



Influence of School Variables on Students' Attitude Towards Schooling in Upper Basic Schools in Ilorin South LGA, Kwara State

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Abstract: The low performance of students in school is blamed on the stakeholders of education. This study examined the influence of school variables on students' attitudes towards schooling in upper basic schools in Ilorin South LGA, Kwara State. The research design that was employed for this study was a descriptive survey. The population for this study were all upper basic school students in Ilorin South LGA, Kwara State, and the target population for this study were 225 upper basic school students Three (III) in Ilorin South LGA, Kwara State, based on the fact that they have been exposed to the greater learning experience(s) among upper basic school students in Ilorin, Kwara State. The instruments that were used were researcher designed. The percentage was used to describe the respondents' demographic characteristics and answer research questions 1 to 3 while the independent t-test, the One-way ANOVA and Pearson's Product Moment Correlation (PPMC) techniques were used to test the generated hypotheses at a 0.05 level of significance. The finding revealed that the class size of upper basic school students in Ilorin South LGA, Kwara State, Nigeria, is the large class size (above 40 students). Another finding revealed that the classroom climate was conducive, attitude towards schooling is positive, there is no significant influence of school type on students' attitude towards schooling, there is no significant influence of school location on students' attitude towards schooling, and there is no significant influence of class size on students' attitude towards schooling in upper basic schools in Ilorin South LGA, Kwara State, climate on students' attitude towards schooling. It was recommended that the stakeholders in education should ensure that the acceptable classroom size recommended by the Federal Ministry of Education is strictly implemented. Furthermore, recommended that school authority should be encouraged to sustain the level of classroom climate.

Keywords: School type, school location, class size, students' attitude, socialization

1. Introduction

The school as an agent of socialisation is apart from the family. It is a formal organisation. The school starts socialising the child the norms, values, cultures and morals of the society. This process starts when the child is enrolled at school age, immediately where the family starts. The school variables are strong socialisation agents that make or mas a child: size, ownership, school type, school structure, and school location. The school is a formal organisation with stated objectives. The school environment enhances the learning ability of the child because the human beings are endowed with great learning ability but maybe mar by the school facilities and this differs from school to school, which makes one school different from the other, for instance, some school.

Arop and Owan (2018) institutional variables remain an important area in the school system that should be studied and well managed to enhance students' academic performance. This study's concept of school variables includes the school type, school location, class size, and classroom climate. In the 21st century, studies on school variables have been extended to cover school types based on school ownership (public or private schools). In this study, school type was examined regarding ownership status, either public or private. Public schools are purely owned by the government (State or Federal), while private schools are owned by individuals or organisations, including religious bodies. Public schools tend to boast more qualified teachers than their private school counterparts in educational qualification and experience, allowing students to study core subjects (Yusuf & Adigun, 2010). Private schools, on the other hand, tend to be smaller in size than public schools, have more favourable teacher-student ratios, do not have to abide by certain state regulations, spend less time on mandated paperwork but more on instruction, are not compelled to focus on test scores, have teachers

who tend to enjoy more autonomy in the classroom and have more creative control over their teaching methods and experience strong parental involvement too (Abari & Odunayo, 2012).

Realising its importance, several studies have been conducted on the impact of school type on learning outcomes and other activities in the school. Furthermore, some researchers reported better learning outcomes among students of public schools, where others reported higher (Ajayi, 2006; Figlio & Stone, 2006; Lubienski, Lubienski, & Crane, 2008; Olasehinde & Olatoye, 2014; Badau, 2015; Okon & Archibong, 2015). On the other hand, researchers are of the opinion that school ownership has no significant effect on students' academic achievement (Yusuf & Adigun, 2010; Abari & Odunayo, 2012). Moreover, the physical arrangement of and psychosocial relationships in the classroom affect the quality of teaching and learning and the learners' (Cornelius & Leslie, 2004; Miller, 2011; Schafer & Melissa, 2012).

