

## **Organisational Climate and Teachers' Job Performance in Primary Schools in Ondo State, Nigeria: An Analytical Survey**

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**Abstract:** This study investigated the relationship between organisational climate and teachers' job performance in primary schools in Ondo State, Nigeria. As a descriptive survey was utilised, the study population embraced all the 1153 primary schools in the State. Out of this population; a sample of 360 schools was selected through stratified random sampling technique. The instrument used to collect data was a questionnaire on organisational climate and teachers' performance in schools. The data were analyzed using percentages, t-test, correlation analysis and multiple regression. The findings revealed that most of the schools run an open climate type of organisation. The level of organisational climate in the schools was however, very low. The level of the teachers' job performance was equally low. A significant relationship was however found between organisational climate and teachers' job performance. Based on the findings, it was suggested that headteachers should create a favourable climate to enhance better job performance among teachers. They should intensify more regular supervision of teachers and be more sensitive to their needs to enhance a conducive and enriching school climate. Government too, should provide all the necessary facilities and resources in schools.

**Key words:** Organisational climate, teacher's job, primary school, performance, Nigeria

### **INTRODUCTION**

An organisation could be defined as a system that consciously co-ordinates the activities of two or more persons and influences their behaviour (Barnard, 1960). The school as an organisation has certain objectives which it has to achieve (National Policy of Education, 1998). In order to achieve the objectives, the organisational climate of the school is important. This organisational climate refers to the working condition among superordinates (headteachers) and subordinates (teachers) in a bid to achieve the objectives of the school. The size of the school is equally important. In this regard, Eberts *et al.* (1982) examined the relationship between school size and students' outcomes and found that teachers' satisfaction was greater in smaller schools than in large schools. In a related study, Smith and Gregory (1987) utilised a climate assessment instrument and a series of in-depth interviews and found that teachers were much more satisfied in small schools than in large schools. Although, Fowler and Walberg (1991) found in a study that large school size was negatively related to school climate, Ramirez (1992) argued that size per se is unrelated to achievement; rather the organization of classrooms is the major element in a schools' success or failure.

In another study, Gottfredson (1985) examined the relationships among school size, school disorder and many other school variables and found that large schools are negatively related to school safety while communication problems and lack of staff involvement in large schools are related to school disorder. Haller (1992) also investigated whether the smallness of schools is related to the lower levels of truancy and disorder. He found that consolidating small schools into larger ones created increases in discipline problems. Thus, the Education Reforms and Students at Risk (1996) remarked that many schools lack an engaging school climate and challenging instruction.

Since, the teaching and learning situation in schools seem to be a function of the atmosphere of the school, school climate is a set of unique characteristics of a school. These characteristics tend to distinguish one school from another. In one school the headteacher and teachers may find pleasure in working together. In another school, it may be discontent among teachers. In one school, teachers may appear well organized, seem competent and exhibit confidence in whatever they do. In yet another school, there may be tension as the headteacher loses control (Evan, 1968; Clifton, 1999). Thus, Lomotey and Swanson (1989) compared schools on many characteristics such as size, achievement, culture,

discipline, administrative leadership, teaching staff and curriculum. The authors found out that many of the attributes of a school are related to the size of the school. Stolp (1995) too found in another study that environmental features characterized by shared purpose, belongingness and mutual support are best achieved in small schools.

Litwin and Stringer (1988) investigated leadership behaviour and organisational climate and found that by varying the leadership behaviour in organisations, different climates could be created with implications for teachers' performance. According to the authors, organisation A may be characterised by strong emphasis on structure, vertical communication, status, assigned roles, authority, rules and regulations. Organisation B may be characterized by emphasis on teamwork and friendliness while organisation C may be characterised by emphasis on quality, performance and creativity.

