

School Climate as Correlate of Teacher Effectiveness in Public Senior Secondary Schools in Yauri Education Zone of Kebbi State, Nigeria

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Abstract :- The study examines the relationship between school climate and teacher effectiveness in Public Senior Secondary School in Yauri Education zone Kebbi State. Three research questions and Three null hypothesis were formulated to guide the study. A survey research design was employed for the study and the sample of the study consist of 34 Principals, 500 Teachers and 364 SS II students drawn from 43 secondary schools in Yauri educational zone of Kebbi State. The instruments for data collection are questionnaire titled school climate and teacher effectiveness questionnaire (SCATEQ) and the observation inventory scales on teacher effectiveness. Data collected were analyzed using percentage, means, standard deviation and person product moment correlation co-efficient. The findings of the study includes: open school climate is positively correlated to teacher effectiveness while closed school climate have negative relationship with teacher effectiveness. Also teachers in open climate are more effective in promoting academic achievement, attainment of lesson objective and good students conducts. Based on the findings of the study some of the recommendation made are: in schools with closed climate the principals should be more considerate towards teachers welfare and be more open to suggestions. This will go a long way in motivating the staff and schools with familiar climate should pay more emphasis on productivity, both the principals and teachers should pay more attention to their responsibilities for overall attainment of the school goals.

I. INTRODUCTION

The success of school as a formal institution of learning depend largely on how conducive the atmosphere is for it to deliver on the goals upon which it was built. Nigerian schools operate under sub-systems of education categorized as Basic education, Post-basic education and tertiary education. The Post-Basic level of Education popularly known as senior secondary education occupies a prominent position in the educational system of Nigeria. Because it's that level that determines the academic and professional career of students (Ekundayo, 2009). The ability of any nation to stay competitive bin a knowledge driven world is dependent on its capacity to develop the right kind of knowledge, skills and competence both in quantity and quality at different levels of the educational system. FGN (2013) noted that provision of an ideal environment for the development of the required skills is an

enormous challenge for Nigeria. Thus, the Federal government of Nigeria unveiled a holistic transformation agenda with priorities that includes education. This was in the realization of the fact that education is responsible for developing individual skills to drive the other sectors of the economy.

However, the success of any educational system depends to a large extent on the efficiency and effectiveness of the teachers. Teachers are considered as nation builders and the most important in-school factors for promoting students achievement (Kirchner 2009; Raza, 2010). Indeed, teachers are essential pillars of the educational systems of any nation, they are an indispensable tools in promoting teaching and learning.

Thus, for a teacher to be effective in promoting teaching and learning, certain amount of autonomy has to be provided so that he/she can be able to meet the diverse needs of the students. As much as the students requires space, freedom, flexibility, support and respect, the teacher also requires the same. Therefore, the type of climate that exist in the school can have an influence on teacher behavior, effectiveness and satisfaction. School climate is a multi-dimensional construct. Meaning it does not have a universally acceptable definition. It means different things to different people..Laukas 2007 cited in Muhammad (2016) sees school climate as a multi-dimensional construct that includes psychological, social and academic dimensions. He asserted further, that psychological dimensions includes: feeling about appearance of school buildings, feeling about size of the school and ratio of students per teacher, orderliness and organization of classrooms, feelings about resources, feelings about safety and comforts. Social dimension includes: interpersonal relationships, equity and fairness, competitions and participation in decision making. Babu (2013) in his own view stressed that school climate affects peoples processes and decisions, believes, innovations, teamwork and cooperation, social relationships and record of good conduct.

The National climate center (2014) refers to school climate as the quality and character of the school life as it relates to norms and values, interpersonal relationships, social interactions and organizational structures. School climate reflects the physical and psychological aspects of the school that are more susceptible to change and provide the preconditions necessary for teaching and learning to take

place. School climate can be Open, Closed, Autonomous, Familiar, Paternal or Controlled. Manga (2014) described Open climate as base on cordial relationships and sharing of responsibilities and decision making for the achievement of organizational goals. Autonomous school climate portrays an atmosphere where the principal arouses enthusiasms and diligence, both teachers and students work with devotion. Here the school leadership acts only as a guide and give room for creativity (Raza, 2010).

