

## **Analysis of school climate on physical safety, emotional stability, sexual harassment and quality of life among students in University of Benin, Benin City**

**Aideyan, Osarenmwanta Daniel, PhD & Odigie Eunice**

Department of Health, safety and Environmental Education,  
Faculty of Education. University of Benin

Corresponding author: daniel.aideyan@uniben.edu+2348060062888

### **Abstract**

*School climate defines the personality and the expectations of a school. However research on school climate has majorly been limited to academic performance. The thrust of this study was to investigate school climate on the physical safety, emotional stability, sexual harassment and the general quality of life of students in University of Benin. The worrisome geometric increase of negative outcomes such as violence, prostitution, sexual harassments, drug abuse, theft and other emotional instabilities like depression, suicide and low self-esteem reflect the need to find the correlation indices with the school climate. Four hypotheses were formulated. A descriptive correlation research design was used for the study, with a population that comprised all full time undergraduate students in 2020/2021 academic session, 420 students were selected for the study with emphasis on those in their penultimate and final year. Self-developed questionnaire was used to collect data on school climate, physical safety, emotional stability and sexual harassments while data on the quality of life was collected using an adapted Quality of Life Scale (QoLS) developed by Anderson and Burckhard. The psychometric properties of the instrument were ascertained for accuracy and reliability. Collected data were analyzed using Pearson Product Moment Correlation at 0.05 level of significance. The findings revealed that physical safety, emotional stability, sexual harassment, quality of life were positively correlated to school climate. And from the values of percentage of variability, school climate account significantly for physical safety, emotional stability, sexual harassment and quality of life of students in university of Benin. In conclusion, school climate demonstrates an indispensable factor in the physical and psychological outcome of learners, hence the need for its critical attention for improvement. The study recommend that University management and the governing councils of the universities should pay great attention to creating a positive school climate during the planning, implementation of school programmes and monitor the conduciveness of the teaching and learning environment.*

**Keywords:** *School climate, physical safety, emotional stability, sexual harassment, quality of life and University of Benin*

## Introduction

Using a range of treatment approaches that focus on the cognitive and behavioral processes of a young population represents a recent trend in management.

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Every learner should feel safe and supported in school irrespective of the level of education. School climate describes a range of conditions in the school environment that may influence student learning and well-being (Esquith & Osher, 2013), including safety, relationships and engagement. School climate refers to the atmosphere of the school, the character and quality of school life. School climate is characterized by the norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational practices (Cohen, McCabe, Michelli, & Pickeral, 2009). According to Sulak (2016), school climate is the heart and soul of a school. That essence of a school that leads a child, a teacher, an administrator, a staff member to love the school and look forward to being there each school day. The school climate or the school community should have a shared vision and plan for promoting, enhancing and sustaining a positive school climate, also, the school community sets policies specifically promoting the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge (National School

Climate Standards, 2009). School climate is about the quality of a school that helps each individual feel personal growth, dignity and importance, while simultaneously helping create a sense of belonging to something beyond the self. The climate of a school can foster resilience or become a risk factor in the lives of people who work and learn in a place called school. Zepeda (2004) defines school climate as the social atmosphere in which people interact with others and the school environment. It includes the perceptions that people have of various aspects of the internal environment (safety, high expectations, relationships with teachers, students, parents and administrators), as well as the aspects of the school that influence behavior; the way people interact with one another. A positive school climate is a critical safety preventive measure in a comprehensive school safety plan (Rawelon, Currie & Felder-Puig, 2015). A positive climate is a proactive step to reduce the likelihood of emergencies and the incidence of behaviors that contribute to crises such as violence, bullying, harassment, and substance abuse. The process of creating and maintaining a positive school climate builds the capacity of both students and staff through the development of social and emotional competencies. A positive school climate exists when all students feel comfortable, wanted, valued, accepted, and secure in an environment where they can interact with caring people they trust. A positive school climate affects everyone associated with the school: students, staff, parents, and the community. It is the belief system or culture that underlies the day-to-day operation of a school. Collectively and individually, a positive school climate can have a major impact on the success of all students in the school.