Halpin (1967) identified 6 types of organisational climate. He classified the 1st as open climate that is characterised by low disengagement, low hindrance, high intimacy, high morale and high consideration. In this type of climate, nothing is hidden from any worker. Every teacher feels satisfied with work. The 2nd category is the closed climate. It is characterised by high disengagement, high hindrance, low morale and low consideration. The headteachers and teachers are displeased with everything while exhibiting lack of commitment to work. The 3rd is the autonomous climate which is characterised by complete freedom for teachers to conduct their research. The headteacher, though hardworking, is relatively aloof. The 4th category is the controlled climate where the headteacher is highly domineering, aloof but not considerate. The personal problems of staff are given little emphasis. The 5th category is the paternal climate. It is characterised by low aloofness. The headteacher tries hard but is ineffective in terms of productivity. He is more of a dictator while teachers do not get on well with one another. The 6th category is the familiar climate. It is characterised by sociability at the expense of job performance. The headteacher, though considerate does not emphasize productivity. He is indifferent to the objectives of the school while co-operation among staff is poor (Aderounmu *et al.*, 1988; Downey *et al.*, 1995).

Several factors tend to influence the climate of an organisation. These include the leadership behaviour and staff welfare. Thus, a leader who places a high value on the welfare of staff seems to have a much warmer school climate than a leader who places less value on staff welfare. Another factor is the economic condition. When the economic conditions are favourable, organization seem to relax. But when economic conditions are bad,

budgets might become tighter. Thirdly, the leader might want to ascertain whether resources are adequate and well managed. The fourth is motivation. Ibukun (2001) described motivation as the inner drive that pushes individuals towards an action for the purpose of achieving target objectives. His arguments supported Bigge and Hunts' (2000) remarks that when workers are adequately motivated, they would respond positively to high job performance.

Performance refers to an act of accomplishing or executing a given task (Lindsay, 1995; Griffin, 1997; Owei, 1999). McGregor (1960) developed the theory of job performance in his 'X' and 'Y' theories. Theory 'X' postulates that a negative attribute brings low performance while theory 'Y' predicts that positive attributes result in high performance. The theory that a teacher exhibits influences his or her level of performance (Adeyemi, 2004). In this regard, the teachers' performance could be measured through annual report of his/her activities in terms of performance in teaching, lesson preparation, lesson presentation, actual teaching and the teachers' commitment to job, extra-curricula activities, supervision, effective leadership, motivation and school discipline. Considering all these issues, this study examined the organizational climate that is predominant in primary schools in Ondo State, Nigeria to determine whether there is any relationship between the school climate and teachers' job performance.

**Statement of the problem:** Many schools seem to exhibit different types of climates. In some schools, the atmosphere might be tense while in other schools, the atmosphere might be healthy and friendly. Hence teachers' job performance seems to be a function of the schools' climate. In this regard, the problem of this study was to determine what relationship exists between school climate and teachers' job performance in Ondo State primary schools. In examining this problem, the following research questions were raised:

1. What type of organisational climate is common in primary schools in Ondo State, Nigeria?
2. What is the level of each of the variables of organisational climate in the schools?
3. What is the level of teachers' job performance in the schools?
4. Is there any difference between organisational climate in small and large primary schools in Ondo State?
5. Is there any difference between teachers' job performance in small and large primary schools in the State?

6. Is there any relationship between organisational climate and teachers' job performance in primary schools in the State?
7. Which of the variables of organisational climate best predicts teachers' job performance in primary schools in Ondo State, Nigeria?

**MATERIALS AND METHODS**

The descriptive survey was utilised for this study. The study population comprised all the 1153 public primary schools in Ondo State, Nigeria. Out of this population, a sample of 360 schools was taken. This sample consisted of 150 small schools with population less than 800 pupils and 210 large schools with population ranging from 801 students and above (Ondo State Ministry of Education, 1985). The sample was selected through the multi-stage and stratified random sampling techniques taking into consideration the 18 Local Government Areas in the State, with at least 20 schools from each Local Government Area. All the headteachers of the sampled 360 primary schools constituted the subjects of the study. Out of the 360 headteachers in the sample, 150 headteachers were selected from small schools while 210 headteachers were selected from large schools.

The instrument used to collect data for the study was a questionnaire on organisational climate and teachers' job performance. All the items of the instrument were reviewed by test experts to determine whether they actually measured what they were supposed to measure. The items were matched with the research questions and were found to have content validity. The test-retest reliability technique was used to determine the internal consistency of the instrument. In doing this, the instruments were administered in the first instance to 120 respondents drawn from 10 schools outside the sample and the responses recorded. After a period of 2 weeks, the instruments were re-administered to the same respondents and the responses were recorded. The Pearson Product Moment reliability technique was used to analyze the data collected from the two tests and a correlation coefficient of  $r = 0.71$  was obtained indicating that the instrument was reliable and consistent for the study.

