

## Original Article

# School climate as predictor of technical teachers productivity in Edo state technical colleges

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**ABSTRACT**

This study investigated the relationship between school climate and technical teachers' productivity in Edo State technical colleges, Nigeria, using correlational survey research design. The sample size for the study comprised 200 technical teachers selected through simple randomly balloting technique. The instrument used for data collection was developed by the researcher and titled: School Climate and Technical Teachers' Productivity Questionnaire (SCATTPQ). The instrument was validated by three experts. SCATTPQ had a reliability coefficient of 0.83 obtained using test-retest technique. Data collected were analyzed using Pearson product-moment correlation and regression analysis. The finding of the study was in favor of the controlled school climate as the predominant climate in schools. The findings of the study also revealed that the level of technical teachers' performance was low and that a significant relationship exists between school climate and technical teachers' performance. Based on the findings of this study, it was recommended among others that conducive school climate which enhances technical teachers' productivity should be provided in technical colleges by all stakeholders in education.

**Keywords:** School climate, technical colleges, technical teacher performance**Submitted:** 15-05-2020, **Accepted:** 01-06-2020, **Published:** 29-06-2020**INTRODUCTION**

Education is simply a strong tool for the development of human and material resources. It is an essential human right and is necessary for sustainable social, economic, and technological growth and development. The importance of education as the predicable and vital instrument for the achievement of a society's development goals is acknowledged globally. It is a mean of enlightenment and a process of training and preparation for useful life in the society. According to the Federal Republic of Nigeria,<sup>[1]</sup> education is a vital instrument for national development. This implies that education is the process of training and developing the mental potentials, physical knowledge, skill, and different character of individuals by schooling. The main aim of education is to bring about positive change in person's view of life, acquire scientific and technological knowledge, skills, values, competencies, and attitude towards becoming functional to oneself and contribute to the society. This type of education that brings about the acquisition of functional, saleable skills and competencies is technical and vocational education and training (TVET).

TVET is the aspect of education that aims at providing skilled workforce in applied science, engineering, technology, and commerce. It operates, maintains, and sustains the country's economic activities for rapid socioeconomic development. TVET plays an instructional role in developing a new generation of persons who will face the challenge of achieving sustainable socioeconomic development. TVET prepares its recipients for employment in the information age and also makes them responsible citizens who would give due consideration to preserve the integrity of their environment and welfare of others. According to the UNESCO,<sup>[2]</sup> TVET comprises education, training, and skills development relating to a wide range of occupational field, production, services, and livelihood. UNESCO added that it is part of lifelong learning that can take place at secondary, post-secondary, and tertiary levels and includes work-based learning, continuous training, and development. Federal Republic of Nigeria<sup>[1]</sup> indicated the levels of TVET as follows: Pre-vocational education at the junior secondary school level, vocational education at the senior secondary and technical college level and technical education at the polytechnic and colleges of technology level,

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and TVET teacher education at colleges of education and university level. This study focused on vocational education at the technical college level.

Vocational education prepares recipients for employment in the world of work by exposing them to practice that provides manipulative (psychomotor), cognitive (informational), and attitudinal (affective) skills that qualify them for such employment. According to Uwameiye,<sup>[3]</sup> these three domains of skill acquisition are essential for the success of individuals in any job situation. Vocational education is aimed at providing training for gainful employment and retraining for progress within an occupation. In Nigeria, vocational education is offered in technical colleges, leading to the award of National Technical Certificates and Advanced National Technical Certificates. The teachers are the driving force in any form of educational system.

For vocational education to succeed and be effective, the role of the technical teachers cannot be overemphasized. Teachers represent a crucial human resource, certainly, the solitary main element in the school system, more significant than the quality of tools, equipment, and instructional materials or level of funding. It is a truism that the quality of education depends on the quality of teachers. It is for this reason that<sup>[1]</sup> stated in unequivocal terms that “no educational system can rise above the level of its teachers”. Speaking objectively, teachers are the only and most essential factor in the overall aim of education.