Class size is closely related and commonly associated with school type; class size refers to the total number of students who receive lessons together, interact with one another, and share resources within a classroom. Class size is an important factor in the academic performance of students. There is a consensus among various researchers and educationists that the lower the class size or teacher-pupil ratio, the better the performance of teachers and students. This consensus is because teachers' and students' performance decreases as class size increases (Fabunmi, Brai-Abu, & Adeniji, 2007). Thus, class size management simply ensures that the number of students allocated to a teacher will not bulk the teacher. The prescribed teacher-student ratio for secondary school is 1:35 (The Federal Republic of Nigeria - FRN, 2004) (i.e., one teacher to 35 students) for effective teaching and learning.

Researchers and educators have immensely worked upon classroom climate and its effects on students' attitudes toward schooling in the past few years. According to Cohen et al. (2009), classroom climate refers to "is the classroom environment, the social climate, the emotional and the physical aspects of the classroom. It is the idea that teachers influence student growth and behaviour. The student's behaviour affects peer interaction the responsibility of influencing these behaviours is placed with the instructor."

In the same vein, the classroom climate is the collective perception, by students, of what it feels like, in intellectual, motivational and emotional terms, to be a student in a particular teacher's classroom, where such perception influences every student's motivation to learn and perform to his or her ability (Bethel-Fox & O'Connor, 2000). It is quite a wide-ranging concept encompassing the mood or atmosphere that is created in a teacher's classroom through the rules set out, the way the teacher interacts with pupils, and the way the physical environment is set out, which all involve the shared perceptions of the students and the teachers (Leone, 2009; Rawnsley & Fisher, 2018). The climate also takes a more important psychological and social form which implies the psychological and social relationships that exist among students as well as among students and their teachers (Rawnsley & Fisher, 2018). Attitudes have a very important position in our daily lives. From this aspect, attitudes help individuals interpret their environment and guide their behaviour in social life (Erwin, 2001). Having also an important influence on the decisions, attitudes strongly affect what one will do, what kind of profession one will perform, which school one will go to, where one will live, and whether one will accept new ideas (Schafer & Tait, 2016). An attitude is "a relatively enduring organisation of beliefs, feelings, and behavioural tendencies towards socially significant objects, groups, events or symbols (Hogg & Vaughan, 2005). Its structure can be described in terms of three components: affective component (involves a person's feelings/emotions about an attitude object), behavioural (or conative) component (the way the attitude we have influenced how we act or behave) and a cognitive component (involves a person's belief/knowledge about an attitude object). This model is known as the ABC model or three-component model of attitudes (Hogg & Vaughan, 2005).

The attitude towards schooling, reflecting the ABC model of attitudes, is understood as beliefs, thoughts and opinions about school and learning, emotions and a relationship towards school and learning built upon feelings, and a tendency to behave by favourable and unfavourable experiences with school and learning. Certainly, this structure is strictly linked with further constructs that could be classified as cognitive and non-cognitive foundations of learning and academic achievement. Attitudes towards school and learning are associated with academic achievement. Students with poor academic performance have a more negative attitude towards schooling and believe that school and learning will not help them be successful in the future (Verešová & Malá, 2016). Kolendai (2019) conducted wide-ranging research, where Verešová & Malá (2016) studied attitudes towards school and learning and academic achievement of adolescents. The vast majority of respondents agreed that school should provide a stimulating environment where students feel comfortable and safe, are satisfied with their teachers and derive joy and pleasure from learning.

The school environment should, therefore, facilitate academic achievement. When examining the quality of the school environment, students expressed a positive attitude, felt successful as students and agreed that school would prepare them for the future. A study on attitudes over time indicates a moderate decline of attitudes towards school and teachers. This decline is presumably affected by decreased satisfaction young people feel towards institutions in general, media communications about issues in the educational system, different profiles of teachers and their teaching techniques. The main factors influencing students' attitudes towards school include the subjects learnt, policy and requirements of an individual school, school type, school location, class size and classroom climate.

