



# School Climate and Teachers Job Performance in Public Senior Secondary Schools in Rivers State

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## Abstract

This study investigated school climate and teachers job performance in public senior secondary schools in rivers state. Three research questions and three hypotheses aided the study. A correlational research design was used for the study. The population of the study comprised the 6823 teachers of public junior secondary schools in Rivers state, while the number of respondents was 328. The sample size of the study was 287 respondents after retrieving the questionnaires. A questionnaire instrument tagged school climate and teachers job performance (SCTJPQ), made up of 17 items were used for data collection. The instrument was validated by researcher's supervisor and two other experts in the educational management from Ignatius Ajuru University of Education, Port Harcourt, Rivers state. Cronbach alpha was statistically used to test the reliability of the instrument and reliability estimate of .71 was obtained for the 17 items in section B of the questionnaire. Data collected for the study was analyzed using mean and standard deviation for research questions while Pearson product moment correlation (PPMC) was used to test the null hypotheses at .005 level of significance. The result of the study showed that there is a significant relationship between all the school climate variables (principals' leadership behavior, instructional aids, and class size) and teachers' job performance. It was concluded that school climate has a significant influence on teachers' job performance, it was then suggested among others that schools should provide more staff development programmes for their teachers, and also recognize teachers' hard work, provide instructional aids, and have a normal class size, since it motivates teachers to put in their best to perform better in their duties.

**Keywords:** Principal, Leadership Behavior, Instructional Materials, Motivation, Leader, Job Performanc, Class Size.

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## INTRODUCTION

School is a social organization with unique formation that influences behaviour of the human component. The human element in the school includes the students, teachers and administrators. The school as a social system is characterized by the existence of organizational goal and

individual goal, the attempt to balance the organization and individual goal results to the creation of school climate. School climate tries to balance the relationship between the administrator, teacher, the student, as they work to accomplish their personal goals as well as that of the set organizational goals. School climate can also be described as the feelings of the teachers concerning the arrangement and the activities in the school, as it relates to the extent, they feel the arrangement, interaction and activities create balance between their personal need and the school goal.

The school is influenced by formal and informal organizations. The formal organization is designed to ensure that all interactions lead towards the realization of the school goals while the informal stand point is the interaction that helps teachers to satisfy their personal need. School climate is also described as the feelings of teachers about the structure of the school as they work to balance the school goal and their personal goal. The school as an educational sector or institution depends on the teacher as well as the collective interaction of the internal and external forces that intervene in the fulfillment of the purpose for setting up schools.

Teachers as important members of school, play pivotal role in educating the students. Teachers are professionals who translate policy into action. They ensure the growth and development of a nation. Teachers are bridges that make teaching and learning effective. The teacher is thus the builder whose performance depends on adequate qualification, gender, experience and preparation. Availability of teachers determines the performance of students in school. Teachers are very important tools particularly in the lives of students. Therefore, they can be evaluated through their job performance. Teachers job performance can be defined as the skill, knowledge and competence with which a person executes the duties and responsibilities associated with job description. It is also the fulfilling of an obligation, carrying out one's duties and accomplishing a specific job or duty; implying the accomplishment of set goals and objectives. When a person is employed for a said job, after a while they are expected to show results, the value expected is of that which you have achieved over the course of a set period of time, which rates how excellent you are in carrying out your duties. This involves the teacher's role in the dissemination of knowledge providing guidance and counseling services for both on and off school activities.

Teachers' performance can be determined, explained or measured using several yardsticks such as their effectiveness in delivering of lessons, writing of lesson note, selection and usage of instructional materials, completing number of periods per week and scheme of work as well as commitment and involvement of other duties that will lead to the realization of school goals.

Nworgu (1991), Omolayo (2000) and Aghenta (2001) explained principal, leadership behaviour as the process of influencing the activities of a group of people by a leader in an effort towards the attainment of the organizational goal. It involves the act of getting things done with the corporation and assistance of other people. A principal is an individual who has the authority to head a school, provide planned direction, revise policies and procedures of the school, supervise curriculum development and monitors students' academic progress and teacher's effectiveness, etc. On the other hand, teaching aids are powerful strategy to bring about effective teaching and learning. They include books, audio-visual, software and hardware of educational technology. The availability, adequacy and relevance of instructional material in classrooms can influence quality teaching, which can have positive effect on students learning and academic performance, this is so because when a lesson is made colorful and interesting it gets stored in the student's memory making it hard to forget the lesson. Another factor that determines

teachers' job performance is the working environment. Teachers' working environment is the totality of conditions under which a person or a group of persons works or performs his or her duties, it's said that a positive environment fosters good working performance.

### **Statement of the Problem**

Efficiency, effectiveness and performance of students in learning institution is achieved as a result of employee commitment, effectiveness and dedication to duty. These employees include teaching and non-teaching staff. The teaching staff are the most important tools or individuals in the school. They translate policies into action. The success and performance of pupils and students depends on the capacity or ability of teachers. The contributions of teachers to the society and by extension the nation cannot be overemphasized. These so-called personnel (teachers) have been neglected by their masters, the federal government and the society at large.

In Nigeria today, teachers are regarded as second-class citizens instead of nation builders. Some teachers particularly teachers in Rivers State work in a very high environment, no toilet facility in some schools, inadequate staff-room in most schools and inadequate teaching materials. This is one of many issues that confront teachers in Rivers State. It is more painful to note that these teachers have not been promoted for some years, no step increment and in most cases are forced to buy teaching aid from their meager salary. This is the reason examination malpractice is in the increase in our schools especially during external examination in Nigeria particularly Rivers State. It is as a result of this backdrop that the researcher was propelled to embark on this study.

### **Aim and Objectives of the Study**

The study investigated the influence of school climate on teacher's performance in public senior secondary schools in Rivers State. Specifically, the study intended to:

- Determine the extent to which principals' leadership behaviour influence teachers' job performance in public senior secondary schools in Rivers State.
- Evaluate the extent to which instructional materials influence teachers' job performance in public senior secondary schools in Rivers State.
- Determine the extent of class size on teacher's job performance in public senior secondary schools in Rivers State.

### **Research Questions**

The following research questions guided the study:

- To what extent does principal's leadership behaviour influence teachers' job performance in public senior secondary school in Rivers State?
- To what extent does teaching aids influence teacher's job performance in public senior secondary schools in Rivers State?
- To what extent does class size influence teacher's job performance in public senior secondary schools in Rivers State?