In schools with Familiar climate, the principal is more concerned about maintaining friendly atmosphere at the expense of task accomplishment. Manga (2014) posits that in schools with Familiar climate there is no strict enforcement of rules or strict supervision and there is little emphasis on organizational goals. Paternal school climate on the other hand depicts a social setting in which the principal tries hard but sadly ineffective. According to Halpin and Cropt 1963 cited in Raza (2010). This climate is characterized best as one in which the principal constrain the emergence of leadership acts from the group and attempts to initiate most of those acts himself. There is high degree of centralization, no delegation or sharing of responsibility, high emphasis on productivity but low satisfaction is obtained in respect to either achievement or social need satisfaction (Manga, 2014). Controlled climate demonstrate an atmosphere where emphasis is on task accomplishment given little time for social needs satisfaction (Tshabalala & Nkuba, 2014).

Therefore, school climate may indicate a great deal of satisfaction, dedication and cooperation among various groups in the school setting, while another might reveal an atmosphere of despair, tension, friction and lack of cooperation. Hence, the type of climate evident in a school can have a profound impact on teachers performance, effectiveness and students achievement. Teacher effectiveness refers to the capacity a teacher has to influence students learning in a manner that result in learning as measured by specific goals or outcomes (Kirchner, 2009). Teacher effectiveness is all about the ability to promote students achievements and record of good conduct.

Several studies were conducted in relation to the variables of the study with varying outcome. Abiodun and Olayemi (2010) examined school climate as a determinant of teacher.

Effectiveness in secondary schools in Ekiti state Nigeria using a survey method. 300 teachers formed the sample size of the study. Findings of the study indicated that there was a significant relationship between school climate and teacher effectiveness. A significant difference was also found between teachers effectiveness in schools having Open climate and those with closed climate. The study concluded that teachers in schools with Open climate are more effective.

Raza (2010) studied the relationship between organizational climate and performance of teachers in public and private colleges of Punjab in Pakistan. The objective of

the study was to identify the strategies of the organizational climate of public and private degree colleges as perceived by the heads, teachers and college students, to identify the weakness of the organizational climate of those school as perceived by school teachers and college students, to measure the performance of teachers as perceived by school heads of the organizations and student, and also find the relationship between organizational climate and performance of college teachers, the study adopted co relational research study. Population of the study consists of principals, teachers and students of private and public colleges of Punjab. Random sampling was employed to choose a sample of the study that comprised of 100 heads, 500 teachers and 1500 students from 100 degree colleges (70 public and 30 private colleges). Data collected and analyzed revealed that open climate was highly positive correlated to teacher performance but paternal and closed climates were negatively correlated to teacher performance, public college principals liked closed climate as compared to private college principals. Majority of teachers in both public and private colleges dislike closed climate. Teachers of both systems like the thrust behavior of their heads and disliked the aloofness behavior of their heads. Students of both systems complained that teachers do not respect their opposing view and that they do not make use of effective teaching aids.

Adeyemi (2008) investigated the relationship between organizational climate and teacher's job performance in primary schools in Ondo State Nigeria. A descriptive survey was utilized; a sample of 360 schools was selected through stratified random sampling technique. The instrument used to collect data was a questionnaire on organizational climate and teacher's performance in schools. The finding of the study revealed that, most of the schools run an open climate type of organization. The level of organizational climate in the schools is however, very low, the level of teacher's job performance was equally low, a significant relationship was however found between organizational climate and teachers job performance. Based on the findings, it was suggested that principals should create a favorable climate to enhance better job performance among teachers. More regular supervision of teachers should be ensured and the principals should be more sensitive to the needs of the teachers to influence conducive school climate.