The performance and productivity of some technical teachers in Edo State technical colleges seem low as they exhibit nonchalant attitude to students’ academic performance. Some technical teachers are not punctual and regular to class, instead, they are seen always busy discussing irrelevant issues in the staff room not minding that they have lesson and that they should go to class to teach the students; some teachers do not prepare their lesson plan; while some who teach, give their notes to students’ to copy on the board; others do not possess the requisite knowledge, skills, and competencies to teach practical activities as such they only teach theories because of their poor preparation or training. They pay less attention to the discipline of students which can result into lawlessness and carefree attitude among the students, they are not punctual to school, absent from school, lateness to class, and employ instructional methods that are not innovative and student centered seem to be the order of the day in most Edo State technical colleges. All these dampen the interest, motivation, and morale of the students.

However, teachers performance is attributed to several factor, such as students’ level of seriousness, teachers qualifications, experience, dedication to work, and commitment to duties, school climate, school leadership, instructional tools, equipment, and materials; teaching methods and techniques,

among others. Nevertheless, school climate seems to contribute more to teachers’ poor performance than any other factor. It appears that technical teachers’ lack conducive school climate needed for effective job performance. No matter how good vocational education programs and teachers’ commitment and competence are, without a favorable and conducive school climate, technical teachers may not be able to give their best to the system.<sup>[4]</sup>

School climate is the impression benefits and expectations held by members of the school community about their school as a learning environment, their associated behavior, and the symbols and instructions that present the pattern expressions of the behavior.<sup>[5]</sup> It is the unwritten personality and atmosphere of a school, including its norms, values, and expectations<sup>[6]</sup>. To Cohen *et al.*,<sup>[7]</sup> school climate is the quality and character of school life. School climate is a relatively enduring character of a school that is experienced by its participants that the school.<sup>[8]</sup> Adejumbi and Ojikutu<sup>[9]</sup> viewed school climate as the perception of the situation in which school personnel carry out their day to day activities. Abiodun and Olayemi<sup>[4]</sup> asserted that school climate is the presence of an atmosphere of conscious commitment to enhance well-being, academic performance, and total development of students. It includes the explicit mission and policies expected to create good positive relationship attitudes or dispositions and perceptions. Furthermore, it entails internal characteristics that distinguish a school from another and influences the behaviors of people in it. Reyes *et al.*<sup>[10]</sup> stated that rather than concerning administrative or physical attributes of the school (teachers’ salary or schools’ physical resources), school climate research hones in on the psychological school atmosphere, and the intergroup interactions affect student learning and school functioning.

Omemu<sup>[11]</sup> reported that school climate refers to the intangibles that can affect the feelings and attitude of the students, teachers, staff, and parents and it comprises the physical and psychological aspects of a school that proved the environment necessary for teaching and learning to take place. He found four encompassing constructs that make up the concept of school climate. These constructs are as follows:

- i. Physical – the environment is conducive to teaching and learning, safe, and welcoming
- ii. Social – the environment promotes interaction and communication among students, faculty, staff, and the community
- iii. Emotional – an effective environment for students, faculty, staff, and community that creates self-esteem and a sense of belonging
- iv. Academic – the environment endorsed with learning and self-fulfillment for students, faculty, and staff.

School climate involves a school atmosphere, it is more interpersonal in time and substance, it is perceived through

behavior and focuses notion the content of the organizational life, but the process.<sup>[12]</sup> Adeogun and Olisaemeka<sup>[13]</sup> classified school climate in two forms, namely, positive and negative. A school is considered to be positive when nothing is hidden from the teachers and every teacher feels satisfied in their place of primary assignment as result of teachers liberty to conduct research on what they teach and carry out official activities.

Positive school climate needs the shared recognition and commitment of the school community members. The students as the core focus in the educational system require high intellectual and instructional leadership by the school administration and the need for a competent, committed, and caring teaching and non-teaching staff who shared common goals with them, their parents, and the society. A positive school climate includes identification, open and nurturing school methods that attempt to enhance a sense of responsibility, and efficiency among students and staff. A negative school climate, on the other hand, is tied to multiple negative outcomes for students and has been shown to exacerbate harmful behavior and diminish achievement. In a school, where the head is domineering, authoritative and totally in charge of all activities in the school is characteristics by non-cordial interaction between the participants of the school such as teachers and non-academic staff including the principals.