On the other hand, loyalty to the school, attitudes towards the school and bearing positive emotions about the school also have an important effect on the subjects such as feeling positive associations about education, continuing to school, participating in extracurricular social activities, spending extra time for school-work, reading, being able to express own opinions to the class (Mengi, 2011). On this basis, the researcher deems it fit to investigate the influence of school variables on students' attitudes towards schooling in upper basic schools in Ilorin South LGA, Kwara State.

2. Problem Statement

Students' low performance in school is blamed on the stakeholders in education. However, researchers such as Hassanien (2007) have researched school variables and attitude to schooling. Musheer, Govil, & Gupta (2016) investigated the attitude of secondary level students towards their school climate and found that there is a significant difference in the attitude of secondary school students concerning their gender and medium of instruction. However, no difference has been found in the attitude of secondary school students towards school climate about their parental education. Furthermore, Verešová & Malá (2016) and Arop & Owan (2018) investigated attitudes toward school and learning and academic achievement of adolescent and institutional variables and security supervision in public secondary schools in Cross River State. The sample consisted of 269 adolescents studying at secondary schools (146 girls, 123 boys). The analysis of the internal components of ATSL shows significant differences between girls and boys in the cognitive component and behavioural component of ATSL (more positive attitude among girls). This study will be carried out in upper basic schools in Ilorin South LGA, Kwara State and secondary school students. Though similar to the present study, these previous studies were carried out outside Ilorin South LGA, Kwara State. Thus, the present study examined the influence of school variables on students' attitudes towards schooling in upper basic schools in Ilorin South LGA, Kwara State. School location refers to where a school is situated or sited; rural, urban, and suburban. It refers to the geographical position in which a school is built. A school can be built on a hill, in a swampy environment, in a sloppy area and a rural/urban setting. (Arop & Owan, 2018). According to Nirav (2018), a school should be set up in a suitable atmosphere. The school location has enormous significance. It must have plenty of space with shady trees around, far away from the noise of the crowded city and polluting atmosphere which is calm and quiet is conducive to teaching and learning. Thus, school location management refers to the careful decisions on how and where to site a school and plans made to ensure that environmental hazards within such an environment are eliminated from time to time.

3. Methodology

Students' low performance in school is blamed on the stakeholders in education. However, researchers such as Hassanien (2007) have researched school variables and attitude to schooling. Musheer et al. (2016) investigated the attitude of secondary level students towards their school climate and found that there is a significant difference in the attitude of secondary school students concerning their gender and medium of instruction. However, no difference has been found in the attitude of secondary school students towards school climate about their parental education. Furthermore, Verešová & Malá (2016) and Arop & Owan (2018) investigated attitudes toward school and learning and academic achievement of adolescent and institutional variables and security supervision in public secondary schools in Cross River State. The sample consisted of 269 adolescents studying at secondary schools (146 girls, 123 boys). The analysis of the internal components of ATSL shows significant differences between girls and boys in the cognitive component and behavioural component of ATSL (more positive attitude among girls). This study will be carried out in upper basic schools in Ilorin South LGA, Kwara State and secondary school students. Though similar to the present study, these previous studies were carried out outside Ilorin South LGA, Kwara State. Thus, the present study examined the influence of school variables on students' attitudes towards schooling in upper basic schools in Ilorin South LGA, Kwara State. School location refers to where a school is situated or sited; rural, urban, and suburban. It refers to the geographical position in which a school is built. A school can be built on a hill, in a swampy environment, in a sloppy area and a rural/urban setting. (Arop & Owan, 2018). According to Nirav (2018), a school should be set up in a suitable atmosphere. The school location has enormous significance. It must have plenty of space with shady trees around, far away from the noise of the crowded city and polluting atmosphere which is calm and quiet is conducive to teaching and learning. Thus, school location management refers to the careful decisions on how and where to site a school and plans made to ensure that environmental hazards within such an environment are eliminated from time to time.