Yusuf & Adigun (2010) examined the influence of school climate change on teacher's productivity and student achievement. This study investigated the relationship between school climate, teachers productivity and students achievement in secondary schools in Ikere Local Government Area of Ekiti State. The study used descriptive research of survey design. The sample of the study was eighteen secondary schools. Simple random sampling technique was used for the study. Three sets of questionnaires were used to collect relevant data from the respondents. The first instrument tagged Teacher Productivity Questionnaire (TPQ), the second was tagged School Climate Questionnaire (SCQ) while the third instrument was tagged Student Achievement Questionnaire (SAQ). Data collected were analyzed using percentage

scores, means, standard deviation, t-test analysis and Pearson moment correlation, all hypothesis generated were tested at 0.05 level of significance. The findings of the study revealed that the predominant school climate used in secondary schools was open climate. The study revealed that the level of teacher's productivity was low while level of student's achievement was relatively high and it was also revealed that, there was no significance difference in school climate between senior and junior secondary schools but the study revealed significant difference in student's achievement between senior and junior secondary school students. Finally, the study revealed that, there exist a significant relationship between school climate, teachers productivity and students achievement.

Tshabalala & Ncube (2014) examined the role played by school climate in promoting school effectiveness in Zimbabwean Secondary Schools using a sample of 200 teachers from a population of 650 teachers in Nkayi South Circuit in Matebele Land North of Western Zimbabwe. The sample consist of 110 females and 90 males, the survey research design was employed and questionnaire is the research instrument used to collect data. The findings of the study revealed that there was a very high correlation between a positive school climate and school's high pass-rate standards. The findings also revealed that poor results were closely linked to a negative school climate. The study recommends school heads should create a conducive school climate to enhance the effectiveness of their schools.

These studies has given us an insight about how school climate can impact teachers performance, effectiveness and satisfaction which can in return play significant role in success or failure of the school system to deliver on its goals and objectives.

II. METHODOLOGY

The research design that was adopted for this study is descriptive survey research which involves assessing attitudes or opinions towards individuals, organizations or events. The target population of this research comprised of all Principals, Teachers and Students of all Public Senior Secondary Schools in Yauri educational zone of Kebbi State. The total population of senior secondary schools in the education zone is 34 with a total of 502 teachers and 24, 841 students. The study used convenient sampling technique to select one (1) out of the six (6) educational zones in Kebbi State, namely: Argungu, Birnin Kebbi , Jega, Yauri, Zuru and Bunza Educationl Zones. There are (34) senior secondary schools within the Education Zone under study while the overall population of senior secondary schools in the State is One Hundred and Eighty Six (186) Senior Secondary Schools.

All the 34 principals of the schools were used as part of the respondents of the study while Research Advisor (2006) table for determining sample size was used to draw the teachers and students sample. But in the case of students sample, only SS II students was used as the sample, this is because the study is interested in observing classroom

lesson delivery, student conduct and evaluation of continuous assessment results of students in order to justify the technique for measuring teacher effectiveness and choosing SS II students will also give the researcher an in depth knowledge of the situation because they have at least spent two years in the school. It will also give the researcher opportunity to compare their first term continuous assessment results and the third term continuous assessment results in order to see if progress is made or not. Also SSII students are the next set of students to write their external examination. The findings therefore will assist the school administrator and teachers in preparing the students for those upcoming examinations.

Therefore, the researcher used Research Advisor (2006) to draw the teachers and SS II students sample size which recommended 217 teachers and 333 students respectively, whereas proportionate selection technique was used to determine the sample size for each school under study and thereafter simple random sampling techniques was used to select teachers and SS II students from their respective schools.

The principal and teacher's questionnaire is entitled "School Climate and Teachers Effectiveness Questionnaire (SCATEQ) was the instrument used for data collection. The questionnaire comprised of three (3) sections respectively. Section A was on teacher demographic profiles, while Section B focused on organizational climate dimension, this section of the questionnaire was adopted from Raza (2010) and Section C is on teacher effectiveness. The items here focused on student's academic achievement, attainment of lesson objective and student conduct. The items on student conduct are equally adapted from Manga (2007). Other instruments used in the study are teacher effectiveness observation inventory scale on student's conduct, teacher effectiveness observation inventory scale on attainment of lesson objective and academic achievement analysis scale.

