

School Climate and Teachers' Job Performance in Public Senior Secondary Schools in Adamawa State, Nigeria

Lawan, A. MUHAMMAD¹, Linus K. SABABA²

¹Department of Consultancy Services, Academic Matters, Federal Polytechnic, Mubi, Nigeria

²Department of Science Education, Adamawa State University, Mubi, Nigeria

Abstracts

The study sought to investigate the relationship between school climate and teachers' job performance in public senior secondary schools in Adamawa State. One research question and six hypotheses were raised to guide the study. A multistage sampling technique was employed to select 260 teachers from a population of 2589 teachers in the study area. Data for the study were collected using School Climate Assessment Battery and Teachers' Job Performance (SCABTJP). Data were analyzed using means of school climates and the hypotheses were tested at 0.05 level of significance using Pearson product moment correlation coefficient. Results of the study revealed that the major school climate prevalent in Adamawa State public senior secondary schools was controlled school climate. There was a significant correlation between controlled school climate and teachers' job performance. The findings of the study further revealed that other school climate types such as open, closed, autonomous, familiar and paternal, made significant contributions to teachers' job performance. Based on these findings, it was recommended among other things that, Head teachers should maintain or create favourable climate in schools to enhance better job performance among teachers.

Keywords: School climate; Relationship; Teachers' Job Performance; Public Schools.

1 INTRODUCTION

The school as an organization has certain objectives which have to be achieved in the process of nurturing the citizenry. In a bid to achieve this objective, the National Policy on Education by the Federal Republic of Nigeria (FRN, 2013) stipulates the National Teachers/pupil ratio as 1:40 for effective teachers' job performance. Performance is about what an individual does in the work situation which could be measured in several ways. It can be seen from the required activities in the school, e.g. effective leadership, lesson note preparation, lesson presentation, effective use of scheme of work, effective staff supervision and monitoring students' work. Even the manner of conducting disciplinary activity, extra-curricular activities and ensuring students interaction are all aspects that count towards job performance of teachers.

Syed (2010) opines that as interpreter, the teacher has to place new knowledge and new experience within the context of what is already known and understood by the students. For a teacher to be a good mediator, he/she has to understand a great deal about the way in which the people at various ages and stages of development perceive the world around them. Performance to Bukar and Idris (2007) is defined as measurable actions considered

constituting performance, and one has to differentiate between the action (behavioural) aspect and outcome (result) aspect of performance. Therefore, it can be seen that what an individual does in the work situation according to the organizational objectives refers to action aspect of performance while the result of the individual behaviour is the outcome.

McGregor (1960) developed the theory of job performance. The theory states that the way an Administrator or Principal deals with his subordinates depends on his own perception of the subordinates. McGregor therefore classified the principals into two groups; the theory “X” and theory “Y” principals. Theory “X” assumes that the average human being operating under a system has an inherent dislike of work and will avoid it if he can. As a result of inherent dislike for work, most people, must be forced, controlled directed and even threatened to do the work. The “Y” assumes that work is as natural as play. The average human being learn under proper conditions not only accepts but to seek responsibility. In a school system, theories “X” and “Y” presented a dynamic view of the behaviour of teachers and attitude to job performance. Theory “X” postulates that a negative attribute brings low performance while theory “Y” predicts that a positive attribute results in high performance. However, this theory cannot be substantiated within the context of this study except with empirical evidence.

School climate is as personality is to human being. As personality varies from one person to another person, so also school climate varies from school to school. According to Adejumbi and Ojikutu (2013), school climate is an enduring characteristic which describes a particular school, distinguishes it from another school and influence the behaviour of teachers and students. Loukas (2007) refers to school climate as the working condition among superordinate (head teacher) and subordinates (teachers) in a bid to achieve the objectives of the school. Owen (2004) related organizational climate to such terms as atmosphere, personality, tone or ethos. Therefore, from the foregoing, school climate comprised of an informal organization within a formal organization considering the personalities of the participants, the influence of the school leadership, the physical environment with the facilities within the school, a social environment comprising communication and interaction and an academic environment concerning learning and self-fulfillment.

Adeyemi (2008) identified six types of organizational climates. The author classified the first as open climate that is a climate in which nothing is hidden to teachers and every teacher feels satisfied with work. It is characterized by low aloofness, low production emphasis, high thrust, high consideration, low disengagement, low hindrance, high esprit and high intimacy. The second category according to Adeyemi is the closed school climate; here the head teachers and teachers are displeased with everything while exhibiting lack of commitment to work. It is characterized by high aloofness, high production emphasis, low thrust, low consideration, high disengagement, high hindrance, low esprit and average intimacy. The third is the autonomous school climate which is characterized high aloofness, low production emphasis, high thrust, high consideration, low disengagement, low hindrance, high esprit and high intimacy. There is complete freedom for teachers to conduct their work. The fourth category of school climate is controlled climate where the head teacher is highly domineering. It is characterized by high aloofness, high production emphasis, average thrust, low consideration, low disengagement, high hindrance, high spirit and low intimacy. The

major characteristics of controlled climate are the diligence and hard work. Little or no time is given to social life.