## **Hypotheses**

The following null hypotheses were formulated to guide the study and tested at 0.05 level of significance:

- There is no significant relationship between principal's leadership behaviour and teachers' job performance in public senior secondary schools in Rivers State.
- There is no significant relationship between teaching aids and teachers' job performance in public senior secondary schools in Rivers State.
- There is no significant relationship between class size and teachers job performance in public senior secondary schools in Rivers State.

## **Theoretical Framework**

### **Herzberg Two Factory Theory of Motivation**

The theory that propelled the search light for the study on school climate and teachers job performance was the motivation theory by Fredrick Herzberg. This theory is also called the "motivation – hygiene theory", "motivation maintenance theory" or "dual factor theory". The theory was propounded by Herzberg in the year 1959 in his book: the motivation to do work. The theory states that what motivates the human are categories into two factors namely the motivation factors and the hygiene factors.

The hygiene factor (maintenance factors) is also referred to as dissatisfiers. "Hygiene" is used in the sense that these maintained factors are extrinsic to work itself and involves aspects like policies, supervision practices. Hygiene factors prevent or reduces negative behaviours/attitude among employees and the factors found here are mostly related to the environment and are external to the job, but it is absence can cause job dissatisfaction. They are job security, the presence of job security to an employee means happiness knowing that a person will not be easily dismissed from their secured job and this peace of mind enables them perform well in their job by giving all their best knowing they have a career to build in that place of work.

The Status of an employee that is demoted in workplace will become dissatisfied and this must times will affect their performance poorly. the interpersonal relationship in a work place should be cordial and void of fear, a person should be happy working with their fellow colleges and not be afraid because of competition made present in work place .The Personal life of an employee should be considered as his feelings can affect the delivery of his duties even his health should be put into consideration providing healthcare service, salaries paid should be equal and should correspond to the present cost of living, salary structure should be same for equals and be able to compete with another firm. Company's policies should consider the interest of employees. Working condition should be fair and clear and flexible, supervisors should carry employees along by showing them how work should be done properly to achieve the set-out goals.

On the other hand, motivators are intrinsic factors that are driven by internal reward, an employee's motivation to work harder is born from within him, if he sees the work as satisfying to him, he does the job because he loves/enjoys doing the work, and not just for the money, recognition of fame etc. he just wants to make a positive difference. Motivators are inspired by challenging work, being recognized for your input into your work, being give a responsible task

to do and being involved in decision making these things give an employee a sense of importance to the organization.

All these things give positive fulfilments, arising from intrinsic conditions of the job itself such as recognition, achievements or personal growth on the job.

An employee who wishes to reduce dissatisfaction in workplace should focus absolutely on the workplace, which includes policies, procedures, supervision and working condition, having in mind that hygiene factors are like housekeeping chores” that must be done. That when absent motivators will not function well because employees will complain and point out faults. In the school setting if teachers’ achievements are recognized and acknowledged and due responsibility of decision making given to them, they will display more zeal to school goals, which is students’ academic performance when factors like pay(salary), condition of service, job security etc. may not motivate all teachers.

The theory demands that school managers (principles) are responsible for the running/management of school should a try to provide motivating factors in such school. Such as positive interpersonal relationship. The relevance of this theory to the study is that, it explained how the elements in the school environment can influence the performance of teachers in the school system.

### Conceptual Framework

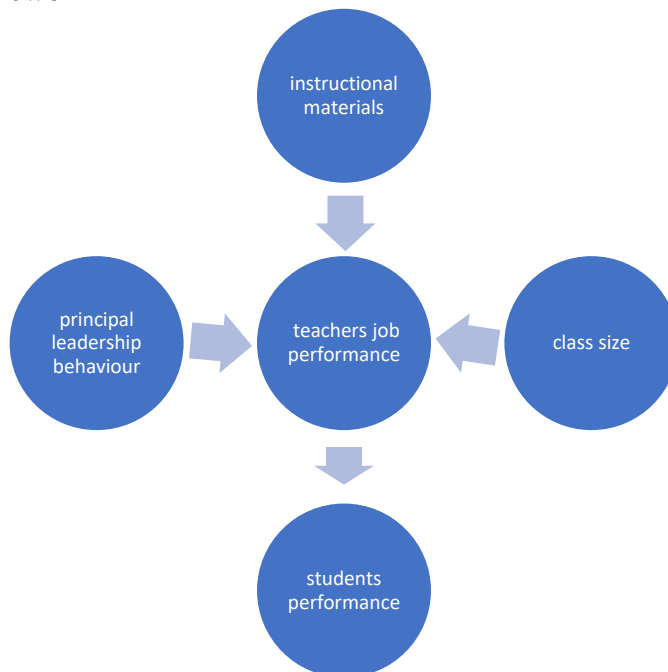


Figure 1: Conceptual framework showing the impact of school climate variables on teachers’ job performance and students’ academic performance.

### Teachers and Job Performance

Teachers are wonderful people who have been trained to help convey or communicate knowledge, attitude, character and skills to student who learn under them. Onwuka in Chukwu

(2009) saw teachers as all who mold character of children or youths, transmit knowledge, disseminate information, appraise or administer the school environment and facilitate effective teaching and learning process. Vikoo (2003) also says a teacher has specialized knowledge of a certain discipline - his "teaching subject"- and knowledge of the acceptable ways of teaching that subject. A teacher sets goals he intends to achieve at the end of the term or session and works toward achieving them every week, he works on the objectives he has set. Secondary school teachers teach in secondary schools where their work is cut out for them based on the curriculum, they work hard to ensure that the goals and objectives of the school are met, they partner with the principal of the school to ensure a smooth administration, they also work hard in classroom to ensure that students assigned to them learn and develop, they assume the position of a parent to students in class or school, assume the duty of a counselor, and transfers skills, improvises instructional materials, as well as evaluators of learning.

Teachers' performance in secondary schools becomes better where there is a conducive teaching and learning atmosphere. This implies/involves good remuneration and prompt payment, cordial working relationship with school head, good school infrastructure such as classroom, libraries, research facilities, laboratories, relaxation centers, and good office. Other things that can boost teachers' job performance include right instructional materials, good health, motivation, and so on. According to Mekonnen (2014) performance of teachers in schools is highly affected by motivation as their performance automatically reaches a higher level. Teachers' job performance could thus be seen as those activities executed by teachers in a defined school setting to actualize desired effects on students. This includes teachers' overall participation in the administration of the school so that the expected goals and objectives of the school can be achieved. Performance also refers to an act of accomplishing or executing a given task (Owei in Adejumbi & Ojikutu, 2013) which can be measured using teacher's lesson presentation which involves the introduction of lesson, teacher's mastery of subject, class participation, control, evaluation and then conclusion. Every activity the teacher does in school counts. Through voracious zeal and commitment coupled with right skills in addition to earlier mentioned incentives such as motivation and friendly working environment, the teacher goes the extra mile in discharging his duties. Improved teachers job performance shows in quality teaching given to students which invariably leads to good examination results which in turn reflex's as personal satisfaction on the part of the teachers. However, where there is poor teachers job performance, Affianmagbon (2007) said there will be signs of absenteeism, persistent lateness to school, irregular and unauthorized movement from duty post, and indiscipline among others on the part of the teachers.