3.1 Design

The research design that was used for this study was a descriptive survey method. It is a research method that enables researchers to obtain opinions or views of a representative sample of a target population to infer that of the entire population. Silva, Kimura, & Sobreiro (2017) stated that descriptive survey design describes the data in the form of words or in the form of numbers describing characteristics of relationships between variables "quantitative or qualitative" and correlation studies, which may establish relationships between facts and phenomena in agreement with these assertions, the descriptive survey approach was considered appropriate for this study.

3.2 Population, Sample and Sampling Techniques

The population for this study were all upper basic school students in Ilorin South LGA, Kwara State. According to the Ministry of Education and Youth Development (in Bello, 2020), 78 upper basic schools in Ilorin South Local Government Area 15 upper basic schools were randomly selected. The target population for this study were all upper basic school students Three (JSS III). JSS III was picked for this study because they have been exposed to the greater learning experience(s) among upper basic school students in Ilorin South LGA, Kwara State. A simple random sampling technique

was used in selecting 15 students from each school were selected. In all, 225 upper basic school students were sampled for the study.

3.3 Instrumentation

A researcher designed instrument titled "School Variables on Students' Attitude towards Schooling Questionnaire (SVSASQ)" was used for data collection, and it was divided into three sections. Section A was used to elicit the demographic characteristics of the respondents, which include school type, school location and class size. Section B contains 20 items used to elicit information from the respondents on the classroom climate, and Section C contain 20 items that were used to elicit information from the respondents on the students' attitude towards schooling among upper basic school students in Ilorin South LGA, Kwara State.

The returned questionnaires were scored following the format for each section. Section 'A', which consists of demographic data, was scored using a percentage with no points assigned to the items. Section 'B' comprises 20 items on classroom climate. The section B and C items were rated on a four Likert scale ranging from 1-4 using the key Strongly Agree (SA) = 4 points; Agree (A) = 3 points; Disagree (D) = 2 points; and Strongly Disagree (SD) = 1 point. The instrument was given to experts in test construction for face and content validities. In determining the instrument's reliability, the test re-test method was used between the intervals of three weeks. The reliability index of 0.72 percent was released. The percentage was used in describing the demographic characteristics of the respondents. Also, the percentage was used to answer research questions 1 to 3, while the independent t-test, the One-way ANOVA and Pearson's Product Moment Correlation (PPMC) techniques were used to test the generated hypotheses at a 0.05 level of significance.

4. Results

4.1 Demographic Information of Respondents

The data presented in Tables 1 and 2 were based on the demographic characteristics of the respondents using percentages. The tables were based on respondents' school type and school location.

Table 1: Distribution of the Respondents by School Type

School Type	Frequency	Percentage (%)
Public	88	39.1
Private	137	60.9
Total	225	100.0

Results in Table 1 indicates that out of the 225 respondents that participated in the study, 88 representing 39.1% of the respondents were from private schools, and 137 representing 60.9% of the respondents were from public schools. It shows that the majority of respondents in this study were from public schools.

Table 2: Distribution of the Respondents by School Location

School Location	Frequency	Percentage (%)
Rural	75	33.3
Urban	150	67.7
Total	225	100.0

Results in Table 2 indicate that out of the 225 respondents who participated in the study, 75 representing 33.3% of the respondents were from rural areas, and 150 representing 67.7% of the respondents were from urban schools. It shows that the majority of respondents in this study were from urban schools' areas.

4.2 Answering of Research Questions

Seven research questions were raised, while research questions 1 to 3 were answered using percentages. While research hypotheses one and two were tested using the independent t-test, research hypothesis three was tested using the One-way ANOVA, while research hypothesis 4 was tested using the PPMC statistical tools.

Research Question 1: What is the common class size of upper basic school students in Ilorin South LGA, Kwara State, Nigeria?