Expatriating further, Adeyemi (2008) added that the fifth category of school climate is the familiar climate. It is a climate of sociability at the expense of job performance. It is characterized by low aloofness, low production emphasis, average thrust, high consideration, high disengagement, low hindrance, average spirit and high intimacy. The six category of school climate is the paternal climate. It is characterized by low aloofness, high production emphasis, average thrust, high consideration, high disengagement, low hindrance, low esprit and high intimacy. The six category of school climate is the paternal climate. It is characterized by low aloofness, high production emphasis, average thrust, high consideration, high disengagement low hindrance, low esprit and average intimacy.

Studies conducted related to the current study has also indicated varied results. Syed (2010) investigated the relationship between organizational climate and performance of teachers in public and private colleges of Punjab Pakistan. The findings revealed that, the public and private colleges run an open climate environment which was very highly positive correlated to teachers' performance while paternal and closed climates were negatively correlated to teachers' performance. Yusuf and Adigun (2010) investigated the relationship between school climate, teachers' productivity and students' achievement in secondary schools (both junior and senior) in Ikere Local Government Area of Ekiti State. The study revealed that the pre-dominant used school climate in secondary schools was open climate. However, there was a significant relationship between school climate, teachers' productivity and students' achievement. Adejumobi and Ojikutu (2013) studied school climate and teachers' job performance in Lagos State, Nigeria. The findings revealed that the log-linear model exhibits interplay between teachers' job performance, class size, school policy leadership style, teacher morale, motivational strategy and availability of facilities in Junior Secondary Schools. Having identified these studies nonetheless, the crux of the matter here is: could teachers' job performance in public senior secondary schools in Adamawa state be correlated with the various types of school climate identified by Adeyemi (2008)? This is the critical question that this study was poised to answer.

1.1 Purpose of the Study

The study investigates the relationship between school climate and teachers' job performance in public senior secondary schools in Adamawa State. Specifically, the study determines:

- (i) The relationship between open school climate and teachers' job performance in public senior secondary schools in the state.
- (ii) The relationship between closed school climate and teachers' job performance in public senior secondary schools in the state.
- (iii) The relationship between autonomous school climate and teachers' job performance in public senior secondary schools in the state.
- (iv) The relationship between controlled school climate and teachers' job performance in public senior secondary schools in the state.
- (v) The relationship between familiar school climate and teachers' job performance in public senior secondary schools in the state.
- (vi) The relationship between paternal school climate and teachers' job performance in public senior secondary schools in the state.

1.2 Research Question

What is the major school climate prevalent public senior secondary school in Adamawa State?

1.3 Hypotheses

The following null hypotheses were raised and tested at 0.05 level of significance:

- H₀₁:** There is no significant relationship between open school climate and teachers' job performance in public senior secondary schools in the state.
- H₀₂:** There is no significant relationship between closed school climate and teachers' job performance in public senior secondary schools in the state.
- H₀₃:** There is no significant relationship between autonomous school climate and teachers' job performance in public senior secondary schools in the state.
- H₀₄:** There is no significant relationship between controlled school climate and teachers' job performance in public senior secondary schools in the state.
- H₀₅:** There is no significant relationship between familiar school climate and teachers' job performance in public senior secondary schools in the state.
- H₀₆:** There is no significant relationship between paternal school climate and teachers' job performance in public senior secondary schools in the state.

2. MATERIALS and METHODS

The descriptive survey research design of the correlational type was used for this study as it involved collection of information on school climate and teachers' job performance from teachers of public senior secondary schools. It is correlational because it sought to investigate the relationship between school climate and teachers' job performance.

The population of the study consisted of 2589 teachers in 154 public senior secondary schools. A multistage sampling technique was employed in the study. The first stage was to use the existing five stratified educational zones (Ganye, Gombi, Mubi, Numan and Yola) in the state. A purposive sampling was then used to select public senior secondary schools. It was purposive because only day secondary schools were selected. The data for this came from a secondary data source; that is, Adamawa State Post Primary Schools Management Board (PPSMB), Yola, Office of Planning. A simple random sampling was finally used to select 260 teachers based on 10% of the 2589 population of the teachers. Finally, from the population of 154 public senior secondary schools in the study area, 40% sample is 62. This sample was divided by the 5 zones allowing 12 public senior secondary schools selected from each educational zones.