School climate can be opened, closed, controlled, paternal, familiar, or autonomous climate.<sup>[5]</sup> Open climate is a type of school environment where nothing is hidden from any employer, every teacher feels satisfied with his/her work.<sup>[4]</sup> There is low hindrance, low disengagement, high intimacy, high moral, and high consideration. Open climate is characterized by atmosphere of love and cordial relationship between superordinate and subordinate, environment of trust, respect, mutual obligation and concern for others welfare, and environment where basic amenities that could foster technical teachers job performance and students' academic performance and skill acquisition are on ground in adequate quality and quantity.

Closed school climate is one characterized by high disengagement, high hindrance, low morale, and low consideration. The teachers are displeased with everyone while exhibiting lack of commitment to work. Autonomous school climate is characterized by complete freedom for teachers to conduct their work. Controlled school climate is a school environment where the principal is highly domineering and highly not considerate but lay emphasis on productivity. Teachers' problems and challenges are given little attention. It is an atmosphere of laborious work at the expense of social life.

Familiar school climate is an environment where congenial sociability is emphasized at the expense of task accomplishment. Paternal school climate is a school environment where teachers

are not overburdened with work, but there is lack of mutual understanding in the system. The school climate in Edo State technical colleges appears to fall into one of the closed school climate. These technical colleges appear to have school administrators/principals who seem to put on nonchalant attitude toward the productivity of technical teachers.

Furthermore, a visit to some of the technical colleges in Edo State reveals that physical facilities, tools, equipment, machines, and other instructional materials are inadequate and obsolete.<sup>[14]</sup> Oviawe and Uddin<sup>[15]</sup> asserted that the availability of adequate instructional materials in schools fosters the performance of teaching and learning. The availability of educational facilities has positive influence on both the teachers' productivity and the students' academic performance and acquisition of practical, scientific, and technological skills. Dearth in the number of adequate qualified and competent teachers is also a factor that retards productivity in Edo State technical colleges. It is against this background that this study investigated the relationship between school climate and technical teachers' job performance.

## MATERIALS AND METHODS

The study adopted the correlational survey research design to investigate the relationship between school climate and technical teachers' job performance in Edo State technical colleges.

The population for the study consisted of all the technical drawing teachers from the technical colleges in Edo State, Nigeria. The sample comprised 200 technical teachers selected through simple randomly sampling technique by balloting.

The instrument used for data collection was developed by the researcher from the literature reviewed and titled: School Climate and Technical Teachers' Productivity Questionnaire. The instrument consisted of Sections A and B. Section A sought information on the demographic variables of the technical teachers; while Section B consisted of items that dealt with types of school climate obtainable in Edo State technical colleges: Open, closed, controlled, paternal, familiar and autonomous, and technical teachers' performance.

The instrument was validated by three experts in test and measurement and technical education from Ambrose Alli University, Ekpoma, and technical colleges in Edo State. Their suggestions and corrections resulted in the final draft used for this study. SCATJPQ had reliability of 0.85 using regression analysis.

Data collected were analyzed using Pearson product-moment correlation and regression analysis.

## RESULTS

Hypothesis 1: There is no significant relationship between school climate and technical teachers' productivity in Edo State technical colleges.

Table 1 shows the relationship between school climate and teachers' job performance in Edo State technical colleges. Table 1 reveals a calculated  $r = 0.41$  and a critical  $r = 0.196$  with 198° of freedom at 0.05 level of significance. Since the calculated  $r$ -value is greater than the critical  $r = 0.196$ , therefore, the null hypothesis of no significant relationship is rejected. Hence, it is concluded that a significant relationship exists between school climate and technical teachers' productivity in Edo State technical colleges.