Responses on organisational climate were rated and scored using the Likert 5 point scale of strongly agree = 5; agree = 4; uncertain = 3; strongly disagree = 2; and disagree = 1 (Oppenheim, 1992). Responses on teachers' job performance were also rated and scored using the same rating scale of strongly agree = 5; agree = 4; uncertain = 3; strongly disagree = 2 and

disagree = 1. The sum of the weights given to each item constituted the score on which the analyses of data were based. The data were analyzed using percentages, t-test, correlation and multiple regression analysis. The hypotheses were tested for significance at 0.05 level of significance.

**RESULTS**

**Research question 1:** What type of organisational climate is common in primary schools in Ondo State, Nigeria?

Responses to this question were collected from the headteachers of schools. The data were collected analysed using percentages.

As shown in Table 1, most of the schools run an open climate type of organisation. Respondents in 345 schools (95.8%) claimed that their schools have an open climate type of administration while respondents in only 15 schools (4.2%) claimed that their schools run the closed climate. Respondents in the 360 schools claimed that none of the other climates is common in their schools.

**Research question 2:** What is the level of each of the variables of organisational climate in the schools?

In addressing this question, data on the variables of organisational climate in the sampled primary schools were collected from the headteachers of the sampled schools. Each headteachers was asked to indicate the extent to which each of the variables of organization climate was present in his/her school. The data were analysed with the use of percentages.

Table 2 reveals that each of the variables was present to some degree in each school. A low proportion of the headteachers (9.7-20.6%) indicated that each of the variables was high in his/her school. More than half of the headteachers claimed that each of leadership behaviour, effective supervision and effective discipline was moderate in their schools. This observation was indicated by headteachers in 189, 220 and 148 schools, respectively. More than half of the headteachers indicated that each of motivation of staff and effective communication was low in their schools. A total of 206 and 213 headteachers respectively indicated this. Also, more than half of the headteachers indicated that each of resource availability

Table 1: Types of Organisation Climate Common in Primary Schools in Ondo State, Nigeria

Types of climate	N	Common	(%)	Not common	(%)
Open climate	360	345	95.8	15	4.2
Closed climate	360	9	2.5	351	97.5
Autonomous climate	360	-	-	360	100
Controlled climate	360	-	-	360	100
Familiar climate	360	-	-	360	100
Paternal climate	360	-	-	360	100

Table 2: Level of Variables of Organisational Climate in Primary Schools in Ondo State

Variables of organisational climate	N	High	(%)	Moderate	(%)	Low	(%)
Leadership behaviour	360	54	15.0	189	52.5	117	32.5
Effective supervision	360	35	9.7	220	61.1	105	29.2
Effective discipline	360	67	18.6	148	41.1	145	40.3
Motivation of staff	360	44	12.2	110	30.6	206	57.2
Effective communication	360	62	17.2	85	23.6	213	59.2
Resource availability	360	58	16.1	105	29.2	197	54.7
General Tone of the school	360	74	20.6	101	28.0	185	51.4

and general tone of the school was low in their schools. Headteachers in 197 and 185 schools, respectively indicated this.

**Research question 3:** What is the level of teachers’ job performance in the schools?

In examining this question, data on teachers’ job performance were collected from the headteachers and measured in terms of performance in teaching, lesson preparation, lesson presentation, evaluation of teaching, teachers’ commitment to job, extra-curricula activities, supervision, effective leadership, motivation and school discipline. Each headteacher was asked to evaluate (high, moderate or low) each of the index of teachers’ job performance as evidenced by the teachers in his/her school.

As indicated in Table 3, the level of teachers’ job performance in teaching, lesson preparation, lesson presentation, commitment to work, extra-curricula activities, monitoring of pupils’ work, effective leadership, motivation and disciplinary ability was low as indicated by headteachers in more than half of the schools surveyed. a large number of respondents. The performance level was however on the average in the evaluation of teaching and in effective supervision as indicated by headteachers in 50.5 and 42.8%, respectively of the schools surveyed.

