an attempt to sharpen the focus of the study. This was actualized through the use of descriptive statistics, the results of which are as presented below:

Research Question One: Do poor physical structure (building, ceiling, ventilation, and lighting) influence students and teachers' attitude towards attendance to lessons?

Table 01: Mean responses on poor physical structure

S/N	Statements	N	Mean	Std.D
1.	Having a lesson in a hot afternoon makes teaching and learning difficult, and thus, discourages positive lesson attendance of both the teachers and the students.	1176	2.79	0.40
2	The poor ceiling condition of our classroom distracts effective teaching and learning which influence the attitude of both the teachers' and students' class attendance.	1176	4.15	0.73
3	Our classroom poor ceiling discouraged both the students' and teachers' constant lesson attendance.	1176	4.36	0.71
4	Poor ventilation of our classrooms discourages both students and teachers attitude towards lesson attendance.	1176	4.04	0.85
5	Poor lighting of our classroom discourages both the students and teachers from attending lessons most times.	1176	4.20	0.84
6	Our poor structured classroom does not promote learning and thus, discouraged positive class attendance by both the students and teachers.	1176	4.15	0.70

Weighted score

3.90

Table revealed mean scores of 4.04 to 4.36 >3.90 weighted mean scores, thus, respondents agreeing to the fact that poor physical structures of the classroom influence the attitude of both the students and the teachers negatively towards lesson attendance.

Research Question Two: How do inadequate classroom facilities (furniture, fans) influence students' and teachers' attitude towards attendance to lessons?

Table 02: Mean scores of respondents on inadequate classroom facilities

S/N	Statements	N	Mean	Std.D.
1	Inadequate provision of chairs and tables for both the teachers and students in the classroom discourages lesson attendance	1176	4.21	0.86
2	Poor condition of available instructional material in school from both teachers and students discourage negative attitude towards class	1176	4.21	0.86
3	An overcrowded classroom like our school discourages both teachers' and students' effective teaching and learning at any time there is a lesson	1176	4.40	0.70
4	Good furniture promotes feelings of comfortability for effective teaching and learning for both the teachers and the students	1176	4.19	0.53
5	A standard chalkboard available in the class motivates both the teachers and students to always want to attend their classes	1176	4.14	0.73

Weighted mean

4.10

Table 2 revealed mean scores ranging from 4.14 to 4.40 > 4.10 weighted mean score. Thus, all the sampled respondents, by agreeing to the fact that sparse school furniture, contribute significantly to their negative attitude towards attending lessons.

3.1 Analysis of Research Hypothesis

The hypothesis generated in this study was analysed using descriptive statistics (t-test)

H₀₁: There is no significant difference between teachers' and student's assessment of the influence of class conduciveness towards their attitude to attendance at lessons.

Table 03: Z-score table

Variables	N	Mean	Std. Deviation
Total	1176	44.2372 0E-7	6.27883
Z score(total)	1176		1.00000000
Valid N(listwise)	1176		

As shown in table 3, the mean score = 44 with a std. Deviation values of 6.3 and the z-score = 0E-7 which is very little or too minimal that is = 0 with a Standard Deviation = 1.0. Thus, the hypothesis which states that there is no significant difference between teachers and students' assessment of the influence of class conduciveness on their attitude towards lesson attendance is not rejected. This means that both the respondents do not differ significantly in their assessment of the influence of class conduciveness on their attitude towards lesson attendance in Kwara south senatorial district.

3.2 Summary of the Main Findings

The findings of the study were summarised as follows

1. It concluded that a classroom with poor ventilation discourages a student from attending the lessons.
2. Poor classroom furniture contributes significantly to their negative attitude towards attending lectures.
3. There is no significant difference between teachers' and students' attitudes on the influence of class conduciveness towards lesson attendance in Kwara south senatorial district.

3.3 Discussion

The findings of the study reveal that both parties are not convenient having classes on a hot afternoon. According to the findings, having class in the morning makes them more attentive while the hot afternoon has nothing to offer than to

contribute to tedium, which results in ineffective teaching and learning process.

Classrooms with bad ceiling conditions make teaching and learning unmanageable. The findings agree with Qaiser and Ishtiag (2014) that physical environment in a classroom is not conducive for smooth teaching-learning process resulting in fatigue and frustration among the students, as the respondents revealed that bad ceiling condition distracts them from concentrating to lessons. No wonder a more significant percentage of students concurred that a classroom with a bad ceiling takes away from them a better zeal to listen to their teachers. One of the primary reasons behind this was the lack of proper supervision by the principals or school administrators. From the findings of this study, it is evident that they are not considering this malady (bad ceiling) as a threat to effective teaching and learning in these areas.

Findings also let out that the classrooms in the sampled areas ventilation are inadequate as well the lighting; the resultant effect of this is that viewing the chalkboard will become difficult for student, even after the teacher has finished writing or during class explanations. Also on the part of the teachers, they may also find it difficult to notice students who are not concentrating or even sleeping while lessons is on, since he/she knows that the teacher teaching cannot see him/she from his teaching position. Bad air quality makes both teachers and students uncomfortable in schools while increasing the ventilation

rate in classrooms transforms into the meliorated attitudes of both teachers and learners. Imagine the odour that comes out in this environment as a result of poor ventilation. Dust from an uncemented floor created air pollution that can affect both the students' and teachers' health such as allergies (Steve & Richard, 2012). In this situation students will look for anything to distract them from the lesson, regardless of how trivial it may seem. This is also in line with studies by Simons et al (2010) and Mendell et al (2013) which found that lower ventilation rates are connected with higher absenteeism. This is a serious threat to students' health cum academic achievement. The ventilation rate and lighting discouraged learners from attending classes and governments are not showing concern towards the conduciveness of classrooms as there were no signs that the government provides adequate funding to enhance education in this local government.

The findings of this study exposed one of the most significant challenges the students face, which is terrible school furniture. Farmers value their farm implements; doctors respect the role of the stethoscope in diagnosis, why on earth should we have classrooms with bad school furniture. The teachers are not comfortable in the classrooms while their students are also quenching of the menace of standing while learning in such an environment. This is one of the reasons Gilavand (2016) affirmed that in healthy school environments, tons of factors influence the students' sitting posture. These factors include the anthropometric (of relating to anthropometry which is the measurement and study of the human

body, its parts, and capacities) dimensions of school children as well as measurement and design features of the school furniture. They are the necessary tools that make an excellent classroom. The rate of classroom attendance dropped from time to time as a result of the school's inability to create a conducive learning environment that aids effective teaching and learning.

4 CONCLUSIONS

The findings of this study show that classroom conduciveness influenced students' and teachers' attitudes towards attendance to lessons. This was evident from the response of all the sampled respondents attesting to the fact that poor physical structure of the school such as building, ceiling, poor ventilation, coupled with inadequacy of classroom facilities like furniture among others contributed to the negative attitude of class attendance.

Thus, it could be suggested that both the teachers and the students should be provided with good and conducive school building with all facilities needed to promote effective teaching and learning. This will go a long way in changing the present negative attitudes of these two vital parties positively to teaching and learning.

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