## **Functions of a Teacher**

The functions a teacher performs in the school can be summarized as follows,

**As a transmitter of information (skill):** The teacher is in a very "delicate position" to transmit right skills and knowledge to the student. The teacher chooses the knowledge and required skills to transmit or impart knowledge to the Learner and also decides the appropriate methodological approaches to promote meaningful learning.

**As a counselor:** Counsels the students, on educational, vocational and personal/social problems. Osadebe (2009) defined counselling as a process in which a trained counselor (this time the

teacher) helps a student in a private setting to understand and solve, problems in the areas of educational, vocational and personal/social concerns. The counselling Association of Nigeria cited in Osadebe (2009) outlined the objectives that a counselor is expected to achieve in secondary schools among which are:

The teacher serves as an Educational Guidance Counselor

- As a Vocational Guidance Counselor, the teacher guilds students in their career choice
- The teacher serves as a Personal/Social Guidance Counselor by Fostering personal and social development in students through individual and group program: social societies, exchange program, hobbies, self-management skills, social skills, social skills, training in assertiveness, etc.

### **Principal's Leadership Behaviours**

Every group exists for the creation of productivity in the form of goods, services or ideals of a wealth defended class in the socio-economic sub-section. For example, an educational institution exists for the production of educated persons like school leavers or university graduates (Eunice, 2018).

Experts explain that, every organization produces its expected output of goods, services or ideas through the contribution of its human employees labour. Since the human employees of any organization need during their organizational work periods to channel their diverse physical, intellectual effective and skillful resources to the joint or collaborative task of producing their organization's expected output, they require leadership. This is because it's the leader who states and explains organizational goals, and then demands, facilitates, motivates, evaluates and rewards individuals and team contributions to the desired ultimate production outcomes.

In a school situation, particularly secondary level, the Principal as a leader is expected to provide leadership for the teachers and for all the other categories of school workers. Leadership can be defined as inter-personal influence exercised in a situation and directed through a communication process towards the attachment of a particular goal. According to Aderounmu & Ehiamentor (1981), leadership is the ability to initiate action and to motivate and direct other members towards fulfilling of a common goal. That is to say a leader is one who stimulates his followers to help accomplish his goals, Gilbbs (1968) described leadership in terms of situations, circumstances and what it does. He maintained that leadership is always:

- Relative to situation;
- Directed towards some goals;
- A process of mutual stimulation.

Adeyemi (2010) opined that leadership behaviour is the ability of a leader to get tasks done with the assistance and cooperation of people in a school system. The concept of Principal leadership behaviour is similar to administrative staff. A principal's leadership behaviour that is present in an organization plays a very important role in motivating the commitment or involvement of teachers and nonacademic staff found in the school. Good leadership behaviour should be able to display good direction, implementation of plans, and inspire in his followers to do work willingly. Leaders engage in different leadership behaviour in places of work depending on the

one that they believe works for them effectively or on the one that gets job done and goals achieved. There are many different behaviours adopted by leaders in different works of life or field of profession. They include the democratic behaviour, permissive, transformational, transactional etc. styles of leadership. A leader has a way he operates with his subordinate or team mates which in turn determines their level on commitment to work, meaning that a leader's attitude towards his team mate could affect work positively or negatively.

Daft and Noe (2001) opined that Principal's leadership behaviour has an effect on teachers as well as students. The scholars acknowledged three leadership behaviours; namely, Autocratic leadership behaviour, permissive leadership behaviour and directive leadership behaviour.

### **Autocratic Leadership Behaviour**

This category of leadership is also referred to as authoritarian leadership. The leader sees himself as the boss and tries to exert powerful authority using reward and coercions to influence his followers, focusing his attention on the product instead of making human needs the center of attention (Bogler,2001). The leader controls every decision made allowing little or no contributions from other member of the team. It's believed that the principals who are found in this category of leadership behaviour only makes all the decisions and then directs the teachers under them to comply or carryout his rules or given directives and complete given task on time. The leader has the final say on things and does not entertain advice or recommendations given by others. He does not consult others when making important decisions, and when they are made, the tasks are dictated or the employees are given obligations without reward or any motivation to boost their morale. Employees who are not motivated, have no feeling of belonging and they demonstrate no interest in their work. In this type of leadership behaviour, all decision-making processes are leader-centered, since leaders do not allow any suggestions or initiatives from subordinates. An autocratic leadership behaviour is successful in providing strong motivation for the leader, he is confident of his decisions and does not give up until he achieves satisfaction. He takes responsibility for decisions.

### **Permissive Leadership Behaviour**

A permissive leader is also known as a laissez faire. He is a leader who hands over his control responsibility to workers to make decisions and then considers himself as a resource's person with passive participation. The permissive leader gives complete freedom to followers to make decisions regarding any issue in the organization and to solve any problem they encounter on their own with very little guidance from their leader, he only gets involved in chaos only when there is a personal treat. This type of leader trusts his employees totally and does not focus on the management needs of his subordinates.

### **Directive Leadership Behaviour**

Directive leadership entails telling followers what needs to be done by giving the subordinates timetable of specific work to be performed during a specific period of time. House (1997) assert that in this type of leadership, reward may be increased as needed and role ambiguity decreased. Principals who practice this type of leadership behaviour provides guidance and coaching,



explains employee's role and responsibilities, thereby removing or reducing to the least forms of obstacles that may affect the completion of a given task and give awards when appropriate. A directive leader in his work place takes full responsibility in setting goals and providing improvement stages for employees to follow, having in mind that if employees have a clear picture of what is expected of them, they will know how to achieve the given goals. The leader also asserts his authority in decision making showing employees that he is the team head by leading them with confidence, the leader also follows written down protocols that outlines a particular pattern of success and this in turn makes the employees follow proven strategies to accomplish their duties.

