

## SCHOOL CLIMATE AS A PREDICTOR OF TEACHERS JOB PERFORMANCE IN SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA.

BY

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### Abstract

*This study assessed teachers' perception of school climate as predictor their job performance in secondary schools in Anambra State, Nigeria. It adopted correlational study design. Two research questions and two null hypotheses guided the study. Out of the population of 5498 teachers in government owed secondary schools, a sample of 550 teachers was selected using proportionate stratified random sampling technique. The instruments used to collect data was two set of questionnaires namely: "Organizational Climate Index (OCI)", and "Teachers' Job Performance Questionnaire" (TJPQ). The questionnaires were validated by experts. Cronbach Alpha method was used to determine the reliability coefficient of the instruments, which yielded 0 .81 for Organizational Climate Index (OCI) and 0.66 for Teachers Job Performance Questionnaire (TJPQ). Pearson Product Moment Correlation showed that teachers' perception of school climate is not a significant predictor of their job performance.*

**Keyword:** School climate and Teachers' job performance.

## 1. Introduction

Teachers are human resource that make school and education objectives a reality. This is because they are employed to guide, teach and motivate students to learn in the school. Teachers are charged with the responsibility to impart knowledge, skills, character and behaviour to students. This vital role teacher's play makes their job performance essential. No wonder, Ofoegbu (2017) stated that teacher's interactions, views, duties and behaviour play vital role in ensuring the achievement in educational institution. Teachers' job performance is the ability of teachers to execute their primary assignment which includes grooming students into useful living by teaching, training and behaviour modification. In other words, no school can achieve its goal without the teachers.

Despite this important role teachers' play in achieving both education and school success, the researchers observed that poor job performance exist among teachers in some secondary schools in Anambra State. The researchers argue that the observed poor job performance among teachers could be a reflection of climate existing in the school. Thus, the need to undertake this study to determine teachers' perception of school climate as predictor of their job performance.

### 1.1. Definitions of Basic Concepts

Teachers are the engine house that powers knowledge, ideas, information and skills transfer to learners. According to Offorma and Chukwuma-Nosike (2016) teachers are the people that coordinate all the factors in teaching and learning process to promote the attainment of educational objectives. In other words, the success of any education institution depends to a great extent on the job performance of the teachers. Obikwelu and Nwasor (2017) teachers are those that make strident efforts to improve human capital in the school. This is to say that teachers are those that help in academic, social and emotional development of students. From the above definitions, it is obvious that teachers are human capital developers whose jobs are meaningless without students in one hand and free expression of information on the other hand. To accomplish this primary assignment depends to a great extent their job performance.

Hussin (2011) defined job performance as putting knowledge and skills into practice so that work can be done effectively and efficiently. According to Griffing,(2012) teachers' job performance is the act of a teacher accomplishing or executing a given task in the school (Griffing,2012). Job performance is the duties performed by teachers in the school which aimed at achieving both education and school objectives.

From the above definitions, it is obvious that teacher job performance is more than just teaching in the class, it also comprised of being punctual to school and class, finishing the scheme of work for each term, making up to date lesson plan and notes, and helping students to solve their academic and learning difficulties. Similarly, Adejumobi and Ojikutu (2013) noted that teachers' job performance is measured in terms of teacher's lesson presentation which ranges from introduction of lesson to teachers' mastery of subject, class participation, class control, evaluation and conclusion. One factor that seems to predict teachers' job performance is school climate.

School climate represents the personality of a school which include the values, norms, expectations, interactions and relationship perceived by the school members. According to Brookshile (2016), school climate is the patterns of people's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures. Nwagwu (2017) defined school climate as status of human relationships within the operational environment of the educational institution. There are six types of school climate; they include: open, autonomous, controlled, familiar, paternal and closed school climate (Nwagwu, 2017 & Peretomode, 2014).