**Research question 4:** Is there any difference between organisational climate in small and large primary schools in Ondo State?

Addressing this problem, the following hypothesis was raised.

**There is no significant relationship between the organisational climate in small and large primary schools in Ondo State?:** In testing the hypothesis, data on the organisational climate in small and large primary schools in the State were collected. The headteachers were requested to give information on each index of organisational climate in their school. Their responses were collated and score assigned to each response according to the rating scale indicated under the method applied for the study. The responses were weighted

Table 3: Teachers’ Level of Job Performance in Primary Schools in Ondo State

Variables	N	High	(%)	Average	(%)	Low	(%)
Performance in teaching	360	46	12.8	133	36.9	181	50.3
Lesson preparation	360	51	14.2	117	32.5	192	53.3
Lesson presentation	360	49	13.6	109	30.3	202	56.1
Evaluation of teaching	360	55	15.3	182	50.5	123	34.2
Teachers’ commitment	360	47	13.0	128	35.6	185	51.4
Extra-curricula activities	360	64	17.8	114	31.7	182	50.5
Effective supervision	360	76	21.1	154	42.8	130	36.1
Monitoring Pupils work	360	67	18.6	116	32.2	177	49.2
Effective leadership	360	53	14.7	124	34.5	183	50.8
Motivation	360	49	13.6	126	35.0	185	51.4
Disciplinary ability	360	52	14.4	114	31.7	194	53.9
Average	360	55	15.3	129	35.8	176	48.9

and scored using the Likert 5 point scale of strongly agree = 5; agree = 4; uncertain = 3; strongly disagree = 2; and disagree = 1. The sum of the weights given to each item constituted the score on which the analyses of data were based. The hypothesis was then tested with the use of the Pearson Product Moment Correlation analysis.

In Table 4, the calculated r value (0.631) was greater than the table r value (0.195) while the probability was less than 0.05. Hence, the null hypothesis was rejected. The r = 0.631 shows a positive relationship between the 2 variables. This indicates that there was a significant relationship between organisational climate in small schools and the organisational climate in large schools in the State. However, the mean score for small schools was 102.56 while that for large schools was 74.31 indicating that the organisational climate was better in small schools than in large schools.

**Research question 5:** Is there any difference between teachers’ job performance in small and large primary schools in the State?

In analysing this question, the following null hypothesis was raised:

There is no significant relationship between teachers’ job performance in small and large primary schools in the State.

This hypothesis was tested with the use of the Pearson Product Moment Correlation analysis. Data on teachers’ job performance in small and large primary schools were collected from the headteachers of the schools and measured in terms of performance in

Table 4: Organisational Climate in Small and Large Primary Schools in Ondo State

Variables	N	Mean	SD	df	r-calculated	r-table	Signif.
Organisational climate in small schools	150	102.56	10.24	358	0.631	0.195	0.00
Organisational climate in large schools	210	74.31	8.46				

p<0.05

Table 5: Data on Teachers' Job Performance in Small and Large Schools in Ondo State

Variables	N	Mean	SD	df	r-calculated	r-table	Signif.
Teachers' Job performance in small schools	150	112.43	12.62	358	0.534	0.195	0.00
Teachers' Job performance in Large Sschools	210	86.57	9.86				

p<0.05

Table 6: Organisational Climate and Teachers' Job Performance in Primary Schools

Variables	N	Mean	SD	df	r-calculated	r-table	Signif.
Organisational climate	360	85.65	7.82	358	0.672	0.195	0.00
Teachers' job performance	360	121.32	9.63				

p<0.05

teaching, lesson preparation, lesson presentation, evaluation of teaching, teachers' commitment, extra-curricula activities, effective supervision, monitoring pupils work, effective leadership, motivation and disciplinary ability. The headteachers rated the variables of teachers' job performance and assigned scores according to Likert 5 point scale of strongly agree = 5; agree = 4; uncertain = 3; strongly disagree = 2 and disagree = 1. Their responses were collated while the sum of the weights given to each item constituted the score on which the analyses of data were based.

