School Climate as Predictor of Teachers' Job Effectiveness in Public Secondary Schools in Anambra State

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Abstract

This study determined school climate as predictor of teachers' job effectiveness in public secondary schools in Anambra State. Three research questions guided the study and three null hypotheses were tested at 0.05 level of significance. The correlational survey research design was adopted for the study. From a population of 7,020 a sample of 1,405 teachers was drawn using stratified random sampling technique. Two questionnaires titled "School Climate Assessment Scale for Teachers" (SCAST) and "Teachers' Job Effectiveness Scale" (TJES) were used to collect data for the study. The instruments were validated by two experts from the Department of Educational Management and Policy and one expert from the Department of Educational Foundation (Measurement and Evaluation) all in the Faculty of Education, Nnamdi Azikiwe University. Internal consistency of the instruments were determined using Cronbach's Alpha method and coefficients of 0.75, 0.71, 0.86 were obtained for the three clusters of SCAST while 0.86 was obtained for TJES. Data were analyzed using simple regression analysis for the research questions and p-value was used to determine the significance of prediction at 0.05 significant level. The result among others revealed that open school climate is a strong predictor of teachers' job effectiveness in public secondary schools in Anambra State, closed school climate is a weak predictor of teachers' job effectiveness in public secondary schools in Anambra State. Based on the findings, it was recommended among others that the State Ministry of Education should develop handbooks on building and maintaining open school climate to guide principals in shaping the school environment in such a way to facilitate teachers' job effectiveness, seminars should also be organized by the State Ministry of Education for principals and teachers on how to handle and manage various organizational climate types in schools especially in the areas of closed climates.

Key words: School climate, climate job effectiveness, teachers' job effectiveness

Introduction

Education is not simply concerned with "knowing book" but more concerned with helping an individual grow, in the sense of all-round development and positive change It is vital for equipping individuals with the right quality of knowledge, skills, competencies, values and attitudes to enable them function competitively in emerging e-driven society (Nzewi, 2023). To achieve the objective of Education as spelt out in the National Policy on Education of the Republic of Nigeria, teachers must combine effectiveness with quality to bring out the desired outcome.

A teacher is a trained person with skills and experiences and whose job is to teach in schools. He or she is also a person who is capable of imparting knowledge and shaping individuals to the wider scope of knowledge. Uyanne, Badamas and Balogun (2020) referred to a teacher as one who holds a teaching certificate and or licensed by the state, owns at least a bachelor's degree from an institution of higher learning and well qualified in his area of specialization. Nwankwo, Nwogbo, Okorji and Egboka (2015) viewed a teacher as a person who stands in the interface of transmission of knowledge, values and skills in the learning process. Thus, a teacher refers to a trained and experienced individual who is employed to impart knowledge, instructs, and guides students in various subjects or skills. Teachers need to be effective because they play a crucial role in shaping the intellectual and personal development

of their students.

Effective teacher is one who is hard working and diligent to duties and particularly on job he or she was employed to do in school (Okechukwu, Obiekwe and Ironkwe 2023). For a teacher to be effective in his or her job, he or she needs to display professionalism in all his teaching activities. Effective teachers can inspire, motivate, and facilitate learning, which leads to better educational outcomes and the overall development of students. Their effectiveness impacts students' academic success, personal growth, and future opportunities.

Teachers are inspired to show effectiveness in an environment whose climate is acceptable, lively, adaptable, conducive, supportive and comfortable. School climate as defined by the National School Climate Center (2019) refers to the quality and character of school life which is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships and teaching and learning practices. Ezinne and Ughamadu (2021) defined school climate as the behavioural pattern, structure, norms, values, and traditions of a school that distinguish it from other organizations. School climate is the tone, atmosphere and heart and soul of the school, whose essence leads a teacher to love the school and to look forward to being there.

There are several climates prevailing within the school system. Nwangwu, (2017), Njoku and Modebelu, (2019), Okeke-james, Igbokwe, Ogbo, Ekweogu and Anyanwu (2020) and Odoh (2021) distinguished different types of school climates and identified them as an open climate, controlled climate, autonomous climate, paternal climate, familiar climate and closed climate. This study is focused on three of the six dimensions which are open, autonomous and closed climate.