Open climate reflects a climate where the principal, teachers and students are accessible and actively prepared to jointly achieve school objectives. According to Nwagwu (2017) in an open climate the members of the school are creative, innovative and freely interact with one another. Open climate is healthy whereas closed climate is unhealthy in achieving general school objectives (Okorji, Igbokwe & Ezeugbor (2016). Autonomous climate is a climate that gives 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. In controlled climate the emphasis is mostly on hard work. Principals dominate all school activities, emphasizes more on school objectives with little attention to consideration and satisfaction of individuals' personal and social needs (Olibie, Uzochina&Eziuzor, 2015). Familiar climate is characterized by high consideration on need and interests of individuals in the schools with little emphasis in achieving the set school objectives. Paternal climate refers to a climate where the principal is very hardworking, but has no outcome on the school members. The principal discourages the emergence of leadership acts from the teachers and attempts to solely initiate all leadership himself (Olibie, Uzochina&Eziuzor, 2015). Closed climate according to Collard in (Okorji, Igbokwe&Ezeugbor, 2016) describes a school climate as a place where the principal is rigid, unsupportive and controlling while the teachers are intolerant, disrespectful, divided and inefficient. Among these school climate types, open and closed climate are pointed as the most prominent in schools Maniam and Pihie (2017); Olibie,Uzochina and Eziuzor (2015) and Okorji, Igbokwe and Ezeugbor (2016). Consequently, this study is interested in open and closed climate

The goal of this research is to determine whether school climate predict teachers' job performance in secondary schools in Anambra State. Specifically, this study sought to determine whether:

1. Teachers' perception of open school climate predicts their job performance in secondary schools in Anambra State;
2. Teachers' perception of closed school climate predicts their job performance in secondary schools in Anambra State;

The following research questions guided the study:

1. Do teachers' perception of open school climate predict their job performance in secondary schools in Anambra State;
2. Do teachers' perception of closed school climate predict their job performance in secondary schools in Anambra State;

The under listed hypotheses were tested at 0.05 level of significance.

1. Teachers' perception of open school climate will not significantly predict their job performance
2. Teachers' perception of closed school climate will not significantly predict their job performance.

## **1.2. Theoretical Frame work**

The theoretical framework of this study is hinged on theory X and theory Y. These theories were propounded by Douglas McGregor (1960). From his research findings he classified workers into two groups, Group X and Group Y; McGregor gave an insight on each group.

The assumptions of theory X group include that:

- ❖ Work is an onerous chore that must be performed in order to survive
- ❖ the average worker has inherent dislike for work and will avoid working, if he can
- ❖ because of the above characteristic, workers must be coerced, controlled, directed and threatened with punishment, so they will work towards the goal of the organization
- ❖ the average worker prefers security, avoid taking responsibility for his action, grumbled frequently over working conditions and tools.

The assumptions of Theory Y group include that the:

- ❖ Physical and mental effort in work is as natural as play or rest
- ❖ Man will exercise self-direction and control towards organizational goal which he is committed.
- ❖ Commitment to objectives is a function of rewards associated with achievement
- ❖ Average human learns, under proper conditions not only to accept but seek responsibility.
- ❖ Average employee values creativity that is, the ability to make good decisions – and seeks opportunities to be creative at work.

The relationship between this theory and the present study is that the school principal that believes in Theory X would exercise a lot of external control and coercion on the teachers in order to create a school climate which is likely going to be closed or unhealthy type of school climate. He may likely not provide an enabling environment where teachers would discharge their duties effectively and efficiently which invariably may result to poor teachers' job performance. On the other hand, the principal that believes in Theory Y would likely create a healthy school climate. He would seemly provide an enabling environment and involve the participation of the teachers to create the desired school climate. This is because he would likely give attention to teachers' expressions which would motivate teacher toward effective and efficient job performance. Principal and teachers would perform well in a school whose target is on academic advancement. This ia essential for achieving both education and school objectives