In Table 5, the calculated r value (0.534) was greater than the table r value (0.195) while the probability was less than 0.05. Hence, the null hypothesis was rejected. The  $r = 0.534$  shows a positive relationship between the 2 variables. This indicates that there was a significant relationship between teachers' job performance in small schools and teachers' job performance in large schools in the State. However, the mean score for small schools (112.43) was greater than the mean for large schools (86.57) indicating that teachers' job performance was much better in small schools than in large schools.

**Research question 6:** Is there any relationship between organisational climate and teachers' job performance in primary schools in the State?

In analysing this question, the following null hypothesis was raised:

There is no significant relationship between the organisational climate and teachers' job performance in primary schools in the State.

The organisational climate in schools was measured in terms of headteachers' leadership behaviour, effective supervision, effective discipline, motivation of staff, effective communication, resource availability, delegation of duty and personal attributes of headteachers. Teachers' job performance was measured in terms of performance in teaching, lesson preparation, lesson

presentation, evaluation of teaching, teachers' commitment, extra-curricula activities, effective supervision, monitoring pupils work, effective leadership, motivation and disciplinary ability. Data on the variables were collected from the 360 headteachers in the sampled schools while the hypothesis was tested using the Pearson Product Moment correlation analysis.

In Table 6, the calculated r value (0.672) was greater than the table r value (0.195) while the probability was less than 0.05. Hence, the null hypothesis was rejected. This shows that there was a significant relationship between organisational climate in schools and teachers' job performance. The findings imply that teachers' job performance is a function of the organisational climate of the school. A positive relationship was in this study. This means that teachers' job performance was high in favourable school climate.

**Research question 7:** Which of the variables of organisational climate best predicts teachers' job performance in primary schools in Ondo State, Nigeria?

In examining this problem, the research question was transformed into the following hypothesis.

**Ho:** None of the variables of organisational climate is a good predictor of teachers' job performance in primary schools in Ondo State, Nigeria.

In testing the hypothesis, data on organisational climate variables such as leadership behaviour of headteachers, effective supervision, effective discipline, motivation of staff, effective communication, resource availability, delegation of duty, personal attributes of headteachers and the general tone of the school were collected from responses to the questionnaire. Data on teachers' job performance were also collected. Teachers' job performance was correlated with each index of school climate. The hypothesis was tested using correlation analysis while the correlation matrix shown in Table 7 was derived.

Table 7: Correlation matrix on organisational climate and teachers' job performance

Variables	Teachers' job performance	Leadership behaviour	Effective supervision	Effective discipline	Motivation of staff	Effective communication	Resource availability	General tone of the school
Teachers' Job performance	1.00							
Leadership behaviour	0.52	1.00						
Effective supervision	0.47	0.47	1.00					
Effective discipline	0.45	0.38	0.46	1.00				
Motivation of staff	0.34	0.42	0.37	0.27	1.00			
Effective communication	0.39	0.46	0.42	0.31	0.25	1.00		
Resource availability,	0.27	0.34	0.38	0.34	0.21	0.23	1.00	
General tone of the school	0.54	0.41	0.43	0.47	0.16	28	0.27	1.00

p<0.05

Table 8: Output of regression analysis

Predictor variables	B	SE B	\$	T	Signif. t
General tone of the school	0.41632	3.7246	0.39637	1.4261	0.0000
Leadership behaviour	0.39464	0.012752	0.37426	1.0134	0.0000
Effective supervision	0.37851	0.011472	-0.31645	12.423	0.0000
Effective discipline	0.36743	0.011364	0.28363	0.31362	0.0000
Effective communication	0.27537	0.010482	-0.25934	-0.30492	0.0000
Motivation of staff	0.25372	0.001364	0.21742	21653	0.0300
Resource availability	0.21583	0.001242	0.20535	0.17368	0.0300
(Constant)	3.1274	0.037418		101.621	0.0000

As shown in Table 7, all the variables show significant relationship with each other and with teachers' job performance in the schools. The r shows the correlation coefficient between each pair of variables. The r was however large between certain pairs of variables indicating large correlation between the variables. However, since the correlation analysis determines only the relationship between each pair of variables, it could not show the relationship among all the variables put together (Berenson and Levine, 1979). Hence, multiple regression analysis was conducted to determine the inter-correlation among all the variables and which of them could predict significantly the values of the criterion variable.