Employees are guided and monitored under strict supervision of the leader. He ensures that his team or employees work according to his direction by giving a list of team members responsibilities and tasks. Then follow up to keep them accountable, and if necessary, review the expectations with them. Employees are guided firmly by the leader and attention is given to the way they respond to their leaders' requests to ensure that they are been led with respect. He discourages innovation because he works with a clear expectation and firm boundaries, adhering to strict policies and procedures. Since this is his driving force to meeting specific goals. Under this kind of leadership performance of work is the sole focus for determining an employee's success. This type of leadership is used when the task is unstructured and complex and the followers are inexperienced (Kemsley, 2011).

According to House, this leadership behaviour increases the followers' sense of security and control and is therefore, appropriate to the specific situation. It is also most effective when people are unsure of the tasks they have to perform or when there is a great deal of uncertainty within their working environment. A good leader is expected to possess integrity, humility, equality, discipline, strong conviction, responsibility, accountability, and sacrifice these are the wide range of characters expected by of a quality leader enunciated by Ololube (2018). Quality leaders tell their subordinates the truth and show them what to do by example rather than just telling them fallacies, by doing so, aims at motivating his followers toward achieving high level of performance. To effectively achieve the aims and objectives of education, principals with core qualities are needed to pivot the affairs of a school (Bush & Glover in Ololube, 2018).

### **Instructional Materials (Teaching Aids)**

The influence of teaching aids in promoting students' academic performance, teaching aids and the teacher's performance in educational development is indisputable. No subject in Nigerian secondary school can be taught effectively without the use of appropriate instructional materials Ajayi in (Jeriko et al., 2015). Instructional materials are resource materials that helps in explaining what is being taught in a lesson and giving students a visual knowledge of what is being taught and this helps the student understand the lesson easily. It is believed, that what the eyes sees the mind will never forget meaning that this can to a great extent improve the teachers teaching and also improve the student's retentive memory and help the students perform excellently well in his or her academic .Instructional materials come in different forms like the print (textbooks, handouts, study guides, manuals etc.), in Audio form like (cassettes, microphones.), visual form (objects, specimen, charts tables, drawings and real-life materials), audiovisual form like the (slides, video tapes, films, television, video, program etc.)then the electronic interactive form with is the computers, calculators, tablets etc. the general purpose for a teachers introduction of instructional materials in class is to support learning gratified. A good

teaching aid is possible to make learning long-term, it will also save the teacher from too much explanations since it displays pictures of most of what is to be taught, it gets the students focused on what is being taught since it brings the topic to life therefore stimulating the students curiosity to know more, it also gives students a practical experience and it presents different ways to teach a topic and making it interesting. Instructional materials are used by teachers to improve and promote their teaching activities in their classroom.

### **Principal's Leadership Behaviour on Teachers' Job Performance**

A principal is a person who is put in charge by the government or an owner of a school to oversee the affairs of a given school, he or she is in charge of the teachers and school facilities that are found in his school. He is also responsible to engage teachers towards achieving the school goals, for this to happen the principals has to employ some leadership skills. Leadership skills are needed in organizations including secondary schools for their smooth and effective operation. These skills (technical, human, conceptual, communication, and inventory) are most times skills that are inborn. Thomas (2009) quoting Katz, explained that the technical skill shows an understanding of, and proficiency in, a specific kind of activity, particularly by involving methods, process, procedures, or techniques". It is expected therefore that administrators such as school principals should have great understanding of, and proficiency in, what they do as well as in their procedures.

The human skill is needed in building relationships with people (Thomas, 2009). It is applied in understanding the people a person works with, working effectively with others, and building cooperative or team spirit among them. Also, it involves the ability of a person to understand the people one is working with and respecting their own views and contributions as it concerns a particular matter.

Conceptual skills enable an administrator to view an enterprise as a whole. For Katz in Thomas (2009) through conceptual skill, the administrator is able to understand how the various functions of an organization depend on one another and how changes in any one part affect all the others. Furthermore, it shows the relationship between the individual business (e.g. school) and its industry, the community, as well as the political, social, and economic forces of the nation as a whole.

Other leadership skills include communication and inventory skills. While Akomolafe (2012) stated that good communication skill by the leader is very essential in any organization, it is essential in every establishment that a leader should possess good inventory skills since this will help him when preparing budgets and also help him keep an accurate record or account of all his financial expenditure of school expenses skills. The communication skill helps create a better understanding between the leader and his followers (principals and teachers), when this is achieved it brings about team work and trust on the side of the teacher to his head, thereby creating a very friendly and healthy workplace thereby clearing every spirit of suspicion or doubt in the followers or teachers minds towards their heads, leader or employers. Likewise, the ability of a leader or administrator to have good inventory skill helps ensure that is continuous availability of work facilities that are needed in the organization or school.

As an administrator who ensures that things/activities are well planned, organized, and handled, the principal sees to the smooth running of school activities. He ensures for instance that subjects or courses are assigned to his academic staff based on their disciplines or area of specialization (Besong, 2014). He pursues after efficiency and productivity among other earlier

mentioned virtues in the school. Through his managerial skills, his academic staff go the extra mile in making sure they are able to meet or achieve expected goals set by the school.

Ojo (1999) remarked that school administration involves managing, administering the curriculum and teaching, pastoral care, discipline, assessment evaluation and examinations, resource allocation, costing and forward planning, staff appraisal relationship with the community, use of practical skills necessary for surviving the policies of organization such as decision-making, negotiation, bargaining, communication, conflict handling running meetings and so on. Besong (2014) added that these activities are those of the Principal who must ensure that they are all directed towards efficient and effective teaching and learning in the school in order to produce quality outputs.

### **Technical Skill and Teachers' Job Performance**

Technical skills are very important in organizations where success is desired. They are distinct abilities or knowledge that is added or acquired by an individual that is needed to execute certain functions or responsibilities. The Investopedia (2017) defined technical skills as abilities which an individual acquires through practice and learning while Katz in Harvard (2017) explained technical skill as “an understanding of, and proficiency in, a specific, kind of activity, particularly one involving methods, processes, procedures, or techniques”, A computer operator for instance should possess computer coding skills just as engineers, architects, musicians, doctors, and teachers have theirs. Technical skills thus involve distinct/specialized knowledge, analytical ability in that specialty, as well as facility in the application of the required tools and techniques of the particular discipline.