Open climate reflects a climate where the principal, teachers and students are accessible and actively prepared to jointly achieve school objectives. It reflects a supportive, welcoming, friendly and positive environment which creates opportunities whereby teacher's ideas as well as his or her attachment and devotion to work are highly promoted. According to Nwagwu (2017) in an open climate the members of the school are creative, innovative and freely interact with one another. Wherever the school climate is open, positive relationships are established among individuals and groups, and teachers can contribute immensely towards the school improvement. Odoh (2021) stated that this school climate can be measured or analyzed by its openness. Teachers working in an open climate can go the extra mile and work for school success. They ensure that their students are well taught and pass their examinations.

Autonomous school climate according to Odoh (2020) is the type of climate that portrays an atmosphere where teachers have at their disposal a considerable degree of freedom to act in school. This climate gives the teachers freedom to use their personal abilities to function in the school. Teachers are given liberty to use their initiative and exercise professional competence while carrying out their duties (Okeke-james *et al*. 2020). The leader epitomizes the model of enthusiasm and zeal. There are no external threats or influence. Teachers have a strong desire to teach and students are motivated to learn. There is a close relationship between the managers, teachers, students and parents in this climate. Closed climate is another climate existing in schools.

Closed school climate represents the opposite to the open climate which is unfriendly, negative and not welcoming. Here the principal is rigid, unsupportive and controlling while the teachers are intolerant, disrespectful, divided and inefficient (Okeke-james *et al*. 2020). In this type of climate, there is hardly any commitment particularly on the part of both the principal and teachers. There is hardly any emphasis on fulfillment of duties; while the principal is engaged in routine activities or trivial matters or in an unnecessary paperwork that teachers respond to with a minimum degree. The key characteristics of a closed climate have been identified by Rapti (2015) as one that is primarily concerned with the lack of commitment, effectiveness and productivity. In this climate, the school principal seems to be stern and wielding control. He is inattentive, unsupportive and inaccessible and this may lead most teachers to feel unmotivated and drained and may channel their displeasure into ineffective work behaviour.

Although a great number of teachers in secondary schools in Anambra State show high level of job effectiveness, there are some that display ineffective behaviour in the school. Obiekwe, (2019) Ikedinma, (2023) and Ebiem, (2023), have at different times reported ineffectiveness amongst secondary school teachers in Anambra State. Most public schools in the State appear to lack the required climate for teachers to achieve effectiveness. To spur teachers towards effectiveness, the school climate must be one which is welcoming, engaging, supportive and friendly. When teachers perceive their

climate as being highly positive, their job effectiveness appear to be improved, but when they perceive the school climate as negative, this can mar their job effectiveness. The principal by executing his administrative functions or authority can enhance conditionality among school members which can lead to the creation of conducive or non-conducive atmosphere for teachers to effectively accomplish their task. The problem of this study therefore is to determine whether school climate predicts teachers' job effectiveness in public secondary schools in Anambra State.

Purpose of the Study

The purpose of this study is to determine school climate as predictor of teachers' job effectiveness in public secondary schools in Anambra State. Specifically, the study determined whether:

1. Open school climate predicts teachers' job effectiveness in public secondary schools in Anambra State.
2. Autonomous school climate predicts teachers' job effectiveness in public secondary schools in Anambra State.
3. Closed school climate predicts teachers' job effectiveness in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. How does open school climate predict teachers' job effectiveness in public secondary schools in Anambra State?
2. How does autonomous school climate predict teachers' job effectiveness in public secondary schools in Anambra State?
3. How does closed school climate predict teachers' job effectiveness in public secondary schools in Anambra State?

Hypotheses

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

1. Open school climate does not significantly predict teachers' job effectiveness in public secondary schools in Anambra State.
2. Autonomous school climate does not significantly predict teachers' job effectiveness in public secondary schools in Anambra State.
3. Closed school climate does not significantly predict teachers' job effectiveness in public secondary schools in Anambra State.

Method

Correlational research design was employed for this study. The study was conducted in Anambra State, Nigeria. The population of the study comprised all the 7,027 teachers in the 266 public secondary schools in Anambra State. The sample size of the study was 1,405 teachers (20% of the population) drawn using proportionate stratified random sampling technique. Structured questionnaires titled: Teachers (SCAST) and Teachers' Job Effectiveness Scale (TJES) were used to collect data for the study. The instruments were validated by three experts in Faculty of Education Nnamdi Azikiwe University, Awka. Internal consistency co-efficient of 0.75, 0.71 and 0.86 were obtained for SCAST and 0.86 was obtained for TJES using Cronbach's Alpha method. The researchers administered the instrument to the respondents with the help of five trained research assistants. Out of the 1,405 copies distributed, 951 copies were returned duly completed, and used for data analysis. Simple regression analysis was used to answer the research questions and test the hypotheses. Muijs' (2004) cited in Cohen, Manion and Morrison (2007) suggestion for assessing the goodness of fit of regression model using squared regression coefficient (R^2) was adopted for the research questions. Where: 0 - 0.1 = weak, 0.1- 0.3=modest, 0.3 - 0.5 = moderate, > 0.5 = strong prediction. For the null hypotheses, p-value was used to determine the significance of the prediction. Where the calculated p-value is less than the stipulated level of significance (0.05), the null hypothesis was rejected. Whereas the null hypothesis was not rejected where the calculated p-value is greater than the stipulated level of significance (0.05). All analyses were carried out using Statistical Package for Social Science (SPSS) Version 25.