Considering the findings in Table 8, the following regression equation was derived:

$$Y = 3.1274 + .41632 (\text{general tone of the school}) + 0.39464 (\text{leadership behaviour}) + 0.037851 (\text{effective supervision}) + 0.36743 (\text{effective discipline}) + 0.27537 (\text{effective communication}) + 0.25372 (\text{motivation of staff}) + 0.21583 (\text{resource availability}).$$

Analysis of variance			
	DF	Sum of squares	Mean square
Regression	8	6.3643	1.1351
Residual	352	3.8645	0.00425
		F = 134.823	Signif. F = 0.000

Multiple R: 0.73462, R Square: 0.62524, Adjusted R Square: 0.61578, Standard Error: 0.071628

In Table 8, all the variables were found to have entered the regression equation. Each was also found to have significant t values of less than 0.05. This shows that

there was a significant relationship between the predictor variables of organisational climate and the criterion variable (teachers' job performance). Organisational climate accounted for 62.5% of teachers' job performance. However, the best predictor of teachers' job performance was general tone of the school which contributed 41.6% to the regression equation. The contributions of other variables to the regression equation were as follows, leadership behaviour 39.5%; effective supervision 37.9%; effective discipline 36.7%; effective communication 27.5%; motivation of staff 25.4% and resource availability 21.6%.

## DISCUSSION

The foregoing analysis showed the relationship of organisational climate to teachers' job performance in primary schools in Ondo, State of Nigeria. In the analysis, it was found that level of organisational climate in the schools was low. It was also found that the level of teachers' job performance was equally low. The findings on schools' size were consistent with the findings made by Eberts *et al.* (1982) and Johnson (1990) that teachers' job performance was greater in smaller schools than in large schools. The findings on school size and school climate were in consonance with the comments of Haller (1992) that the smallness of small schools might be responsible for the lower levels of truancy and disorder in the schools and that by consolidating small schools into larger ones would create only trivial increases in the discipline problems. The findings were however contrary to those of Fowler and Walberg. (1991) who found that large school size was negatively related to school climate.

Although, the findings of this study on the low level of teachers' job performance disagreed with Olonisakin's (2002) findings of high level teachers' job performance in primary schools in Ekiti State, Nigeria, the findings however agreed with his findings on the significant relationship between the provision of resources in schools and teachers' job performance. The findings on the significant relationship between motivation and teachers' job performance were also in consonance with the findings of other researchers (McGregor, 1960; Ibukun, 2001).

The significant relationship found in this study between organisational climate in small schools and the organisational climate in large schools was consistent with the findings made in previous studies (Fowler and Walberg, 1991; Getzel and Guba, 1997). The significant relationship found between teachers' job performance in small schools and teachers' job performance in large schools also agreed with the findings made by Cotton (1996) which indicated a better positive attitude of teachers to work in small schools than in large schools. The findings on the significant relationship between organisational climate in schools and teachers' job performance agreed with the findings made by other researchers (Kershaw and Blank, 1993; Downey *et al.*, 1995; Clifton, 1999). The significant relationship found in this study between the predictor variables of organisational climate and the teachers' job performance was consistent with the findings made by other researchers (Foster and Martinez, 1985; Bigge and Hunt, 2000). This suggests that teachers' performance is a function of the climate of a school.

The findings of this study might have been as they were probably because classroom teachers were not involved in the study. The views of classroom teachers would perhaps have given a different picture in the study. This could be an area for further research.

### CONCLUSION

The findings of this study has led the researcher to conclude that variables of organisational climate are critical variables in teachers' job performance in primary schools in Ondo State, Nigeria. Although the open climate was found in this study to be prevalent in schools, yet, the findings of the study has led the researcher to conclude that the level of organisational climate in the schools was low. This perhaps could have led to the low level of teachers' job performance in the schools. Based on the findings, it was recommended that headteachers should maintain or create a favourable climate in schools to enhance better job performance among teachers.

Headteachers should also intensify more regular monitoring of teachers' work and motivate teachers by providing incentives that would make them perform better. Hence, they should be more sensitive to the needs of teachers and students alike in order to cultivate a conducive and enriching school climate. The State government should provide all the necessary resources and facilities in schools and ensure the effective utilization of these resources in order to enhance better job performance among teachers.

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