Safety is a basic need. Feeling unsafe

naturally undermines learning and healthy development. School climate is directly related to chronic absenteeism (Epstein & McPartland, 2016). Safe schools promote student achievement and school success. A safe and secure school environment enhances effective teaching and learning of children. Such an environment is the desire of every society for its children. A safe school environment is significantly correlated to school climate as a predictor of student achievement (Cohen, 2006). A safe school is one that is free from danger and any possible harm, where non-educators, educators and learners can work, teach and learn without fear or ridicule, intimidation, harassment, humiliation or violence (Wang, 2009; Eisenberg, Neumark-Setainer & Perry, 2013). In other words, a safe school is a healthy school, in that it is physically and psycho-socially safe. Such a school's environment has a very low risk of physical, emotional and psychological injury to its occupants. Adolescents who are involved in bullying (a common form of violence in schools) either as a perpetrator or victim, are more likely to suffer from depressive symptoms such as loneliness and difficulty making friends, and more likely to face psychosocial adjustment issues. Involvement in bullying as a bully or victim is also associated with poorer health outcomes. According to Hester (2013), theft of property, fighting, physical violence and vandalism, gangsterism and rape are major problems in schools. Many of the reported cases of insecurity in schools are intentional and in many circumstances the learners are the worst affected (Bevas, Bradshaw, Miech & Leaf, 2007). School Safety climate is an integral and indispensable component of the teaching and learning process. Indeed, no meaningful teaching and learning can take place in an environment that is unsafe and insecure to both learners and staff. It is, therefore, imperative

that educational stakeholders foster safe and secure school environments to facilitate increased learner enrolment, retention and completion and hence attainment and quality education.

School climate has links to socio-emotional development for students. Gillman and Huebner (2006) posited that early adolescents go through cognitive changes that facilitate the skills necessary for setting and reaching learning goals for academic tasks. Early adolescents use appropriate learning strategies and show persistence in completing tasks. Being in a positive school climate supports students as they transition from middle to high school (Van-Eck, Johnson, Bettencourt & Johnson, 2017). Being exposed to aggression can lead to a number of risky behaviours, and to various mental problems. They include stress, extreme forms of anxiety, depression, low self-confidence, temper tantrums, using drug, increase in suicide, low academic performance, school dropout and so on (Cohen, McCabe, Michelle & Pickeral, 2009). There is wide consensus that the social climate in schools has significant effects on aggressive behaviours in schools (Wilson, 2014; Sulak, 2016). It was argued that the behaviours of peers, teachers, and of other employees, the physical properties of schools and even environmental factors play roles in the formation and continuity of aggressive behaviours (Attar-Schwartz, 2019). Thapa, Cohen, Higgins, Alessandro & Goffey, (2012) discussed a teacher's sense of stress, teaching efficacy, and job satisfaction when defining school climate. Teachers can build a sense of stress from their perceived workload, and lack of support with student discipline. Positive and negative teacher-to-student relationships are other key factors affecting teacher perceptions and levels of stress at school. Threats to School Safety can emanate internally—within the school environment—

or externally from the wider community. Key among the threats to School Safety are: poor and unsafe school surroundings such as bushes around and within the school premises, unsafe laboratories, uncompleted buildings and overcrowded lecture rooms. School violence and harassment in schools takes the form of teacher-on-learner violence and learner-on-learner violence. Teacher-on-learner violence takes the form of physical violence such as corporal punishment, sexual assault. Some teachers also emotionally abuse learners through verbal abuse and harassment, taunts and belittling. These abuses and harassments affect the learners' ego, emotions and self-esteem. On the other hand, learner-on-learner violence is often characterized by physical attacks, sexual assault and bullying. It has been established that good health and nutrition are indispensable to effective learning among learners. Two aspects of school climate that can affect a student's self-esteem are lack of positive feedback from teachers and commitment to school. A positive school climate may be effective at reducing at risk behaviors and promotes health efforts. Finally, hostile school environment which is a school environment that does not accommodate the welfare of its learners or neglects the needs of its learners, especially girls, children with disabilities, orphans and other children with special needs, reflects a non-caring school. In addition, good interpersonal relationships in schools are key in fostering good teaching and learning processes. Many schools struggle to promote safe and supportive learning environments while being challenged by student deviant behavior, low attendance rates, and lack of school success. Given this backdrop, then, the climate created at a school has the potential to promote adolescent mental health and wellbeing.