In order to answer this research question, participants' responses on the common class size of upper basic school student's questionnaires were collated. The summary of the results is as shown in Table 3.

Table 3: Percentage Analysis of Common Class Size of Upper Basic School Students in Ilorin South LGA, Kwara State, Nigeria

Common Class Size	Frequency	Percentage (%)
Large (above 40 students)	121	53.8
Acceptable (20 – 40 students)	58	25.8
Small (20 – 40 students)	46	20.4
Total	225	100.0

Results in Table 3 present the respondents' responses to items that sought information on the common class size of upper basic school students in Ilorin South LGA, Kwara State, Nigeria. The results in Table 3 indicate that 121 representing (53.8%) of respondents agreed that the common class size their school is the large size (above 40 students), 58 representing (25.8%) of respondents agreed that the common class size their school is the acceptable class size (20 – 40 students), while 46 representing (20.4%) of respondents agreed that the common class size their school is the small size (below 20 students). This finding implies that the common class size of upper basic school students in Ilorin South LGA, Kwara State, Nigeria, is large (above 40 students).

Research Question 2: What is the classroom climate in upper basic schools in Ilorin South LGA, Kwara State, Nigeria?

In order to answer this research question, participants' responses on the classroom climate of upper basic school student's questionnaires were collated. The data collected from the sampled participants were summed. The minimum score, maximum score and range score of the respondents were 20, 80 and 60, while the range was divided by the two types of classroom climate (unconducive and conducive), and the cut off was 30. Scores between 20 – 50.0 and 51 – 80 were categorised as unconducive and conducive classroom climates. The summary of the results is as shown in Table 4.

Table 4: Percentage Analysis of Classroom Climate in Upper Basic Schools in Ilorin South LGA, Kwara State, Nigeria

Classroom Climate	Range	Frequency	Percentage (%)
Conducive	51 – 80	220	97.8
Unconducive	20 – 50	5	2.2
Total		225	100.0

Results in Table 4 present the respondents' responses to items that sought information on classroom climate in upper basic schools in Ilorin South LGA, Kwara State, Nigeria. The results in Table 4 indicate that 97 representing (97.8%) of respondents agreed that the classroom climate in upper basic schools in Ilorin South LGA, Kwara State, Nigeria, is conducive. In comparison, five representing (2.2%) of respondents agreed that the classroom climate in upper basic schools in Ilorin South LGA, Kwara State, Nigeria, is unconducive. This result implies that the classroom climate in upper basic schools in Ilorin South LGA, Kwara State, Nigeria, is conducive.

Research Question 3: What is the students' attitude towards schooling in upper basic schools in Ilorin South LGA, Kwara State, Nigeria?

In order to answer this research question, participants' responses to the students' attitudes towards schooling questionnaire were collated. The data collected from the sampled participants were summed. The minimum score, maximum score and range score of the respondents were 20, 80 and 60, while the range was divided by the two types of attitude (negative and positive), and the cut off was 30. Scores between 20 – 50.0 and 51 – 80 were categorised as negative and positive attitudes towards schooling. The overview of the findings is presented in Table 5.

Table 5: Percentage Analysis of Students' Attitude towards Schooling

Students' Attitude	Range	Frequency	Percentage (%)
Positive	51 – 80	207	92.0
Negative	20 – 50	18	8.0
Total		225	100.0

Results in Table 5 present the respondents' responses to items that sought information on students' attitudes towards schooling in upper basic schools in Ilorin South LGA, Kwara State, Nigeria. The results in Table 5 indicate that 207 representing (92.0%) of respondents' attitude towards schooling in upper basic schools in Ilorin South LGA, Kwara State, Nigeria is positive, while 18 representing (8.0%) of respondents' attitude towards schooling in upper basic schools in

Ilorin South LGA, Kwara State, Nigeria is negative. This finding implies that schooling in upper basic schools in Ilorin South LGA, Kwara State, Nigeria, is positive.