Results

Table 1. Summary of Simple Regression Analysis with open school climate as Predictor of teachers' job effectiveness

	R	R^2	Adj.R^2	*B*	SE B	β
Constant				31.44	1.59	
	.60	.36	.36			.60
Open School Climate				1.27	.05	

The summary of the simple regression analysis as shown in the above table indicates that open school climate is a strong predictor of teachers' job effectiveness in public secondary schools in Anambra State. This is shown by the regression coefficient (R =.60) and the coefficient of determination (R^2 = .36) which indicates that open school climate explained 36% of the variance in teachers' job effectiveness.

Table 2. Summary of Simple Regression Analysis with autonomous school climate as Predictor of teachers' job effectiveness

	R	R^2	Adj.R^2	*B*	SE B	β
Constant				43.76	1.44	
	.49	.24	.24			.49
Autonomous School Climate				.88	.05	

Table 2 indicates that autonomous school climate is a moderate predictor of teachers' job effectiveness in public secondary schools in Anambra State. This is shown by the regression coefficient (R =.49) and the coefficient of determination (R2 = .24) which indicates that autonomous school climate explained 24% of the variance in teachers' job effectiveness.

Table 3. Summary of Simple Regression Analysis closed school climate as Predictor of teachers' job effectiveness

	R	R^2	Adj.R^2	*B*	SE B	β
Constant				66.72	1.68	
	.03	.001	.000			.03
Closed School Climate				.14	.06	

Data in Table 3 shows that closed school climate is a weak predictor of teachers' job effectiveness in public secondary schools in Anambra State. This is shown by the regression coefficient (R =.03) and the coefficient of determination (R2 = .001).

Hypotheses Testing

Table 4: Simple Regression Analysis with open school climate as Predictor of teachers' job effectiveness

Predictor	*R*	R^2	*F(1,949)*	*p*-value	Decision
Open School Climate	.60	.36	547.315	.000	Significant

The simple regression result displayed in Table 4 shows that open school climate is a significant predictor of teachers' job effectiveness in public secondary schools in Anambra State, R = .60, *F* (1,949) = 547.315 and *p*-value <0.05. Since the obtained *p*-value was less than stipulated 0.05 level of significance, the null hypothesis was rejected.

Table 5: Simple Regression Analysis with autonomous school climate as Predictor of teachers' job effectiveness

Predictor	*R*	R^2	*F(1,949)*	*p*-value	Decision
Autonomous School Climate	.49	.24	300.255	.000	Significant

Table 5 shows that autonomous school climate is a significant predictor of teachers' job effectiveness in public secondary schools in Anambra State, R = .49, *F (*1,949) = 300.255 and *p*-value <0.05. Since the obtained *p*-value was less than stipulated 0.05 level of significance, the null hypothesis was rejected.

Table 6: Simple Regression Analysis with closed school climate as Predictor of teachers' job effectiveness

Predictor	*R*	R^2	*F(1,949)*	*p*-value	Decision
Closed School Climate	.036	.001	1.24	.00	Significant

Table 6 shows that closed school climate is a significant predictor of teachers' job effectiveness in public secondary schools in Anambra State, R = .036, *F (*1,949) = 1.24 and *p*-value <0.05. Since the obtained *p*-value was less than stipulated 0.05 level of significance, the null hypothesis was rejected.

Discussion of Findings; The findings of the study are discussed under the following headings:

Open School Climate as Predictor of Teachers' Job Effectiveness

The finding of the first research question in Table one indicates that open school climate is a strong predictor of teachers' job effectiveness in public secondary schools in Anambra State. The finding of hypothesis one in Table 8 shows that open school climate is a significant predictor of teachers' job effectiveness. This finding is expected because in a school where the atmosphere is supportive, welcoming and friendly, teachers will be inspired to work hard and facilitate students' learning, which leads to better educational outcomes and overall development of students. This is in line with Adeyemi (2006) and Yusof (2012) who found that an open school climate has a strong positive relationship with teachers' job performance and effectiveness.