### 3. Methodology

The study is a correlational research design. It was carried out in Anambra State of Nigeria. A total of 5,498 respondents comprising all the teachers in 259 secondary schools in the Sate. A sample of 550 teachers (which is 10% of the population) drawn from 26 secondary schools. This was composed using proportionate stratified sampling technique and simple random sampling technique. Two structured questionnaire were adapted titled Organizational Climate Index (OCI) and Teachers' Job Performance Questionnaire (TJPQ). The Organizational Climate Index (OCI) was developed by Hoy, Smith and Sweetland (2002) was used to measure school climate, and Teachers' Job Performance Questionnaire (TJPQ) was developed by researchers was used to collect information on teachers' job performance

The instruments were validated by three experts; two in Educational Management and Policy Department and one in Measurement and Evaluation. All the experts are lecturers in the Faculty of Education, NnamdiAzikiwe University. The reliability of the instrument was ascertained using Cronbach Alpha, and these yielded reliability indices of 0.81 and 0.66 for Organizational Climate Index (OCI) and Teachers Job Performance Questionnaire (TJPQ)

The direct administration method and on the spot retrieval of the instrument was used. A total

of 550 copies of the questionnaires were distributed but only 418copies representing 76% were successfully retrieved and used for data analysis. Data was analysed using Pearson Product Moment Correlation. For the research questions the coefficient  $r$  and the size of the relationship was interpreted using the interpretation of a correlation coefficient by Mukaka (2012) as follows: 90 to 1.00 or -.90 to -1.00 (Very high positive/ negative correlation), .70 to .90 or -.70 to -.90 (High positive/ negative correlation), 50 to .70 or -.50 to -.70 (Moderate positive/ negative correlation), 30 to .50/-.30 to -.50 (Low positive /negative correlation), 00 to .30/.00 to -.30 (Negligible correlation). For the hypotheses the calculated probability value ( $P$ ) was weighted against the stipulated level of significance so that where  $P$  value is less than stipulated level of significance (0.05), the null hypothesis was rejected but where the  $P$  value is greater than the stipulated level of significance, the null hypothesis was not rejected.

**4. Results and Discussion**

**Research Question One:** Do teachers’ perception of open school climate predict their job performance in secondary schools in Anambra State;

**Table 1: Pearson’s Correlation of teachers’ perception of open school climate and their job performance.**

	N	Open school climate	Teachers’ job performance	Remark
Open school climate	418	1	-.027	Negligible
Teachers’ job performance	418	-.027	1	

The results in Table 1 revealed that the Pearson’s Correlation Coefficient,  $r$ . (418) = -.027. Therefore, the correlation is negligible. This means that negligible and negative correlations exist between teachers’ perception of open school climate and their job performance in secondary schools in Anambra State.

**Research Question Two:** Do teachers’ perception of closed school climate predict their job performance in secondary schools in Anambra State?

**Table 2: Pearson’s Correlation between teachers’ perception of closed school climate and their job performance.**

	N	Closed school climate	Teachers’ job performance	Remark
Closed school climate	418	1	-.496	Low
Teachers’ job performance	418	-.496	1	

Table 2 revealed that the Pearson's Correlation Coefficient,  $r. (418) = -.496$ . The correlation coefficient shows that a low and negative relationship exists between teachers' perception of closed school climate and their job performance.

**Hypothesis One:** Teachers' perception of open school climate will not significantly predict their job performance

**Table 3: Test of Significance of Pearson's Correlation between Teachers' Perception of Open School Climate and Their Job Performance**

	N	Open school climate	Teachers' job performance	P-value	Remark
Open school climate	418	1	-.027	0.941	Not significant
Teachers' job performance	418	-.027	1		

Data analysis in table 3 shows that the correlation between teachers' perception of open school climate and their job performance yields a Pearson's correlation coefficient ( $r = -0.27$ ) and  $P = 0.941$ . Since the  $P$  is greater than the stipulated level of significance (0.05), the null hypothesis is not rejected ( $P\text{-value} > 0.05$ ). Therefore, teachers' perception of open school climate is not a significant predictor of their job performance.