Technical skill is the ability to work with things which may be processed). It requires individuals to master and practice with work ethics/operations or tools/equipment in each person's area of specialization in the organization. It could also involve both; that is, combination of processes and equipment. Application of technical skill shows that the individual understands his job very well. It shows strength and willingness to work; but most importantly is the experience in the field. Sometimes, technical skill may go with effective communication, working well with others, time management; the ability to be persuasive, flexibility, and patience (Investopedia, 2017). Hence, one may say it is related with human and conceptual skills.

Principals are leaders who manage people (especially teachers) in their respective schools. This implies knowing the mindset of teachers and how they operate since teachers are the greatest tools (assets) principals can have. Having garnered experience over the years, the principal is in a better condition to access his staff and how they function. This is because he was once a teacher. He knows their strength and incapability, when they are happy and sad, and so on. The principal thus, uses his technical skill in handling teachers and their needs (Thomas, 2009).

In addition to understanding the teachers, the principal uses his technical skill in creating a conducive atmosphere for teaching. This could be seen in the way he mediates between the ministry of education and the school; in the provision of conducive classrooms with teaching facilities including ICT materials, libraries, workshops; promoting staff welfare including regular and satisfying remuneration, and organizing staff workshop for more enlightenment. Also, the principal is able to work with office software program effectively coordinate resources, people and budgets and also help in security aspects needed by the school (Wikijob, 2017) with these, teachers' performances are expected to soar high.

## **School Climate as it Affects Academic Performance**

Physical structure of a school building and the interactions between students and teachers, are two main diverse factors that both affect and help to define the broad concept of school climate. School climate has been researched for many years and continues to be examined and redefined as a result of its significant influences on educational outcomes. Clearly, school climates are multidimensional and influences many individuals, including student, parents, teachers and the community. Additionally, school climates can be of positive influence on the health of the learning environments as Freiberg (1999) noted – “school climate can be a positive influence on the health of the learning environment or a significant barrier to learning. School environment can affect many areas and people within schools. For example, a positive school climate has been associated with fewer behavioral and emotional problems for students and also for teachers. Additionally, specific research on school climate in high risk urban environment indicates that a positive, supportive and culturally conscious school climate can significantly shape the degree of academic success experienced by urban students (Haynes & Comer, 1993). School climates research suggests that positive interpersonal relationships and optional teaching and learning opportunities for teachers and students in all demographic environments can increase achievement behaviors.

Regarding the roles of teachers and administrators, Taylor and Tashakkori, (1995) found that a positive school climate is associated with increased job satisfaction for school personnel. A positive school climate can yield positive educational and psychological outcome for teachers and students. Similarly, a negative climate can prevent optimal learning and development. Every human being enjoys to work in a workplace that gives him peace of mind, that’s void of harassment, danger to life and property, and enjoys job security. when a school climate is favourable, it ensures employees well-being are put in place or considered when making policies and procedures. A healthy workplace motivates you to take your responsibility seriously, aim higher, upgrade your skills and certificate and these in turn improves the teacher’s performance better in their duty.

Moore (2012) carried out a study that investigated the role school environment on teacher’s dissatisfaction among US public school teachers, and the findings discovered that a positive school environment included a supportive administration, enforcement of rules by the principal and other teachers, shared beliefs and values, and the presence of good communication between the principals and staff, presence of teamwork and hard work and belief that the school is being run well. That teachers who perceived a more positive school climate, had more over their classrooms and were more job satisfied but when people find their self in a negative school climate, they are discouraged with every activity happening in school environment and there is always suspicion, envy among staff. A healthy school climate ensures transparency, clear communication from administration to staff, ensured training and development programmes that will give its workers or employees room for career advancement, recognizes employees’ inputs, and listens to their ideas, involve them in decision-making roles as well as leadership positions.

## **Class Size and Teacher’s Performance**

A classroom is an apartment that accommodates both the teacher, students and learning activities.it is a place where all teaching activities are carried out and where teachers exhibit their

knowledge and skills on his students. The students on the other hand are listeners who are present to gain educational knowledge and skills. Class size of a class is referred to as the total number of students allocated to a class, and a teacher to teach. It is sometimes large and often times small depending on the total population of the school and its classroom size. When the class size is small it affects the teacher's performance positively and negatively when the class size is large. Based on the researcher personal experience as a class teacher, it's observed that a large class size is always rowdy and chaotic to effectively manage, this is because the teacher cannot see every corner of the class, students, or activities of distraction in class. Especially in government schools where the population of a class is almost 150 per class in some secondary schools in Obio/Akpor local government area.

When a class size is large, the teacher will give little time for questions and answers, he will not be able to inspect and supervise every student work, he will prefer to work with groups and not on individual bases. Large class size does not encourage personal relationship between students and teachers. The teacher is always drained at the end of his class from excess shouting from class management, while in a small class size the teacher will perform excellently well because the size encourages one on one interaction and participation with students and this forms a relationship between the teacher and his students. The classroom is less stressful to manage and this in turn improves academic achievement this is because you as the teacher can see every corner of this classroom from where ever he is standing, so his able to identify a distraction and deal with it and end it, and in this class it's easy to communicate with students. It is easy to manage students behaviour in the classroom by instilling disciplines in accordance with the guideline rules and disciplinary norms present in the school. It is easy to know all your students by name, their academic capability and incapability, identify students with skills and assist them through counselling in developing their skills. in a small class size setting, the teacher is able to monitor his students personal academic progress through constant evaluations and through this will be able to identify students who are not performing well and are lacking behind who need extra help or attention, he gives these sets of student's extra lessons to carry them along and help them improve in their academic performance. Johnson (2011) stated that schools that have smaller student-teacher ratio encourages good teacher-student relationship that is to say that the teacher will spend enough time with his students supervising them individually and will know his students' performance well, properly manage and maintain accurate and complete records of all the students' progress and development. The teacher will also be able to provide necessary guidance and counselling advice to this student on educational and social matters when approached.

## **METHODOLOGY**

The study adopted a correlational research design. The population of the study comprised of six thousand and eight hundred and twenty-three teachers in River State (623). (Source: R/S schools Board). The sample of the study was 682. A purposive sampling technique was employed to select the schools from which teachers were used for the study. The instrument used to collect data for the study a questionnaire designed by the researcher called (SCTJPQ). The section A requested for the biographic of the respondents, while the section B elicited the answers from respondents, they were structured based on four-point Likert scale with numerical values assigned as follows. Very high extent 4points, high extent 3points, low extent 2 points, very low extent 1point. The validity of the instrument was achieved through the help of my supervisor, and

two other experts in measurement and evaluation department in Ignatius Aguru University of education.