Hypothesis 2: There is no significant relationship between technical teachers' productivity in technical colleges that have open school climate and those that have close school climate in Edo State.

Table 2 shows the relationship between technical teachers' productivity in technical colleges that have open school climate and those that have close school climate in Edo State. Table 2 reveals a calculated  $r = 8.71$  and a critical  $r = 0.196$  with 198° of freedom at 0.05 level of significance. Since the calculated  $r$ -value is greater than the critical  $r = 0.196$ , therefore, the null hypothesis of no significant relationship is rejected. Hence, it is concluded that a significant relationship exists between technical teachers' productivity, in technical colleges having closed school climate and the technical teachers' productivity that have open school climate in Edo State. Technical teachers in schools that have open climate are more effective than those in closed climate schools. This is indicated in the high mean of 63.51 for technical colleges with open school climate as against the lower mean score of 60.20 for school with closed climate.

## DISCUSSION

The findings of this study revealed that the level of technical teachers' productivity was low. This might have been due to the type of school climate on ground in some of Edo State technical colleges which are not conducive for learning. The finding of the study also shows that open school climate had the higher respondents than the closed school climate. The high level of open school climate in this study might be as a result of some principals/school administrators' performance and ability to encourage and motivate the technical teachers for effective and efficient realization of the schools' educational goals and objectives. This finding is in line with Okeke<sup>[16]</sup> who reported that teachers' productivity is a function of school climate. Supporting the finding of this study Ehondor and Omoruyi,<sup>[17]</sup> asserted that negative school climate might be responsible for the apathy and low morale of teachers' in the teaching job; thus, this could ultimately result to poor work role and negative work disposition. The finding is also in line with Leslie<sup>[18]</sup> posited that competent teachers' motivation and salary are seen as a hypothesized cause of teacher productivity, push for teachers' commitment and efficiency, and the determinant of teachers' behavior, arousal, vigor, direction, and persistence.

The findings of this study also indicated that a significant relationship existed between school climate and teachers' productivity might have resulted from the fact that school environment plays an essential role in influencing and fostering teachers' productivity, either positively or negatively. These findings are in line with that of Arogundade<sup>[19]</sup> and Fakunle<sup>[5]</sup> who reported that work environment was significantly related to workers' performance and productivity. Furthermore, the findings of this study revealed that there was a significant relationship between technical teachers' productivity in schools that have open school climate and closed school climate. This implies that the type of school climate in technical colleges might likely affect teachers' productivity. This finding

**Table 1: Pearson's product-moment correlation coefficient on the relationship between school climate and teachers' job performance in Edo State technical colleges**

Variables	<i>n</i>	Mean	SD	Df	Calculated <i>r</i> -value	Critical <i>r</i> -value	Sig.
School climate	200	14.02	1.71	198	0.41**	0.196	0.05
Teachers performance	200	66.42	5.42				

\*\*Correlation is significant at 0.05 level (two tailed)

**Table 2: Pearson's product-moment correlation coefficient on the relationship between technical teachers' productivity in technical colleges that have open and closed school climate**

Variables	<i>n</i>	Mean	SD	Df	Calculated <i>r</i> -value	Critical <i>r</i> -value	Sig.
Closed school climate	92	60.20	4.41	198	8.71**	0.196	0.05
Open school climate	108	63.51	6.23				

\*\*Correlation is significant at 0.05 level (two tailed)

corroborated the finding of Okeke<sup>[16]</sup> who reported that the type of school climate at times determines the success of a particular school.

## CONCLUSION AND RECOMMENDATION

Based on the findings of this study, the researcher concluded that the closed school climate was more prominent than other types of school climate that was used in most of the technical colleges in Edo State. This implies that technical teachers' productivity was low and this has negative impact on teachers' productivity in the technical colleges used in this study.

Hence, it is concluded that school climate is an essential factor in technical teachers' productivity in Edo State technical colleges. Based on the findings of the study, the following recommendation was made:

- i. Conducive work environment should be provided for technical teachers' to foster their efficiency and productivity toward enhancing students' academic performance.

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