



NIGHTINGALE PUBLICATIONS AND RESEARCH INTERNATIONAL]

INFLUENCE OF OPEN AND CLOSE SCHOOL CLIMATE ON TEACHERS JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN DONGA LGA OF TARABA STATE, NIGERIA

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Introduction

School environment is an important factor of learning that determines the level and readiness of the environment towards learning. School environment constitutes several objects that enable learners interact with them to have positive change in behaviour. According to Halpin and Croft (2004), opine that school climate is on a continuum of open –closed organizational climate types. Open climate is used to describe the openness and authenticity of interaction that exist among the principle, teachers, pupils and parents. It reflects the principal and teachers, cooperative, supportive and

Abstract

The study was designed to investigate the influence of open and close school climate on teachers job performance in secondary schools of Donga L.G.A, Taraba State. Two objectives and two research hypotheses were formulated to guide the study and were tested at (0.05) level of significance. Descriptive survey research design was used for the study, Open and Close School Climate Questionnaire was self-developed and validated by experts in Faculty of Education, Taraba State University, Jalingo and was used for data collection. Chi-square statistics was used for testing of the two null hypotheses and the results showed that open school climate has positive influence on teachers job performance; close school climate has negative influence on teachers job performance. The study concludes that open school climate has

positive influence on teachers' job performance, while close school climate has no positive influence on teachers' job performance. The study recommends that all indices of open school climate be used by the Directors and Principals of Secondary Schools for Teachers' Productivity and Performance.

Key words: Open School Climate, Close School Climate, Teachers Job Performance, Influence

Receptive attitudes to each other's ideas and their commitment to work. School climate is important and all embracing characteristics of the school environment that includes the psychological, social and physical factors. The psychological factors relate to the feeling, attitudes and values exhibitions of the stakeholders of the school (Bako, 2018). Tagiuri (2008), identified the following four components of the school climates which include ecology, Milieu, Social system and culture ecology as the physical and material aspects of the school environment. Miliue is the social dimension in the school and the social system relates to the organizational structure of the school. The structure aspect deals with the values, belief system, norms and ways of their life.

Under school environment, there exists a positive school climate, which exists when students and teachers feel comfortable, wanted, valued, accepted and secured, in order to achieve the positive school organizational climate (Bako, 2018). The principal adopts the appropriate managerial skills and practices which are not only applicable to business organizations. But also amenable to effective management of organizational school climate. According to the researcher, a well managed school climate, the teaching and learning would be effective. Also, in such environment the teachers are certified working to achieve the goals of the school which influence positively the overall performance of both the students and staff (Gavet, 2011). Open school climate refers to cooperation and respect among teachers and between principals and teachers. The principal is supportive, listens to teachers and shows respect for their professional ethics. It is a broad concept that includes the perception of the teachers regarding the working environment of the school, its formal and informal organizational behaviour and (Korkmaz, 2005). It is the common reactions or perceptions of the individuals in a situation that affect

the behaviour of people in an organization. Gulsen and Gulenay (2014), advanced that open school climate teachers and between administrative leaders of the institution, administrative process is the responsibility of the principal, this includes motivating teachers in order to boost teachers trust and commitment.

On the other hand, closed school climate is characterized by lack of authenticity, game playing and disengaged behaviour. Closed school climate cannot bring about school improvement and enhanced school effectiveness and entails, interactions are poor or learning does not take place smoothly (Gulsen & Gulnay, 2014). On the hand performance is something, a single person does. Performance of teachers in school is highly affected by school climate. Bako (2018), affirmed that teachers job performance is the way in which a teacher behaves in the process of teaching and it is known to be related to teachers effectiveness. The researcher further affirmed that it is said that good performance of students depends upon effective teaching of their teachers.

Giffin (2009), explained that the performance of teachers is determined by three (3) factors motivation, work environment end ability to work. Chandrasker (2011), also affirmed that work place environment impacts on teachers' morale, productivity and job performance both positively and negatively. The researcher further affirmed that if the work place environment is not liked by the teachers' so they get de-motivated and their performance also affected. Mohanty (2000), affirmed that teacher performance as the most crucial input in the field of education. Teachers are perhaps the most critical component of any system of education.

Therefore, the study aimed at investigating the influence of open and close school climate on teachers job performance in public secondary schools in Donga L.G.A, Taraba State, Nigeria.

Statement of the Problem

Nigerian education system by design is favourable towards the implementation of educational goals and objectives, unfortunately, this is not feasible in practical situation in schools. This occurs as a result of education position in the constitution, in which education is, embedded in the concurrent list of the constitution which can be handled by both States and Federal Governments. Experience revealed that conduciveness of school

climate is high in Federal Government Schools' than their states counterpart, which guarantees high job satisfaction among teachers in Federal Government Schools and left teachers in the state schools demoralized with low job performance in teaching, which constitutes the problem of the study. Also variation in principals. leadership style also contributes to the varied school climate which also constitutes the problem of the study.

The study has the following purpose as:

1. To find out the Influence of Open School Climate on Teachers' Job Performance in Secondary Schools of Donga L.G.A, Taraba State
2. To find out the Influence of Close School Climate on Teachers' Job Performance in Secondary Schools of Donga L.G.A, Taraba State.

Researcher Hypotheses

HO₁. There is no significant influence of open school climate on teachers' job performance

HO₂. There is no significant influence of close school climate on teacher's job performance

Researcher Method

The study adopted Descriptive survey research design. Because, the study investigated the problem at hand using representatives sample of the population, the results will be generalized to the entire population.