4.3 Hypotheses Testing

Hypothesis 1: There is no significant influence of school type on students' attitude towards schooling in upper basic schools in Ilorin South LGA, Kwara State, Nigeria.

In order to test this research hypothesis, participants' responses on the students' attitudes towards schooling were analysed based on school type, as shown in Table 6.

Table 6: The t-test Analysis Showing Influence of School Type on Students' Attitude towards Schooling

School Type	No	Mean	Std.	df	Cal.t-Value	Sig. (2-tailed)	Decision
Private	88	64.30	7.02	223	.12	.91	H₀₁ Not Rejected
Public	137	64.39	5.39				

$\rho > 0.05$

Results in Table 6 indicate a calculated t-value of .12 and a significant calculated value of .91 greater than 0.05 (.91 > 0.05). Since .91 is greater than 0.05 level of significance; the null hypothesis is therefore not rejected. This result indicated no significant influence of school type on students' attitude towards schooling in upper basic schools in Ilorin South LGA, Kwara State, Nigeria. This finding again implies that school type did not influence students' attitude towards schooling in upper basic schools in Ilorin South LGA, Kwara State, Nigeria.

Hypothesis 2: There is no significant influence of school location on students' attitude towards schooling in upper basic schools in Ilorin South LGA, Kwara State, Nigeria.

In order to test this research hypothesis, participants' responses on the students' attitude towards schooling in upper basic schools were analysed based on school location, as shown in Table 7.

Table 7: The t-test Analysis Showing Influence of School Location on Students' Attitude towards Schooling

School Type	No	Mean	Std.	df	Cal.t-Value	Sig. (2-tailed)	Decision
Rural	74	64.58	6.72	223	.39	.71	H₀₂ Not Rejected
Urban	151	64.25	5.72				

$\rho > 0.05$

Results in Table 7 indicate a calculated t-value of .39 and a significant value of .71 greater than 0.05 (.71 > 0.05). Since .71 is greater than 0.05 level of significance; the null hypothesis is therefore not rejected. This result indicated no significant influence of school location on students' attitude towards schooling in upper basic schools in Ilorin South LGA, Kwara State, Nigeria. This finding again implies that school location did not influence students' attitude towards schooling in upper basic schools in Ilorin South LGA, Kwara State, Nigeria.

Hypothesis 3: There is no significant influence of class size on students' attitude towards schooling in upper basic schools in Ilorin South LGA, Kwara State, Nigeria.

In order to test this research hypothesis, participants' responses on the students' attitude towards schooling in upper basic schools were analysed based on class size, as shown in Table 8.

Table 8: One-way ANOVA Showing Influence of Class Size on Students' Attitude towards Schooling

Source of Variance	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups	44.15	2	22.08	.61	.60	H₀₃ Not Rejected
Within Groups	8183.40	222	36.86			
Total	8227.56	224				

$\rho > 0.05$

Table 8 indicates an F-value of .61 with a calculated significance value of .60 at 0.05 alpha level. Since the significance value of .60 is greater than the 0.05 alpha level, hypothesis three is thus not rejected. This result implies no significant influence of class size on students' attitude towards schooling in upper basic schools in Ilorin South LGA,

Kwara State, Nigeria. This finding again implies that class size did not influence students' attitude towards schooling in upper basic schools in Ilorin South LGA, Kwara State, Nigeria.

Hypothesis 4: There is no significant influence of classroom climate on students' attitude towards schooling in upper basic schools in Ilorin South LGA, Kwara State, Nigeria.

In order to test this research hypothesis, participants' responses on the classroom climate on students' attitudes towards schooling in upper basic schools were analysed based on class size, as shown in Table 9.