The instrument used for data collection was a researcher-designed questionnaire titled School Climate Assessment Battery and Teachers' Job Performance (SCABTJP). The instrument was made up of sections A to H. Section A contained the demographic data, Sections B, C, D, E, F and G sought responses on school climate types (i.e., open, closed, autonomous, controlled, familiar and paternal) while section H was on the teachers' job performance. The instrument was a 4-point Likert scale format was used and the responses were categorized as Strongly Agreed (SA): 4, Agreed (A): 3, Disagree (D): 2 and Strongly Disagree (SD): 1. The instrument elicit responses from teachers on issues that pertains the school climate and their performance profile.

The questionnaire items were validated by experts in Science Education Department, Adamawa State University, Mubi. A pilot test was conducted in three other public senior

secondary schools selected randomly from Mubi North and Mubi South Local Government Areas. 30 teachers were engaged in the pilot test. From the analysis of the pilot test, it was discovered that all 35 items tested possessed the desired validity. Reliability index of 0.80 of the instrument was established using Pearson product moment correlation coefficient. This reliability index was good enough for the study.

The teachers of the sampled schools were visited in their respective schools and the instrument, SCABTJP was administered. The researcher was assisted by some teachers in each public senior secondary school in the administration of the instrument to the participants. A total number of 260 copies of the instrument was completed on the spot and collected back immediately. The research question was answered using descriptive statistics of mean, while Pearson's Product Moment Correlation (PPMC) was employed to ascertain the relationship between the school climate types (open, closed, autonomous, controlled, familiar and paternal) and teachers' job performance. All tests were done at $p < 0.05$ considered statistically significant.

3. RESULTS

What is the major school climate prevalent public senior secondary school in Adamawa State?

Table 1: Descriptive Statistic of School Climates in Adamawa State Public Senior Secondary Schools

School Climate	N	Mean	Std. Dev.
Open School Climate	260	13.08	2.07
Closed School Climate	260	12.96	2.33
Autonomous School Climate	260	12.91	2.31
Controlled School Climate	260	14.64	2.26
Familiar School Climate	260	13.17	2.33
Paternal School Climate	260	12.91	2.31

The result in Table 1 shows that the major school climate that is prevalent in Adamawa State public senior secondary school is the controlled school climate as evidenced by the mean value 14.64. This result was followed by the mean for familiar school climate of 13.17. The open school climate had a mean response of 13.08 while the closed school climate had 12.96. The autonomous school climate and paternal school climate each had a mean value of 12.91.

H₀₁: There is no significant relationship between open school climate and teachers' job performance in public senior secondary schools in the state.

Table 2: Summary of Pearson's Correlation between Open School Climate and Teachers' Job Performance

Variable	N	Mean	SD	r	Sig. (2-tailed)
Open School Climate	260	13.08	2.07	0.206	000*
Teachers' Job Performance	260	16.24	2.34		

* Significant; $p < 0.05$.

Table 2 shows the Pearson's Product Moment Correlation Coefficient (PPMC) of open school climate and teachers' job performance. The open school climate has a mean score of 13.08 and job performance has 16.24. The statistics further revealed that there is a significant relationship between open school climate and teachers' job performance in public senior secondary schools in Adamawa State ($r = 0.206$, $p = 0.000$). This result implies that open school climate does correlate with teachers' job performance.

H₀₂: There is no significant relationship between closed school climate and teachers' job performance in public senior secondary schools in the state.

Table 3: Summary of Pearson's Correlation between Closed School Climate and Teachers' Job Performance

Variable	N	Mean	SD	r	Sig. (2-tailed)
Closed School Climate	260	12.96	2.33	0.253	000*
Teachers' Job Performance	260	16.24	2.34		

*Significant; $p < 0.05$.

Table 3 shows the Pearson's r of closed school climate and teachers' job performance. The closed school climate has a mean score of 12.96 and job performance has 16.24. These means indicates a significant relationship between closed school climate and teachers' job performance ($r = 0.253$; $p = 0.000$). This implies that teachers' job performance relates with closed school climate in public senior secondary schools in Adamawa State.

H₀₃: There is no significant relationship between autonomous school climate and teachers' job performance in public senior secondary schools in the state.

Table 4: Summary of Pearson's Correlation between Autonomous School Climate and Teachers' Job Performance

Variable	N	Mean	SD	r	Sig. (2-tailed)
Autonomous School Climate	260	12.91	2.31	0.248	000*
Teachers' Job Performance	260	16.24	2.34		

*Significant, $p < 0.05$.

The data in Table 4 shows that the autonomous school climate has a mean score of 12.91 and job performance has 16.24. When compared, the Pearson's r indicates a significant relationship between autonomous school climate and job performance ($r = 0.248$; $p = 0.000$). This implies that there is significant relationship between Autonomous school climate and teachers job performance in public senior secondary schools in Adamawa State.

H₀₄: There is no significant relationship between controlled school climate and teachers' job performance in public senior secondary schools in the state.