The instruments were administered by the researcher, with the help of two friends and a total of 682 questionnaires was given out but 287 was retrieved (reason being that some teachers had been transferred out of the school). Mean and standard deviation was used to answer the research questions while Pearson Product Moment Correlation (PPMC) analysis was used to test the hypotheses at 0.05 level of significance with the aid of SPSS.

## RESULTS AND DISCUSSION

Table 1: Descriptive Statistics of Respondents Demographic Variables

|                    | Demographic variables | N   | %    |
|--------------------|-----------------------|-----|------|
| Age                | 20-30years            | 55  | 19.2 |
|                    | 31-40years            | 122 | 42.5 |
|                    | 41-50years            | 34  | 11.8 |
|                    | 51-60years            | 76  | 26.5 |
| Gender             | Male                  | 100 | 34.8 |
|                    | Female                | 187 | 65.2 |
| Level of Education | NCE/                  | 4   | 1.4  |
|                    | PGDE/Diploma          | 4   | 1.4  |
|                    | Bachelor's Degree     | 72  | 25.1 |
|                    | Master's Degree       | 150 | 52.3 |
|                    | PHD                   | 47  | 16.4 |
| Working Experience | 1-5years              | 47  | 16.4 |
|                    | 6-10years             | 91  | 31.7 |
|                    | 11-15years            | 36  | 12.5 |
|                    | 16-20years            | 101 | 35.2 |
|                    | 21-25years            | 12  | 4.2  |

Data presented in Table 1 showed that respondents information for those who are between 20-30 years were 55(19,2%), 31-40years were 122(42.5%), 41-50years were 34(11.8%),while 51-60years were(26.5%).On level of education data revealed that NCE\OND degree holders were 4(1.4%), and those PGDE degree were 4(1.4%) ,while those with Bachelor's degree were 72(25.12%) and those with Master's degree were 150(52,3%),those with PHD degree were 47(16.4%).while information on gender depicts that male respondents were 100(34.8%) and female 187(65.2%) showing that majority of respondents were females.

**Research Question One:** To what extent does principal's leadership behaviour influence teacher's job performance?

Table 2: Descriptive Statistics on Mean and standard deviation on the influence of Principals' leadership behavior on teachers' job performance in River State

| S/N | Items  | VHE | HE  | LE | VLE | Mean | SD   | Remark      |
|-----|--|-----|-----|----|-----|------|------|-------------|
| 1   | The principal's involvement of teachers in decision making influences the teachers' job performance. | 138 | 114 | 35 | --  | 3.36 | 0.69 | High Extent |
| 2   | The principals use of open system of administration influences teacher's performance                 | 131 | 132 | 24 | --  | 3.37 | 0.63 | High Extent |

|                   |   |     |     |    |    |             |             |                    |
|-------------------|---|-----|-----|----|----|-------------|-------------|--------------------|
| 3                 | The principals' fair hearing to teachers matters influences the teachers' performance                             | 131 | 122 | 34 | -- | 3.34        | 0.68        | High Extent        |
| 4                 | The principals' regular meetings with the teachers influences the teachers' performance                           | 131 | 123 | 25 | 8  | 3.31        | 0.75        | High Extent        |
| 5                 | The principal's creation of committees and appointing teachers as members can influence the teachers' performance | 98  | 116 | 57 | 16 | 3.03        | 0.87        | High Extent        |
| 6                 | The principals organizing staff development programme can influence the teachers' performance                     | 92  | 170 | 25 | -- | 3.23        | 0.60        | High Extent        |
| 7                 | The principals accept teachers' suggestions to him/her influences teachers' job performance                       | 174 | 72  | 17 | 24 | 3.23        | 0.64        | High Extent        |
| <b>Grand Mean</b> |   |     |     |    |    | <b>3.27</b> | <b>0.69</b> | <b>High Extent</b> |

Table 2 showed the mean and standard deviation on how leadership behavior influences teachers job performance was (M=3.27, SD=0.69), The leadership behavior which influences teachers job performance in public secondary school was that, the principals use of open system of administration (M=3.37, SD=0.630) followed by the principals involvement of teachers in decision making (M=3.36, SD=0.69), the principals fair hearing to teachers matter (M=3.34, SD=0.68) and the principals regular meetings with teachers (M=3.31, SD=0.75), Principal accepts teachers suggestions to him (M=3.23, SD=0.64), also the principal organizing staff development programs (M=3.23, SD=0.60), Principals creation of committees and appointing teachers as members (M=3.03, SD=0.87), all these items were accepted by the respondents since there mean are greater than the criterion mean of 2.50 and with a grand mean of 3.27. This indicates that respondents responded to a high extent to all items (1-7) showing, they accepted that all these leadership behavior enhance or influences teachers job performance in public junior secondary schools in Rivers State.

**Research Question Two:** To what extent does instructional materials influence teachers' job performance?

Table 3: Mean and standard deviation ratings on the influence of teaching aids on teachers' job performance in public senior secondary schools in Rivers State

| S/N | Items  | VHE | HE  | LE | VLE | Mean | SD   | Remark             |
|-----|--|-----|-----|----|-----|------|------|--------------------|
| 8   | The use of computers during teaching and learning influences teachers' job performance                 | 174 | 72  | 17 | 24  | 3.38 | 0.93 | <b>High Extent</b> |
| 9   | The use of power-point during teaching and learning influences teachers job performance                | 139 | 92  | 32 | 24  | 3.21 | 0.94 | <b>High Extent</b> |
| 10  | The use of charts and flash cards during teaching and learning influences the teachers job performance | 156 | 114 | 17 | --  | 3.43 | 0.78 | <b>High Extent</b> |
| 11  | The use of chalkboard during teaching and learning influences teachers job performance                 | 131 | 123 | 25 | 8   | 3.31 | 0.75 | <b>High Extent</b> |
| 12  | The use of film and videos during teaching and learning influences teachers job performance            | 99  | 123 | 16 | 49  | 2.95 | 1.04 | <b>High Extent</b> |
| 13  | The use of radio and speakers during   | 77  | 154 | 32 | 24  | 2.99 | 0.85 | <b>High Extent</b> |

|   |             |             |                    |
|---|-------------|-------------|--------------------|
| teaching and learning influences teachers job performance |             |             |                    |
| <b>Grand Mean</b>   | <b>3.21</b> | <b>0.88</b> | <b>High Extent</b> |

Table 3 showed the mean and standard deviation on how teaching aids influence teachers job performance in public secondary school in Rivers State was (M=3.21,SD=0.88).The key teaching aids that influence teachers job performance was, The use of charts and flash cards during teaching and learning (M=3.43 SD=0.78) and The use of computers during teaching and learning (M=3.38, SD=0.93)and The use of chalkboard during teaching and learning(M=3.31, SD=0.75) and The use of power point during teaching and learning (M=3.21, SD=0.94) and the use of radio /speakers during teaching and learning (M=2.99, SD=0.85) and the least was, the use of film and videos during teaching and learning (M=2.95, SD=1.04). This indicates that respondents responded to a high extent to all items (8-13) showing, they accepted all these teaching aids influences teachers job performance in public secondary schools in Rivers State.