**Hypothesis Two:** Teachers' perception of closed school climate will not significantly predict their job performance

**Table 4: Test of Significance of Correlation between Teachers' Perception of Closed School Climate and Their Job Performance.**

	N	Closed school climate	Teachers' job performance	P-value	Remark
Closed school climate	418	1	-.496	.145	Not significant
Teachers' job performance	418	-.496	1		

Data Analysis in table 4 shows that there is no significant correlation between teachers' perception of closed school climate and their' job performance,  $r. (418) = -.496$ ,  $P\text{-value} > 0.05$ . The null hypothesis is therefore not rejected.

## **5. Discussion**

### **The Nature Correlation between Teachers' Perception of Open School Climate and their Job Performance.**

The finding of the study shows that there is a negligible negative correlation between teachers' perception of open school climate and their job performance. This shows that open school climate inversely relates to teachers' job performance. This therefore implies that an increase in teachers' perception of open school climate is associated with a decrease in their job performance.

The finding of this study disagrees with the results obtained from previous conducted studies. Researchers such as Okoye, (2012) & Paige, (2016) found that open climate greatly influence educational innovations. This finding by implication involves teacher' job performance because educational innovations are targeted at improving overall performance in the school.

This contradiction could be attributed to exhibition of disengaged job behaviour by a teacher. This is because in the view of Adejumobi and Ojikutu (2013) a disengaged behaviour refers to the teachers' tendency to be nonchalant. A disengaged teacher avoids dialog with school members, and constructive criticism. When a teacher views his job performance as a mere routine with no positive influence on lives of other school members, it tend to in frustrate team spirit and group cohesion which should have serve as motivator to school members .Thus, teachers under this category often do not show vigor in discharging their primary duties even when the school climate is perceived to be healthy.

Moreover, the finding is strengthened by the result which indicates that teachers' perception of open school climate is not a significant predictor of their job performance.

### **The Nature of Correlation between Teachers' Perception of Closed School Climate and their Job Performance.**

The finding of this study shows that there is a low negative relationship between the teachers' perception of closed school climate and their job performance. Closed school climate represent an atmosphere where the principal is unsupportive and there are high disengagement and low spirit among teachers. The finding indicates that the two variables (closed school climate and teachers' job performance) are moving in opposite direction. This implies that an increase in teachers' perception of closed school climate will decrease their job performance. This finding agrees with affirmation of Olibie, Uzoechina and Eziuzorm (2015). According to these authors in a closed school climate there are high disengagement, high hindrance and low esprit among teachers. This finding is in order, and agrees 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 teacher to effectively discharge their job performance.

The finding of this study is also in congruence with the affirmation of Olibie, Uzoechina and Eziuzorm (2015) who stated that in closed school climate there are high hinderance, low spirit, high aloofness and high thrust of the principal. In line with this, Okorji, Igbokwe and Ezeugbor noted that closed climate is unhealthy. When school climate is unhealthy, it will not be conducive to efficient job performance of school members.

The finding of the null hypothesis indicates that the correlation existing between teachers' perception of closed school climate and their job performance was not significant. This means that teachers' perception of closed climate is not a significant predictor of their job performance. This

finding disagrees with that of Selemat, Samsu and Kamalu (2013) that school organizational climate had significant influence on teachers' job performance. Similarly, the finding of Okoye (2012) revealed that closed school climate has a negative influence on educational innovations.

This finding is not strange to the researcher because teaching is a profession that performance lies in innate desires and passion of the teacher. Also, when the principal create unhealthy climate for the teacher to carry out their duties as well as motivate them, the passion for teaching drives devoted teachers to be faithful in discharging their duty. This means that teachers' perception of closed school climate is not a significant predictor of their job performance.

## 6. Conclusion

Based on the findings of the study presented, analyzed and discussed, the study concluded that teachers' perception of open school climate is not a significant predictor of their job performance and teachers' perception of closed school climate is not a significant predictor of their job performance.

## 7. Recommendations

The following recommendation has been made based on the finding of the study:

1. Principals should create a balanced open school climate to encourage innovation, creativity and motivate teachers to increase their job performance.
2. Educational planners should create awareness to school principal by organizing conference, seminars and workshop to address teachers' perception of closed school climate as relates to their job performance. With this information encourage principal to create a comfortable atmosphere that will enhance teachers' job performance

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