Non-participant method was used where classroom lessons were observed and students conduct was also observed. The teacher effectiveness inventory scale on student conduct is adapted from Manga (2007) and is attached to the appendices section while teaching practice evaluation form developed by Faculty of Education and Extension Services, UDUS obtained from Department of Education Foundation was adapted for use to evaluate teachers classroom practices to measure attainment of lesson objectives. Also climate profile distribution table was used to identify climate types, the item is adopted from Raza (2010). which is also attached in the appendices section.

In order to determine the reliability of the instrument, a pilot study was conducted using a test-retest method was applied within an interval of six weeks. The scores of the two tests were correlated through the cronbach alpha reliability method and reliability index derived was 0.75 for principal-teachers questionnaire. The responses obtained through the above mentioned instruments was scored before statistical analysis and all items measuring each of the four (4) aspects of principal's behavior and four (4) aspects of

teacher’s behavior was calculated separately for each of the respondents of a school and added up, on the basis of those calculations the sampled schools were classified into three types of organizational climate namely: close, open and familiar climate using organizational climate identification table adopted from Raza (2010).

Data collected was analyzed using Tables, percentages, means Standard Deviation and Pearson Product Moment Correlation Coefficient Method. All null hypothesis formulated for the study was tested at 0.05 alpha level of significance. The analysis of the data was done with the help of Statistical Package for Social Science (SPSS) Software.

III.RESULTS

This section presents analysis of the null hypotheses formulated for the study. The analysis is done taking the hypotheses one after the other.

Hypothesis One (H₀₁): There is no significant relationship between closed school climate and teacher effectiveness. In testing this hypothesis, data from the 108 respondents was sorted, organized and analyzed using Pearson Product Moment Correlation Coefficient electronically on SPSS version 20.0 the result of the analysis is presented in table 6

Table 1: Pearson Product moment Correlation Coefficient for Relationship Between Close School Climate and Teacher Effectiveness in Senior Secondary School in Yauri Education Zone kebbi State.

Variables	N	Mean	Std. Deviation	r-Cal	p-Value	Decision
Closed Climate	108	83.0000	8.96931			H ₀ rejected
				-.435**	0.000	
Teacher Effectiveness	108	105.1019	10.90566			

Source: Field survey 2015.

Table 1 is a summary of correlation index measured by Pearson Product Moment Correlation Coefficient (PPMC) for the degree of relationship between perceived Close Climate and Teacher Effectiveness (as measured by School Climate and Teacher Effectiveness Questionnaire). Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity. The result of the analysis indicated that there is a moderate negative correlation between the two variables, $r = -0.435$, $n = 108$, $p < 0.05$, and since the *p-value* (0.000) is significantly less than level of significance ($\alpha = 0.05$), the H₀₁ is rejected. Hence there is statistically significant moderate negative relationship between close

climate and teacher effectiveness. This indicates the principal’s autocratic, unsupportive behavior and lack of commitment and productivity towards teachers effectiveness.

Hypothesis Two (H₀₂): There is no significant relationship between open school climate and teacher effectiveness.

In testing this hypothesis, data from the 70 respondents was sorted, organized and analyzed using Pearson Product Moment Correlation Coefficient electronically on SPSS version 20.0 the result of the analysis is presented in table 2

Table 2: Pearson Product Moment Correlation Coefficient for Relationship Between Open School Climate and Teacher Effectiveness in Senior Secondary School in Yauri Education Zone Kebbi State.

Variables	N	Mean	Std. Deviation	r-Cal	p-Value	Decision
Open Climate	70	86.8571	8.96931			H ₀ rejected
				.618**	0.000	
Teacher Effectiveness	70	109.700	10.90566			

Source: field survey 2015.