Violence in schools creates a climate of

insecurity and fear, which impairs and impacts on the core educational purpose of schools. Research shows that peer influence contributes to the prevention of student aggression, victimization, and violence (Freiberg, 1999; Roland & Galloway, 2002). While acknowledging the complexities that move individuals to perpetrate acts of school violence, it is still significant to note that a lack of connectedness to school can be clearly significant. Accordingly, the main purpose of installing and implementing security measures at schools is to create a safer environment wherein individuals can move freely and feel secure in going about their daily schooling activities. Security measures are valuable and helpful resources that can assist in creating safe and secure school environments. Predominantly, schools were not designed to be secured. Instead they were designed to be open places of learning and respect, places where educators could teach and scholars could learn. Security has become an integral part of the new school building plans in order to ensure a safe and secure school environment (Gulses & Gulenay, 2014). Discipline, safety and security explained the school climate and are crucial issues, as school management embarks on creating safe and secure school environments. Sulak (2016) believes that school safety is one of the most basic problems that schools face, therefore creating and maintaining schools that are safe, is a priority that should be on every agenda of education and is promote emotional, mental, psychological and occupational health of both learners and teachers. Crimes and other social vices such as rape, bullying, violence, cultism, theft and prostitution are related to the nature of the school climate. Fuelong, Skiba, Cornell & Morrison, (2014) sought to advance the understanding of the relationship between positive school environments and violence through an

examination of the effect of school-level variables on the reporting of risky behaviors, specifically weapon carrying and students' willingness to report weapons carried by other students. They found that increases in the attachment of students to their school, as well as programs that improve the school climate, may be influential in increasing weapon-reporting behaviors among students.

In addition to the above account, school safety can be denoted by just examining its physical and psycho-social set-up. In regard to the school's physical environment, the most visible aspects of such features are the quality of the security and maintenance of school buildings and grounds. This implies a clean and safe environment that is conducive to education and has security of property, well-cared for facilities, furniture and equipment, clean toilets, water and green environment and absence of harassment (Rones & Hoagwood, 2020). According to Goltfredson, Goltfredson, Payne & Goltfredson, (2015) school safety climate in public schools is important towards achieving quality teaching and learning. This is more significant especially in public primary schools where a majority of the children come from poor backgrounds hence their vulnerability to insecurity and schools where safety standards have not been implemented are prone with delinquency, truancy and absenteeism, especially among girls. According to Wilson (2014), when children learn under unstable environments, their performance is greatly compromised. The safety of the learner is central to the provision of quality education in any country. Supportive relationships with teachers have been shown to help students adjust behaviorally and emotionally to constantly changing school and classroom contexts that is changing rules and procedures, academic standards (Sari, 2012).

Supportive teacher relationships are also associated with positive mental health outcomes among students. Classrooms where teachers provide both social and emotional support can serve as protective spaces for student self-esteem. Gules and Gulenay (2014) found that in schools where students perceived more peer and teacher social and emotional support, students tended to endorse positive attitudes toward seeking help for bullying and threats of violence. Other studies have also found that supportive relationships among peers and school staff facilitated a sense of trust and an obligation to be fair, and thus, prevented school violence (Hester, 2013). Research has suggested that in schools where students are active participants in school violence prevention and safety and violence procedures are consistently implemented and commonly understood, there are substantial reductions in the rate of bullying and victimization as well as mental health problems (Espelage & Swearer, 2017). School safety climate is vital in every institution of learning. Teaching and learning process can only be achieved in a safe and secure environment. Safe and secure school environment facilitates increased learners enrolment, retention, completion and consequently quality education. It is expressed according to Cohen, McCabe, Michelle & Pickeral, (2009) that safe school climate promote excellent academic performance, school retention, sustained interest for schooling and job, improved self-esteem, improved pragmatic skills, active participation in school and community programmes, sound discipline and uphold character. School climate has links to social-emotional development and academic achievement for students, making it an important area of focus for schools. School climate is consistently recognized as a predictor of a student's social functioning and emotional health. Fostering a positive school environment can