The population of the study comprised of all the teachers of senior secondary schools in Donga L.G.A. The total number of teachers in senior secondary schools of Donga LGA was Two thousand, one hundred (2,100) teachers. This comprised of teachers from SS1 to SS3 (Taraba state post primary school Board, 2018).

Sample and sampling technique of the study comprised of both schools and teachers in the senior secondary schools of Dongal L.G.A, Taraba State the sample of four senior secondary schools was taken or considered as a sample for the study, also simple random sampling technique was used for the study, using probability method with replacement. Hat and draw method was used to draw the number of schools and population sample of the study. This has generated the selection of four (4) schools and one hundred and twenty (120) teachers as population sample. Krejcie and Morgan's of table determining sample was taken, based on the study population. The table stated that

population of two thousand, one hundred (2,100) one hundred and twenty respondents of the study, one for the hundred and twenty (120) respondent, were taken

Open and close School Climate and Job performance Questionnaire (OCSCJPQ) was used to elicit responses from the respondents. The instrument was divided into three sections. Sections A-C Section A, consisted of the Bio data of the respondents, which contained one (1) term, while section B, comprised of open school climate and Teachers Job performance which had ten (10) items and section C consisted of close school climate and teachers.

Job performance which had nine (9) items. The instrument was validated by two experts, from Taraba State University to ascertain both the content and face validity. All suggestions and tallied comments were used to improve the instrument for and valid reliabilities data for the study. After the validation, the instrument was pilot tested using a secondary school in the same study population, but different from the sample. The school selected for the pilot testing was comparable to the four sample schools, in terms of characteristics and mode of ownership. Twenty five (25) teachers were used for the pilot testing using test-retest method, at the interval of two weeks. After which the data collected was analyzed using Person Product Moment Correlations co-efficient (r -correlate) and the result of (0.82) value was obtained and rendered the instrument reliable for research study.

The procedure for data collection started when the research Assistant collected a letter of introduction from the Department of Educational Foundations, Faculty of Education, Taraba State University, Jalingo. The letter was presented to the agency of Post Primary Education and the sampled schools. The heads of the schools, gave the researchers' permission to access the valuable record of the school, as well as the post primary school management board respectively. Data was collected during the school session using wait and take approach with the assistance of form masters of the various classes. All the one hundred and twenty (120) questionnaires were distributed and retrieved for analysis.

The data collected was coded adequately and the two hypotheses were tested using chi-square statistics and the results indicated below:

Hypothesis 1: there is no significant influence of open school climate on teachers job performance.

Chi-square statistics on the influence of open school climate on teachers job performance.

X ² value	Sig. value	Decision
149.236	0.000	Rejection

Field survey, 2019

Pearson chi-square statistics is significant at (149.236, P= 0.000), which means that significant influence exists of open school climate on teachers job performance in public secondary schools, on the basis of data, the null hypothesis is rejected. Therefore, open school climate has positive influence on teachers' job performance.

Hypothesis 2: there is no significant influence of close school climate on teachers' job performance

Chi-square statistics on the influence of close school climate on teachers job performance

X ² Value	Sig. value	Decision
142.396	0.061	Accepted

Field survey, 2019

Pearson chi-square statistics is not significant at (142.394, P = 0.061), which means that significant influence does not exist on close school climate on teachers job performance in public secondary schools, on the basis of data, the null hypothesis is hereby retained. Therefore, close school climate does not have significant influence on teacher job performance.

Discussion of findings

The first finding of the study indicates that there is significant influence of open school climate on teachers job performance. The responses of the respondents show that teachers appreciate the indices of open school climate to improve on their productivity or performance. The finding corroborate that of George (2006), which revealed that a team work is a group of people processing certain skills who work closely together to achieve a common goal, for which they are collectively responsible. The researcher further revealed that the team work happens when teachers work together towards the are purpose of the organization and use their skills to attain common targets. The

finding further revealed that when teachers work in group. They serve their students better. The finding also corroborates that of Demirtas (2010), which revealed that open school climate significantly influences teacher performance and satisfaction in schools among male and female teachers. The finding also tallied that of Emu and Nwannunu (2018), which revealed that safety school environment and good leadership style of principals significantly influence teachers' job performance. The finding is in concordance with that of Njoko and Modebelu (2019), which revealed that open organization climate influences teacher's job performance to a low extent.

Another findings of the study revealed that significant influence does not exist on the close school climate on teacher job performance in schools.

The responses of the respondents revealed that teachers' do not appreciate the indices autocratic leadership style of principals as well as non involvement of teachers in the decision making of the school. Teachers always feel irrelevant when they are not involved in the decision making of their schools, which affect their performance in schools. The finding corroborates a lot of findings which include Maxwell (2014), Bromhead (2010), Reynolds (2010), and Eunrolee (2010), which revealed that close school climate does not add value to the progress of the school. The finding corroborates that of west (2012), which revealed that in close school climate type, has no clear job objectives, staff are not aware of performance gabs and therefore, less productive to the needs of the students.

Conclusion

The study concludes that open school climate has positive Influence on Teachers' Job Performance. Teachers perform optimally, when they are motivated to perform a task as well as involved in decision making of the school.

Also, close school climate has negative Influence on Teachers' Job Performance in Schools. Teachers feel ill motivated when they are sidelined in the decision making process of their schools and feel irrelevant to the school system.

Recommendations

1. School Directors and Principals should adopt all the indices of the open school climate to enhance teachers' job performance and satisfaction,

in school. Once teachers have job satisfaction, students benefit and their performance and improve positively

2. Conferences, workshops and seminar be regularly conducted to educate the school Principals and Directors on the negative implication of close school climate in the side of both teachers and students of secondary schools,

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