Table 2 is a summary of correlation index measured by Pearson Product Moment Correlation Coefficient (PPMC) for the degree of relationship between perceived Close Climate and Teacher Effectiveness (as measured by School Climate and Teacher Effectiveness Questionnaire). Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity. The result of the analysis indicated that there was a high positive correlation between the two variables, $r = 0.618$, $n = 70$, $p < 0.05$, since the *p-value* (0.000) is significantly less than level of significance ($\alpha = 0.05$), the H₀₂ is also rejected. Hence there is statistically significant high positive relationship between open school

climate and teacher effectiveness. This reflects the principal and teachers cooperation and supportive attitude to each others ideas and commitment to work which results to high teacher effectiveness.

Hypothesis Three (H₀₃): There is no significant relationship between familiar school climate and teacher effectiveness

In testing this hypothesis, data from the 39 respondents was sorted, organized and analyzed using Pearson Product Moment Correlation Coefficient electronically on SPSS version 20.0 the result of the analysis is presented in table 3

Table 3: Pearson Product Moment Correlation Coefficient for Relationship Between Familiar School Climate and Teacher Effectiveness in Senior Secondary School in Yauri Education Zone Kebbi State.

Variables	N	Mean	Std. Deviation	r-Cal	p-Value	Decision
Familiar Climate	39	72.5128	9.45035			H ₀ rejected
				-.403**	.011	
Teacher Effectiveness	39	103.5383	9.67864			

Source: Field survey 2015.

Table 3 is a summary of correlation index measured by Pearson Product Moment Correlation Coefficient (PPMC) for the degree of relationship between perceived Familiar School Climate and Teacher Effectiveness (as measured by School Climate and Teacher Effectiveness Questionnaire). Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity. The result of the analysis indicated that there was a high positive correlation between the two variables, $r = -0.403$, $n = 39$, $p < 0.05$, and since the p -value (0.011) is less than the level of significance ($\alpha = 0.05$), the H₀₄ was also rejected. Hence there is statistically significant moderate negative relationship between familiar school climate and teacher effectiveness. This indicates that the principal and teachers lack of commitment to work has negative impact on teacher effectiveness.

IV. DISCUSSION OF FINDINGS

Based on the hypothesis tested and analysis of the data, the study discussed the result of the findings, taken the hypothesis one after the other.

Hypothesis 1 (H₀₁) which states that, there was no significant relationship between closed school climate and teachers effectiveness in senior secondary schools in Kebbi state was rejected This is because closed climate is found to have a negative impact on teacher effectiveness. This collaborate the findings of Raza (2010) whose findings indicated that in schools with closed climate principal is strict and rigid in behavior, he/she is inconsiderate. The findings of the observations on teacher effectiveness also revealed that in schools with closed climate, student's academic achievement is fair, attainment of lesson objectives is moderate and overall students conduct is also moderate. This is in support of the findings of Adeyemi (2008) ; Raza (2010) whose findings also revealed that closed climate was negatively correlated to teacher performance.

This study also found that, in schools with closed climate teachers do not use teaching aids to facilitate students learning nor do they adequately monitor student's progress. Although teachers has demonstrated knowledge of subject matter, they lack commitment to ensure high rate of students academic achievement and better student conduct such as optimumness and security is not there. This is not unrelated to the lack of motivation and ineffective management strategies of the school leader that exist, these findings of the study are also support the findings of Raza (2010) which revealed that teachers do not use teaching aids

and teachers do not assess students level of understanding. And also the findings of Tshabalala and Nkube (2011) that revealed that poor results were closely linked to a negative school climate. Also observation by this study indicated that, in schools with closed climate students academic achievements are fair, attainment of lesson objectives is fair while in terms of students conduct, regularity and punctuality level is high, the students maintains moderate level of silence, optimum use of facility is poor, their contribution to security of the school is poor, not so many students were calm during classroom lessons. This goes a long way to show the ineffective management strategies of the principal, who lacks commitment to productivity and teachers negative attitudes to work can all have a negative impact on their effectiveness in ensuring students academic success and good student conduct.