This finding of this study is also consistent with the findings of Okoye (2012) and Nurharani, Nur and Nur (2013). These researchers found open school climate to be a significant factor that could influence the degree to which teachers carry out their primary duties of teaching as well as their general attitudes towards the teaching profession. Also in tandem with these findings is Okoye, (2012), Adejumobi and Ojikutu (2013), Paige (2016). These researchers showed that open climate greatly influence teachers' performance, educational innovation and effectiveness.

On the contrary, the finding of this study is not differ with that of Okeke-James et al (2020). They found a negligible negative correlation between teachers' perception of open school climate and their job effectiveness in Anambra State. The difference between this finding and that of the current study may be attributed to time difference between when both studies were carried out. This is because since the inception of the current administration of Anambra State led by Prof. Charles Soludo in 2022, a lot have changed regarding secondary school administration, teacher recruitment, training, motivation and indeed teachers' job effectiveness. The "Soludo factor" may have influenced the result of the current study.

Autonomous School Climate as Predictor of Teachers' Job Effectiveness in Public Secondary Schools in Anambra State.

The result of the analysis in research question three in Table 3 shows that autonomous school climate is a moderate predictor of teachers' job effectiveness in public secondary schools in Anambra State. Also the result of hypothesis three in Table 10 shows that autonomous school climate is a significant predictor of teachers' job effectiveness. The possible reason for this finding is that autonomous climate provides opportunity for teachers to use their ideas, initiative and creativity in carrying out their duties. Principals that create autonomous school climate give teachers the freedom to perform their duties. Consequently, teachers who are free to decide how best to go about their

responsibilities are more creative, dedicated, loyal and effective in discharging their job. This finding is in line with the finding of Adejumobi and Ojikutu (2013) who found a significant relationship between autonomous climate and teacher job effectiveness. This finding is also supported by Ezinne and Ughammadu (2021), Okorji, Igbokwe and Ezeugbor (2016). These scholars in their study found that autonomous school climate predicts job performance to a moderate extent.

Closed School Climate as Predictor of Teachers' Job Effectiveness in Public Secondary Schools in Anambra State

The finding of this study revealed that closed school climate is a weak predictor of teachers' job effectiveness in public secondary schools in Anambra State. This finding agree with the findings of Bentil (2021), Okeke-james, Igbokwe, Ogbo, Ekweogu and Anyanwu (2020), Olibie, Uzoechina and Eziuzorm (2015). These scholars affirmed that closed school climate is a weak predictor of teachers' job effectiveness. Closed school climate represent an atmosphere where the principal is unsupportive and there are high disengagement and low spirit among teachers leading to weak or poor job effectiveness. These findings agree even with common sense, in that when the school climate is perceived by teachers to be closed, shun exchange of information, ideas and knowledge it will be unfavourable for teachers to effectively discharge their duties.

The finding of this study is also in congruence with Olibie, Uzoechina and Eziuzorm (2015). They found that in closed school climate there is high hindrance, low spirit, high aloofness and high thrust of the principal. In line with this, Okorji, Igbokwe and Ezeugbor (2016) noted that closed climate is unhealthy. When school climate is unhealthy, it will not be conducive for teachers to discharge their duties effectively.

Conclusion

Based on the findings of the study, the researchers concluded that open school climate is a strong predictor of teachers' job effectiveness in public secondary schools in Anambra State. Autonomous school climate is a moderate predictors of teachers' job effectiveness in public secondary schools in Anambra State and closed school climate is a weak predictor of teachers' job effectiveness in secondary school in Anambra State.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. The State Ministry of Education should develop handbooks on building and maintaining open school climate to guide principals in shaping the school environment in such a way to facilitate teachers' job effectiveness.
2. Principals in Anambra State should reduce the rigidity in bureaucratic school climate that minimizes the freedom of teachers to execute tasks in order to enhance their job effectiveness.
3. Anambra State Post Primary School Service Commission (PPSSC) should organize annual seminar programmes for principals to enable them grow their knowledge base and develop more skills in building positive climate that encourage creativity and improve job effectiveness of teachers.
4. Secondary school principals in Anambra State are to build a work environment that attracts, retain and motivate teachers so that to help them work comfortably so as to optimize their job effectiveness.
5. Seminars should be organized by the State Ministry of Education for principals and teachers on how to handle and manage various organizational climate types in the schools especially in the areas of paternal climate and closed climates.

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