be conducive to improved academic functioning (Gottfredson, Gottfredson, Payne & Goltfredson, 2015). The Safety Standards Manual incorporates the following key components: Safety on School Grounds, Safety in Physical Infrastructure, Health and Hygiene Safety, Safety in School Environment, Food Safety, Safety Against Drug and Substance Abuse, Safe Teaching and Learning Environment, Socio-cultural Environment of the School, Safety of Children with Special Needs/Disabilities, Safety Against Child Abuse, Transportation Safety, Disaster Risk Reduction and School Community Relations.

A healthy and safe school environment encompasses the physical surroundings and the psychosocial, learning, and health-promoting environment of the school. It includes a school health program consisting of health education, physical education and activity, health services, mental health and social services, nutrition services, faculty and staff health promotion, and family and community involvement (Ramelow, Currie & Felder-Puig, 2015).

Bullying refers to intentional actions, repeated over time, that harm, intimidate, or humiliate another person (the victim) and that occur within the context of an imbalance of power, either real or perceived, between the bully and the victim. The prevalence of bullying and sexual harassment in schools typically varies considerably and is therefore difficult to generalize (Roland & Gallaway, 2002). Victims of bullying are at-risk for anxiety, stress, depression and loneliness (Espelage & Swearer, 2017). Furthermore, research has shown that bullying between peers occurs most frequently at school, namely on the way to and from school or in areas such as hallways, staircases, cafeteria, in

the schoolyard, or other areas where there is little or no adult supervision (Wang, 2009). Numerous studies have indicated that a significant amount of bullying that occurs in schools is unreported. The reasons for not reporting an incident of bullying could include the fear of reprisal, the belief that no action will be taken. Bullies themselves often experience more negative outcomes in life than do non-bullies, including conduct problems, poor academic achievement (Espelage & Swearer, 2017).

School climate is defined as the character and quality of the school's culture and environment. According to Wilson (2014) children's brains develop in response to the contexts they inhabit, both at home and in school. The school environment can therefore have a considerable impact on child development and readiness to learn. Researchers have since learned that a positive school climate is associated with student academic achievement and wellbeing. Conversely, schools with hostile school climates can negatively affect at-risk students, having been linked to depression, low self-esteem, feelings of victimization, and lower academic achievement. Positive school climate promotes a supportive academic, disciplinary, and physical environment that encourages and maintains respectful, trusting, and caring relationships throughout the school community. School climate also has an effect on psychological well-being over time (Modin & Ostberg, 2011) and is inversely associated with externalizing behavior problems (Mukoma & Flisher, 2014). At the student level, educational and social norms encountered in school are associated with adoption of health promoting behaviors and positive coping strategies. Again, Wang (2009) school climate also influences students' interactions with one another as well as

teachers' relationships with students in the context of health education regarding depression and suicide. Existing literature suggests that school climate could play an important role in the ability of school staff and students to recognize depression and may affect the valence of attitudes toward people with mental health problems.

Quality of life arises from a dynamic interaction of several variables including learners, their family, environment and school. Of these, school is an integral component of the life of a child, and thus quality of school life is an important part of the overall quality of life experienced by a child. Quality of school life could be defined as well-being resulting from children's integration into the life and the environment of their schools (Gillman & Huebner, 2006) and represents the degree of satisfaction or dissatisfaction perceived by children with their school life (Epstein & McPartland, 2016). Quality of life is a subjective phenomenon that can be measured among attributes such as self-efficacy, adaptation, sense of belonging, perceived control, enjoyment, flexibility, living condition, religion satisfaction, self-security and self-esteem. Quality of school life has been conceived as an important aspect of schooling by numerous authors since it is associated with students' academic motivation and performance (Cohen, 2006; Bradshaw, Waasdrop, Debnaw & Johnson, 2014). Quality of school life can be viewed as a measure of students' attitude and feelings towards school, which in turn is positively associated with their intentions to continue at school. The school climate is the personality of the school which explains what and what are expected in terms of the overall development of the adolescents and the condition of teaching and learning which in turn relate to disposition and wellbeing of the students, hence the need and focus of the study.