In hypothesis 2 (H₀₂), the study found a significant positive relationship between open school climate and teacher effectiveness. This is in consistence with the findings of Adeyemi (2008); Yusuf & Adigun; (2010) Raza (2010)) that revealed that open climate is positively correlated to teacher effectiveness, productivity and performance. The findings of this research also revealed that open climate exist only in four (22%) of the schools under the sample, this contradict the findings of Adeyemi (2008) and that of Yusuf and Adigun (2010) who found open climate to be the most predominant climate in Nigerian secondary schools. The findings of this study also indicated that, in schools with open climate students academic achievement is high and teachers attainment of lesson objectives is also high as indicated , the finding of this study is in agreement with the findings of Adeyemi (2008), who found out that, teachers in open climate performed much better than teachers in less open climate and also the findings of Raza (2010) which also revealed that teachers in open climate showed much better performance than teachers in paternal or closed climate. The findings of this study further revealed that, students under open school climate exhibit good student's conduct much better than those in familiar and closed school climates.

In hypothesis 3 (H₀₃), the study found that, there was significant negative relationship between familiar school climate and teachers effectiveness, therefore the null hypothesis was rejected. The findings of this study revealed that both the principal and teachers are unproductive when it comes to work, and social needs satisfaction is extremely high. Therefore teachers do little and accomplish little. This findings is in support of the findings of Raza (2010) which revealed that the climate is negative in terms of teachers

effectiveness because productivity is not emphasized. Everyone does as he wishes with little rules and regulation. And also this finding is in support of the findings of (Robson 2012) which revealed that the school head neither emphasizes productivity nor does much to ensure that the teachers are performing their task correctly.

This study also revealed that the student's academic achievement in schools under familiar climate is fair and attainment of lesson objectives is also fairly well and students conduct in terms of regularity and punctuality are moderately satisfactory, in conducts like compartment, optimumness, security and carefulness. The exhibition level is mostly unsatisfactory and rated poor, while in terms of teachers classroom practices, lesson presentation in half of the lessons observed is unsatisfactory. Teachers had adequate knowledge of subject matter but are not committed to ensuring students progress. In many cases students progress is not monitored, teachers do not go round the class to monitor progress regularly, small percentage of teachers gives class work and assignments are not promptly marked. Teachers often don't check their records to monitor students' progress.

Teaching aids are also not being utilized to facilitate students learning. The school leaders does not bother about low productivity of teachers and low rate of academic achievement. The principal is indifferent to the objectives of the school while the teachers do not work as a team. This finding is in support of the findings of Halpin 1966 cited in Raza (2010) which revealed that in this kind of climate little attention is given to overall performance of the school by both the principal and teachers. The findings of this study also revealed that schools under this climate are located in the rural area and teachers in those schools are in effective. This finding is in agreement with the findings of Prakasham in Sodhi (2012) whose findings revealed that teachers teaching in urban areas excelled over teachers in rural areas in both teaching competency and teacher effectiveness.

V. CONCLUSION

The findings of this study indicated that the kind of school climate that exist in a school can have a positive or negative impact on teacher effectiveness, thus school climate is regarded as one of the leading factors in accounting for the differences in the success of the schools. Based on the findings of the study, it could be concluded that.

1. Closed school climate has a negative influence on teacher effectiveness in senior Secondary Schools in Kebbi State.
2. Open school climate has high positive influence on teachers' effectiveness.
3. Familiar school climate has no connection with teachers effectiveness.

Thus, the study finally concluded that, there is relationship between positive school climate and teachers effectiveness and most of the climates that exist in public senior secondary schools in Kebbi State doesn't have conducive atmosphere for teaching and learning to thrive.

This negatively impact teacher effectiveness and results in low academic achievements and overall attainment of school goals.

RECOMMENDATIONS

In the light of the findings of this research and the conclusion drawn the following recommendations are offered:

1. In schools under closed climate, the principals should be considerate and supportive towards staff welfare and also be more open to suggestions. This will go along way in motivating their staff and creating a more conducive atmosphere that will make teachers more effective in their job.
2. Schools with open climate should pay more attention to monitoring of students progress in order to improve their productivity and should also maintain the positive atmosphere that exist in their schools.
3. Schools under familiar climate should pay more emphasis on productivity. Both the principals and teachers should pay more attention to their responsibilities and be more concerned about improving student's progress and academic achievements.

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