**Research Question Three:** To what extent does class size influence teachers’ job performance?

Table 4: Mean and standard deviation on how class size affects teachers’ job performance in public secondary schools in Rivers State

| S/N               | Items  | VHE | HE  | LE | VLE | Mean        | Std         | Remark             |
|-------------------|--|-----|-----|----|-----|-------------|-------------|--------------------|
| 14                | The total number of teacher’s allocation to a class influences teacher’s performance | 124 | 113 | 41 | 9   | 4.34        | 6.77        | <b>High Extent</b> |
| 15                | A large class size influences teacher’s performance                                  | 40  | 116 | 66 | 65  | 2.46        | 0.99        | <b>Low Extent</b>  |
| 16                | A small class size influences teacher’s performance                                  | 114 | 123 | 33 | 17  | 3.16        | 0.85        | <b>High Extent</b> |
| 17                | A good teacher-student ratio influences teacher’s performance                        | 107 | 148 | 24 | 8   | 3.23        | 0.72        | <b>High Extent</b> |
| <b>Grand Mean</b> |  |     |     |    |     | <b>3.30</b> | <b>2.33</b> | <b>High Extent</b> |

Table 4 showed the mean and standard on how class size influence teachers job performance was (M=3.30, SD=2.33). The key factor class size which influences teachers job performance in public senior secondary school in Rivers State. was, The total number of teacher’s allocation to a class (M=4.34, SD=6.77) followed by A good teacher -student ratio(M=3.23, SD=0.72)and a small class size impacts on teacher’s job performance positively (M=3.16,SD=0.85),a large class size impacts negatively(M=2.46, SD=0.99).items 29,31,32,were all accepted by the respondents since there mean are greater than the criterion mean of 2.50,while item 30 showed that a large class influences teachers performances to a low extent, since its mean was 2.46 which is respectively below the criterion mean of 2.50.having a grand mean of 3.30.It indicates that respondents responded to a high extent to all items (29,31&32) showing, they agree that class size affects teachers job performance in Rivers State.

### Test of Hypotheses

**HO<sub>1</sub>:** There is no significant relationship between Principals’ leadership behavior and teachers’ job performance in public junior secondary schools in Rivers State.



Table 5: Summary of Pearson Product Moment Correlation coefficient analysis on the relationship between Principals' leadership behavior and teachers' job performance in public senior secondary schools in Rivers State

| S/N | Items  | Pearson Correlation | Sig. level | Decision |
|-----|--|---------------------|------------|----------|
| 1   | The principal's involvement of teachers in decision making influences teachers' job performance.                     | .861**              | .000       | Sig.     |
| 2   | The principals' use of open system of administration influences on the teacher's job performance.                    | .693**              | .000       | Sig.     |
| 3   | The principals fair hearing to teachers matters affect teacher's job performance.                                    | .779**              | .000       | Sig.     |
| 4   | The principal's regular meetings with teachers affects teacher's job performance.                                    | .683**              | .000       | Sig.     |
| 5   | The principal's creations of committees and appointing teachers as members can affect the teacher's job performance. | .586**              | .000       | Sig.     |
| 6   | The principals organizing staff development programs for teachers, can influence their job performance.              | .903**              | .000       | Sig.     |
| 7   | The principal accepts teachers' suggestions to him/her influences on teacher's job performance.                      | .886**              | .000       | Sig.     |

The table above showed the relationship between Principals' leadership behavior and teachers' job performance in public junior secondary schools in Obio-Akpor Local Government Area of Rivers State with the p-values .000, .000, .000, .000, .000, .000, .000, indicating that principals' leadership behavior relates positively with teachers' job performance in public senior secondary schools in Rivers State. The table also showed that there is a significant relationship between Principals' leadership behavior and teachers' job performance in public senior secondary schools in Rivers State.  $p < .05$ . Therefore, the null hypothesis one was rejected at 0.05 alpha level.

**HO<sub>2</sub>:** There is no significant relationship between teaching aids and teachers' job performance in public senior secondary schools in Rivers State.

Table 6: Summary of Pearson Product Moment Correlation coefficient on the relationship between instructional materials and teachers' job performance in public senior secondary schools in Rivers State

| S/N | Items  | Pearson Correlation | Sig. level | Decisions |
|-----|--|---------------------|------------|-----------|
| 8   | The use of computers during teaching and learning influences teacher's job performance.        | .921                | .000       | Sig.      |
| 9   | The use of power point during teaching and learning influences teacher's job performance.      | .886**              | .000       | Sig.      |
| 10  | The use of charts and flash cards during teaching and learning aids teachers' job performance. | .753**              | .000       | Sig.      |
| 11  | The use of chalkboard during teaching and learning aids teachers' job performance.             | .691**              | .000       | Sig.      |
| 12  | The use of film and videos during teaching and learning aids teachers' job performance.        | .605**              | .000       | Sig.      |
| 13  | The use of radio/speakers during teaching and learning aids teacher's performance.             | .593**              | .000       | Sig.      |

The table above showed the relationship between teaching aids and teachers' job performance in public senior secondary schools in Rivers State with the p-values of .000, .000, .000, .000, .000, .000, .000 indicating that teaching aids relate positively with teachers' job performance in public senior secondary schools in Rivers State. The table also showed that there is a significant relationship between teaching aids and teachers' job performance in public senior secondary schools in Rivers State being that  $p < .05$ . Therefore, the null hypothesis two was rejected at 0.05 alpha level indicating that an increase in teaching aids will lead to an increase in teachers' job performance in public senior secondary schools in Rivers State.

**HO<sub>3</sub>:** There is no significant relationship between class size and teachers' job performance in public senior secondary schools in Rivers State.