### **Statement of the problem**

School climate reflects the personality of the school that influences teaching and learning. In fact, the school climate should promote safety and development of the staff and the learners in all ramifications. Tertiary institutions over the years have been associated with planned protest, sexual assault, cultism, difficulty in placement after school, prostitution, examination malpractice, increased communicable diseases, poor accommodation, emotional instability, sexual harassment, substance abuse, drop out, inability to graduate, theft, vandalism, fighting, gangsterism, rape and other stress-related matters like anxiety, depression, suicide and low self-esteem. These negative outcomes are becoming worrisome due to its geometric increase in our institution, specifically in University of Benin. Does school climate have any correlation to these negative outcomes? It is against this premise that the researchers want to investigate school climate on physical safety, emotional instability, sexual harassment and quality of life among undergraduates, University of Benin.

### **Hypotheses**

The following hypotheses were formulated and tested at 0.05 alpha level of significance.

1. There is no significant correlation between school climate and physical safety among students of University of Benin
2. There is no significant correlation between school climate and emotional stability among students of University of Benin.
3. There is no significant correlation between school climate and sexual harassment among students of University of Benin.

4. There is no significant correlation between school climate and quality of life among students of University of Benin.

### Method and Materials

The research design for this study is the descriptive correlation research design. The descriptive correlation study helps to provide the relationship between two variables of study to explain the strength and direction of correlation between the variables under study (Cohen, Manion & Morrison, 2007). The population of the study comprised of all full time undergraduate students who have been matriculated into the University of Benin and are in the penultimate and final year of their study under the year of review which is 2020/2021 academic session. There are 14 faculties with a population of 11,580 of students in the penultimate and final year of their study in the University of Benin (Academic planning, 2022). The multistage sampling technique was used which comprised of stratified, simple random and purposive sampling techniques. The faculties were stratified into health and non-health related faculties using stratified sampling technique, simple random sampling was used to select 6 departments each from the stratified faculties, making 12 department in total, thirdly, 20 students were purposively selected across the penultimate year, 15 students were purposively selected across the final year students, making a total of 420 students sampled based on the criteria of representation based on gender balance, in school and off-campus students and religion differential. The instrument used to collect data was a self-developed questionnaire for school climate, emotional stability and sexual harassment. The quality of life was determined by an adapted Quality of Life Scale (QoLS) developed by Anderson and Burckhard (2003). The validity

of the instrument was done by psychometric test analysis carried out by health psychologist, clinical psychologists and health educators in the University of Benin. The reliability testing of 30 students from faculties of Art, Education and Life sciences and after two weeks of the first administration, same questionnaire administered to same set of students. The two set of scores obtained were subjected to analysis of correlation to get 0.77 reliability coefficient, hence ascertained reliable for the study. The instruments were administered by the researchers and two research assistants trained for the purpose of the study. Completed instrument were collected, sorted, coded and analyzed using Pearson Product Moment Correlation a 0.05 alpha level of significant.

### Presentation of Results

$H_{01}$ : There is no significant correlation between school climate and physical safety among students of University of Benin

**Table 1:** Summary of PPMC analysis of correlation between school climate and physical safety among students of University of Benin.