Table 9: One-way ANOVA Showing Influence of Class Size on Students' Attitude towards Schooling

Variables	N	X	r - cal.	p-value	Remark
Class Size	225	64.68	.14	.04	Rejected
Attitude	225	64.92			

$\rho > 0.05$

Finding from Table 9 show r-calculated value of .14 and significance value of .04 which is less than 0.05 (.04 < 0.05). Since .04 is less than 0.05 alpha level of significance, the null hypothesis was not accepted. This finding significantly influenced classroom climate on students' attitude towards schooling in upper basic schools in Ilorin South LGA, Kwara State, Nigeria.

5. Findings and Discussion

The finding revealed that the common class size of upper basic school students in Ilorin South LGA, Kwara State, Nigeria, is the large class size (above 40 students). This finding aligns with Fabunmi et al. (2007), whose finding indicates that the common class size in secondary school in Oyo State, Nigeria was large—in addition, finding shows that the classroom climate in upper basic schools in Ilorin South LGA, Kwara State, Nigeria is conducive. This finding supports Otorho (2012), who reported that the classroom climate in secondary school biology students in Warri, Nigeria was conducive. Also, Musheer et al. (2016) investigated the attitude of secondary level students towards their school climate and found a significant difference in the attitude of secondary school students concerning their gender and medium of instruction.

Furthermore, the finding indicates that the attitude towards schooling in upper basic schools in Ilorin South LGA, Kwara State, Nigeria, is positive. This finding supports that of the finding also that, Verešová & Malá (2016), whose finding shows that the attitude of secondary school students toward school in Nitra, Slovakia was positive. In addition,

The fourth finding revealed no significant influence of school type on students' attitude towards schooling in upper basic schools in Ilorin South LGA, Kwara State, Nigeria. This finding is similar to Indrastuti & Prasetyo (2020), who agreed that school should provide a stimulating environment where students feel comfortable and safe, are satisfied with their teachers and derive joy and pleasure from learning.

The fifth finding shows no significant influence of school location on students' attitude towards schooling in upper basic schools in Ilorin South LGA, Kwara State, Nigeria. This finding is against Arop & Owan (2018), whose finding indicates that school location influences students' attitudes to school. Nwogu (2015) found that school location was significant in students' attitudes towards schooling. Ahiaba & Igweonwu (2003) reported a significant influence of school location on the students' attitude towards schooling in rural and urban schools in Dekina L.G.A. of Kogi State.

The sixth finding indicates no significant influence of class size on students' attitude towards schooling in upper basic schools in Ilorin South LGA, Kwara State, Nigeria. This finding is similar to Fabunmi et al. (2007), who found no significant influence of class size on students' attitude toward learning in secondary school in Oyo State, Nigeria.

In addition, findings revealed a significant influence of classroom climate on students' attitudes towards schooling in upper basic schools in Ilorin South LGA, Kwara State, Nigeria. This finding aligns with Sintian, Kiting, & Wilson (2021), who reported a significant impact of classroom climate on the individual attitude towards school in East Java, Indonesia.

6. Conclusion

Generally, the public schools in Ilorin South LGA operate large class sizes above 40 students per class. However, it shows no significant difference in performance. The classroom climate, too, is conducive, and the attitude towards schooling is positive. Despite these results, school variables are an indispensable tool when it comes to performance in schools. The stakeholders in education should make sure that all the necessary school variables are put in place for smooth running and good performance of students.

7. Recommendations

Based on the findings and conclusion of this study, the researcher, therefore, recommends that:

- The finding revealed that the common class size of upper basic school students in Ilorin South LGA, Kwara State, Nigeria is the large class size (above 40 students), it was recommended that the stakeholders in education should ensure that the acceptable classroom size recommended by Federal Ministry of Education is strictly implemented.
- The finding indicates that the classroom climate of upper basic schools in Ilorin South LGA, Kwara State, Nigeria, is conducive; therefore, it was recommended that school authorities be encouraged to sustain the level of classroom climate.
- The school administration should use the students' positive attitude toward schooling to create a strong inclination and culture to score favourably high in any subject.

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