Table 7: Summary of Pearson Product Moment Correlation coefficient on the relationship between class size and teachers' job performance in public senior secondary schools in Rivers State

| S/N | Items   | Pearson Correlation | Sig. level | Decisions |
|-----|---|---------------------|------------|-----------|
| 14  | The total number of student's allocation to a class influences your job performance               | .923**              | .000       | Sig.      |
| 15  | A large class size affects your performance in class positively the on-teacher's job performance. | .686**              | .000       | Sig.      |
| 16  | A small class size influences on teacher's job performance.                                       | .793**              | .000       | Sig.      |
| 17  | A good teacher -student ratio influences on teacher's job performance.                            | .893**              | .000       | Sig.      |

The table above showed the relationship between class size and teachers' job performance in public senior secondary schools in Rivers with the p-values of .000, .000, .000, .000, indicating that class size relates positively with teachers' job performance in public senior secondary schools in Rivers State. The table also showed there is a significant relationship between class size and teachers' job performance in public senior secondary schools in Rivers State. Since  $p < .05$ . Therefore, the null hypothesis three was rejected at 0.05 alpha level indicating that an decrease in class size will lead to an increase in teachers' job performance in public senior secondary schools in Rivers State.

## DISCUSSION OF FINDINGS

The result of the study on the influence of principal's leadership behavior on teacher's job performance in public senior secondary schools in Rivers State shows that schools that principal's leadership behavior has a great influence on the teacher's job performance. The findings are consistent with the findings of Gibbow (1968) who asserted that in a school situation, particularly secondary school level, the principal as a leader is expected to provide leadership for the teachers and for all the other categories of school workers. This finding is also in consistent with the findings of Aderoumu and Ehiamator (1981) when they asserted that leadership is the ability to initiate action and to motivate and direct other members towards fulfilling of a common goal. A detail work at table 1 shows that all the items or variables under investigation has mean scores that are above the criterion mean of 2.5. to this end, the mean

scores of 3, 63, 3.37, 3.34, 3.31, 3.03, 3.23, 3.23 and 3.23 shows that the behaviour of the principal actually influence or impacts on the job performance of teachers. The grand mean of 3.27 shows the degree of acceptance.

This finding was in line with the findings of Adeyemi (2010) who posited that leadership behaviour is the ability of getting a task done with the assistance and cooperation of people in a school system. As a corollary, this finding is also in agreement with the findings of Draft and Noe (2001) which they state that a principal's leadership behaviours has an effect on teachers and as well as the students. The involvement of teachers in decision making, and the use of open system influences the teacher's performance. Furthermore, the use of fair hearing, regular meetings with the teachers and the use of committee system also impacts on the teacher's job performance. In all, it is reasonable to that a principal that is willing to welcome suggestions from the teacher will attract the interest of the teachers to him. Finally, a good leader will always think about the development of the teachers through training and retraining programmes.

The result on the influence of teaching aids on teacher's job performance showed that teaching aids has a great influence on teacher's job performance. The analysis on table 2 showed that the use of computer and the use of power point impacts positively on the teaching ability of the teacher during teaching and learning process in the classroom. This finding was in consistent with the findings of Ojo (1999) who asserted that the influence of teaching aids in promoting students' academic performance cannot be over emphasized. He noted that the use of relevant teaching aids during teaching and learning process will strengthen the teacher's professional competence.

The use of teaching aids and the teacher's performance in educational development is indisputable. This finding also agrees with the findings of Ajayi (1988) who posited that instructional materials help in explaining what is taught there by giving the students a visual knowledge of what is being taught. The result of the analysis on table 2 further revealed that the use of charts and flash cards during teaching and learning and the use of chalkboard during teaching and learning influence the teacher's job performance. Furthermore, the inquiry on the use of films and videos, radios and speakers during teaching and learning influence positively on the teacher's job performance. The grand mean of 3.21 implies that all the variables under investigation actually influence the teaching ability of the teachers in the classroom, therefore, it is evidently clear that teaching aids are provided to support teaching and learning. In other words, the presence and the effective utilization of teaching aid will help the students to easily or quickly understand the concepts which the teacher wants to explain.

The result of the study to what extent does class size influence the teachers job performance in public senior secondary schools in Rivers State showed that the total number of teachers' allocation to a class influences the job performance of teachers, a critical look at table 3 showed that class size influences the teachers' performance to a high extent, the findings is consistent with the findings of Freiberg (1998) noted that school climate can be a positive influence on the health of the learning environment or a significant barrier to learning.

Tashakkori (1995) was in support of Freiberg when he asserted that class size of a class is referred to as the total number of students allocated to a class, and to a teacher Uko (2015) posited that when the class size is small it affects the teacher performance positively and negatively when the class size is large. A good teacher to student ratio impacts on the teacher's performance. This finding is consistent with the findings of Johnson (2011) who is of the opinion that schools that have smaller student teacher ratio encourages good teacher to student relationship that is to say that the teacher will spend enough time with his students supervising

then individually. The grand mean score of 3.30 support this finding. In the final analysis, it is pertinent to that a reasonable class size is keyed to help teacher to effectively manage the class for a good learning outcome. The indices are above the criterion area of 2.50.

## **CONCLUSION**

The study examined school climate and teachers job performance in public senior secondary school Rivers State. Based on the result of the findings, the study, concluded that the principal's involvement of teachers in decision making influences teachers job performance, the principals regulator meetings with the teachers influences teacher's job performance, the principal's creation of committees and appointing teachers as members can influence the teachers job performance, the principal's provision of staff development programme influence the teachers job performance.

The use of computer and its accessories during teaching and learning influences the teachers job performance; the use of chalkboard during teaching and learning, the use of film and videos during teaching and influence the teachers job performance in secondary schools. It is also pertinent to that the adequate provision of facilities to support teaching and learning and the promotion of teachers as at when due, the size of the class and as well as a good teacher and students' relationship are among other factors that influence positively on the teacher's performance in public senior secondary schools in Rivers State.

Lastly, the number of working hours in the school system influences the performance of a teacher in the school system. In the final analysis, it is reasonable to conclude that the school climate has a significant relationship with the job performance hence the provision of facilities and other educational resources in addition to salary and fringe benefits are capable of influencing the performance of the teachers towards the school that attainment.

## **Suggestions**

Based on the findings of the study the following suggestions were made:

- Schools should provide more facilities such as chalkboard, classrooms, desks, office accommodation, computers; this is to ensure that the teachers are provided with work tools.
- The principals' involvement of teachers in decision making, principals use of open system sustained.
- The use of computers, use of power-point, use of charts and teach cards, use of chalkboard, use of film and videos and radios and speakers during teaching and learning should be encouraged.
- The subject allocation to the teachers should be reasonable and manageable so that the teachers will not be over loaded with subjects or over stressed.

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