Table 5: Summary of Pearson's Correlation between Controlled School Climate and Teachers' Job Performance

Variable	N	Mean	SD	r	Sig. (2-tailed)
Controlled School Climate	260	14.64	2.26	0.280	000*
Teachers' Job Performance	260	16.24	2.34		

*Significant, $p < 0.05$.

The result in Table 5 displays the controlled school climate mean score of 14.64 and job performance mean score of 16.24. This implies that there is significant relationship between controlled school climate and teachers job performance in public senior secondary schools in Adamawa State ($r = 0.280$; $p = 000$).

H₀₅: There is no significant relationship between familiar school climate and teachers' job performance in public senior secondary schools in the state.

Table 6: Summary of Pearson's Correlation between Familiar School Climate and Teachers' Job Performance

Variable	N	Mean	SD	r	Sig. (2-tailed)
Familiar School Climate	260	13.17	2.33	0.202	000*
Teachers' Job Performance	260	16.24	2.34		

*Significant, $p < 0.05$.

The result in Table 6 displays the familiar school climate mean score of 13.17 and job performance mean score of 16.24. This implies that there is significant relationship between familiar school climate and teachers job performance in public senior secondary schools in Adamawa State ($r = 0.202$; $p = 000$).

H₀₆: There is no significant relationship between paternal school climate and teachers' job performance in public senior secondary schools in the state.

Table 7: Summary of Pearson's Correlation between Paternal School Climate and Teachers' Job Performance

Variable	N	Mean	SD	r	Sig. (2-tailed)
Paternal School Climate	260	12.91	2.31	0.248	000*
Teachers' Job Performance	260	16.24	2.34		

*Significant, $p < 0.05$.

Table 7 shows the PPMC of paternal school climate and teachers' job performance. The paternal school climate has a mean score of 12.91 and job performance has 16.24. Putting the r and the p value together, it could be seen that there is significant relationship between paternal school climate and teachers job performance in public senior secondary schools in Adamawa State ($r = 0.248$; $p = 000$).

4. DISCUSSION

The main objective of the study was to investigate the relationship between school climate and teachers' job performance in public senior secondary schools in Adamawa State. On the basis of the independent variables of school climate, six null hypotheses were formulated to measure the dependent variable of teachers' job performance in public senior secondary schools in Adamawa State. The study also identified the different types of school climates in Adamawa State public senior secondary schools.

The findings of this study revealed that all the six different school climate types (open, closed, autonomous, controlled, familiar and paternal) exist in Adamawa State public senior secondary schools. The findings further revealed that there is significant relationship between open school climate and teachers' job performance. This finding is in agreement with the study conducted by Adejumobi and Ojikutu (2013) in Lagos State, Nigeria. The study

revealed that there is a significant relationship between availability of facilities and teachers' job performance in the schools.

There was a significant relationship between closed school climate and teachers' job performance. This relationship is positive but low correlation. The findings of this study agreed with findings of Syed (2010) in public and private colleges of Punjab, Pakistan that, there is a significant relationship between closed climate and teachers' job performance. This means that, when the closed school climate is enhanced, the level of teachers' job performance may correspondingly increase.

The findings of this study further revealed that there was a significant relationship between the autonomous school climate and teachers' job performance. The findings of this study supports that of Syed (2010) whose study revealed a significant relationship between autonomous school climate and teachers' job performance in public and private schools in Punjab, Pakistan. The teachers were given a good measure of freedom to operate in the school.

The study also revealed that there was a significant relationship between controlled school climate and teachers' job performance. This study is in consonance with the study conducted by Adeyemi (2008) in primary schools in Ondo State, Nigeria. There was significant relationship between familiar school climate and teachers' job performance as revealed by the findings of the study. It implies that the higher the level of familiarity with the school climate the lower the performance. Finally, a positive correlation was found between paternal school climate and teachers' job performance. The findings of Syed (2010) which showed that in public and private colleges of Punjab Pakistan, a significant relationship existed between paternal climate and teachers' job performance.

5. CONCLUSION

The findings of the study led to the following conclusion. In the study it was discovered that school climate had significant positive influence on teachers' job performance in public senior secondary schools in Adamawa State. Although, controlled school climate was found in the study to be prevalent in schools, yet the findings of the study further revealed that other school climates (open, closed, autonomous, familiar and paternal) made significant contributions to teachers' job performance. Therefore, if these school climates are enhanced, teachers' job performance may increase.

6. RECOMMENDATIONS

Based on the findings of the study, it was recommended that:

- i. Head teachers should maintain and create a favourable school climate to enhance job performance among teachers.
- ii. The State Ministry of Education should ensure that good and favourable school climate exists in all the public senior secondary schools for better learning. This could be done by providing teaching and learning facilities in schools.
- iii. The Post Primary Schools Management Board should from time to time ensure that Head teachers (Principals) maintain favourable school climate in their respective schools.



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