Variables	N	Mean	SD	r-cal	r <sup>2</sup>	p-value.	Decision
School climate	420	15.04	7.36	.837	0.700	.033	Ho Rejected
Physical safety							

From the result on table 1, school climate and physical safety were significantly related: Pearson  $r$ , 0.837,  $p$ -value=0.033. This indicates a significant relationship between school climate and physical safety because the  $p$ -value is less than the 0.05 level of significance. Therefore, the null hypothesis

which states that there is no significant correlation between school climate and physical safety among students of University of Benin City was rejected. Therefore, there is a significant relationship between school climate and physical safety among students of University of Benin City. Again, the  $r^2$  of 0.700 explains that the variability in school climate account for 70 percent of the variability in physical safely. This shows that school climate explains and determines the physical safety experienced in schools.

**H<sub>02</sub>:** There is no significant correlation between school climate and emotional stability among students of University of Benin.

**Table 2:** Summary of PPMC analysis of correlation between school climate and emotional stability among students of University of Benin.

Variables	N	Mean	SD	r-cal	r <sup>2</sup>	p-value.	Decision
School climate							
Emotional stability	420	16.09	6.36	.801	0.649	.029	Ho Rejected

From the result on table 2, school climate and emotional stability were significantly related: Pearson r, 0.649, p-value=0.029. This indicates a significant relationship between school climate and emotional stability because the p-value is less than the 0.05 level of significance. Therefore, the null hypothesis which states that there is no significant correlation between school climate and emotional stability among students of University of Benin City was rejected. Therefore, there is a significant relationship between school climate and emotional stability among students of University of Benin City. Again, the  $r^2$  of 0.649 explains that the variability in school climate account for 64.9

percent of the variability in emotional stability. This shows that school climate explains and determines the emotional stability experienced in schools.

**H<sub>03</sub>:** There is no significant correlation between school climate and sexual harassment among students of University of Benin

**Table 3:** Summary of PPMC analysis of correlation between school climate and sexual harassment among students of University of Benin.

Variables	N	Mean	SD	r-cal	r <sup>2</sup>	p-value.	Decision
School climate							
Sexual harassment	420	21.04	13.04	.447	0.199	.023	Ho Rejected

From the result on table 3, school climate and sexual harassment were significantly related: Pearson r, 0.447, p-value=0.023. This indicates a significant relationship between school climate and sexual harassment because the p-value is less than the 0.05 level of significance. Therefore, the null hypothesis which states that there is no significant correlation between school climate and sexual harassment among students of University of Benin City was rejected. Therefore, there is a significant relationship between school climate and sexual harassment among students of University of Benin City. Again, the  $r^2$  of 0.199 explains that the variability in school climate account for 20 percent of the variability in sexual harassment. This shows the extent school climate explains and determines the sexual harassment experienced in schools.

**H<sub>04</sub>:** There is no significant correlation between school climate and quality of life among students of University of Benin

**Table 4:** Summary of PPMC analysis of

correlation between school climate and quality of life among students of University of Benin.

Variables	N	Mean	SD	r-cal	r <sup>2</sup>	p-value.	Decision
School climate	420	15.11	6.99	.811	0.66	.029	Ho Rejected
Quality of life							

From the result on table 4, school climate and quality of life were significantly related: Pearson  $r$ , 0.811,  $p$ -value=0.29. This indicates a significant relationship between school climate and quality of life because the  $p$ -value is less than the 0.05 level of significance. Therefore, the null hypothesis which states that there is no significant correlation between school climate and quality of life among students of University of Benin City was rejected. Therefore, there is a significant relationship between school climate and quality of life among students of University of Benin City. Again, the  $r^2$  of 0.66 explains that the variability in school climate account for 66 percent of the variability in quality of life. This shows that school climate explains and determines the quality of life experienced in schools.

### Discussion of Findings

The school climate reflect the personality of the school in relation to structures, safety provisions, school environment, policies and programmes and interpersonal relationship among learners and staff. The school climate therefore explains and predicts the wellbeing and academic performance expectations of any given school. The study analyzed the school climate on physical safety, emotional stability, sexual harassment and quality of life among students in University of Benin.

The correlation between school climate and physical safety of the students was positively high ( $r=0.837$ ) and further demonstrated that 70% of the physical safety in school is explained by the nature of school climate. The physical safety experienced in school in terms of lack of bullying, theft, danger, violence and distortions of law and orders is greatly determined by the nature of school climate set up and maintained. This finding corroborate with that of Rawelon, Currie and Felder-Puig (2015) which stated that school climate is a critical determinant of school safety measures in a comprehensive school safety plan. Again, finding from Gulses and Gulency (2014) corroborated with the finding of the study that security and safety has become an integral part of the new school building plan.

Regarding the correlation analysis between school climate and emotional stability among students. There exist a positive relationship between these variables ( $r=0.649$ ). It therefore explains that the school climate through conducive environment that is free from hostility, hardship, difficulties, unfriendliness promote emotional stability among learners. Creating and maintaining a friendly environment, available green site can help reduce stress and promote emotional wellbeing. This finding is in congruent with finding from Rones and Hoagwood (2020) which asserted that some elements of positive school climate such as well cared facilities, clean toilet, green environment, friendly interactions between staff and students promote better emotional stability and wellbeing. Another study by Hester (2013) found that supportive relationship among peers and school staff facilitated a sense of trust and enhances socioemotional health.

Again, the finding about the nature of

correlation between school climate and sexual harassment revealed a positive but weak relationship ( $r=0.199$ ). This means that although school climate is related to sexual harassment in school among peers and lecturers, it is not greatly determined by school climate as indicated by the coefficient of determination of 20 percent. Sexual harassment among learners and most importantly between lecturers which could be in form of exchange of sex for grades, creating bottlenecks for female students, threatening students of failure of course in order to take advantage of them is a function of the school climate but not a strong determinant. This finding corroborate with Roland and Gallaway (2002) which stated that prevalence of sexual harassment in school typically varies considerably and is therefore difficult to generalize.

Finally, the finding on the correlation between school climate and students' quality of life revealed a positive and strong relationship ( $r=0.811$ ). This indicates that quality of life experienced by learners in school is a function of the positive school climate set up and maintained. Quality of life in this regard explained the healthy integration and positive response to the conducive school environment and provision of school facilities that promote overall development of the learners. The quality of life attributes include sense of belonging, conducive living condition, self security, enjoyment, recreations, adaptation and flexibility. The finding corroborated with the assertion of Bradshaw, Waasdrop and Johnson (2014) which stated that quality of life constitute an important aspects of schooling as it is associated with positive school climate and performance.

### **Conclusion**

From the results of the study, it was

concluded that the school climate is an important aspect of the general school plan and programmes. The school climate influences the physical, social, emotional and mental wellbeing. School climate has a positive and strong correlation with the physical safety of the learners, emotional stability of the learners. Although school climate has a positive correlation with sexual harassment, it is a weak correlation.

### **Recommendations**

The recommendations below are derived from the findings and conclusion;

University management and governing councils of the universities should pay great attention to creating a positive school climate during planning, implementation of school programmes.

School safety should be taken very seriously by providing perimeter fencing, security guards should be present and availability of quick security response to ensure safety of learners and staff in the universities

School management should provide orientation to students and staff on how to promote emotional balance and ensure functional counseling unit to emotional instability from environmental stress.

University staff should be enlightened and monitored to promote healthy interpersonal relationship devoid of hostility, sexual exchanges and harassment.

University management should ensure provision of school facilities that are functional such s recreational facilities, sport facilities, green environment, subsidization of hostel facilities, canteen to promote students quality of life. There

should be a week break out of lecture for students to recreate and enjoy themselves through organization of activities like carnivals.

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- Aideyan, D.O is a lecturer in the department of Health, Safety and Environmental Education, University of Benin. He is a senior member of the National Association of Health Education. He is a first class graduate of Health Education with PhD in Health Education, from the University of Benin. Daniel area of specialization is school climate, behaviours, community health education and general research methodologies. There is no conflict of interest relating to this study.
- Odigie Eunice is a research assistant with the department of Health, Safety and Environmental Education, University of Benin. She is currently undergoing her PhD programme in School health education and a member of National Association of Health Education and her area of interest is in school health, school climate and learning psychology. There is no conflict of interest relating to this study.
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