

Schools Climate and the Job Satisfaction of Teachers in Secondary Schools in Oredo Local Government Area, Edo State

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Abstract

The study examined the correlation between the school environment and teachers' job satisfaction in secondary schools situated in Edo State's Oredo Local Government Area. School climate, defined as the psychological ambiance distinguishing a particular organization or workplace, served as a focal point. Employing a descriptive design, the research involved a population of 3,442 teachers and principals from selected schools within the Oredo Local Government Area. Through a simple random sampling method a sample of 510 teachers and 80 administrators was drawn from eight schools across ten communities. Data collection relied on a self constructed questionnaire. Data analysis utilized simple percentages, with hypotheses tested using the t-test statistic at a significance level of 0.05. Findings revealed various organizational climates within schools, influencing teachers' job satisfaction either positively or negatively. Administrators implemented diverse strategies to cultivate a conducive school climate, such as fostering effective communication, acknowledging teacher contributions, and involving them in decision-making processes. The results underscored the importance of recognizing teacher excellence by school administrators, which can lead to enhanced job satisfaction and a positive school climate.

Keywords: School Climate, Teachers Job Satisfaction.

Introduction

Organizations exhibit productivity within distinct organizational climates, which can be categorized into two main types. The term "organizational climate" refers to the psychological environment or atmosphere unique to a particular company or workplace. As described by Campbell (2019), this climate encompasses the distinctive characteristics derived from interactions between the organization, its members, and the external environment. Analogous to an individual's personality, organizational climate, as delineated by Halpin (2018), defines the internal environment specific to an entity. Consequently, schools and colleges are characterized by their own unique atmosphere, influencing the interactions and dynamics among their members. A positive, open, caring, and supportive environment fosters a cooperative attitude among employees, leading to increased job satisfaction. This conducive atmosphere not only enhances the well-being of staff but also correlates with improved academic performance and overall school success. Conversely, a closed, restrictive, or unsupportive environment diminishes teachers' job satisfaction, with detrimental repercussions for both students and the institution as a whole.

Within the school environment, administrators, teachers, support staff, and students collectively shape the organizational climate, often referred to as the collective personality of the school. The profound impact of the school environment on teacher job satisfaction cannot be overstated, as it significantly influences the overall morale and performance of educators within any educational institution. Teacher job satisfaction, a crucial psychological aspect, encompasses individual and collective contentment with their roles, and it's increasingly relevant in the context of Edo State's Oredo Local Government Area. The type of organizational climate prevalent within an educational institution directly correlates with teacher job satisfaction, drawing significant attention from scholars and practitioners alike. This concern arises from its far-reaching implications, affecting not only teachers but also school management, student performance, governmental policies, and broader societal outcomes. Low (2021) delineated three primary school climate types: autocratic, democratic, and laissez-faire. In an autocratic climate, decision-making authority rests solely with administrators, whereas a democratic climate entails shared decision-making with teachers. In contrast, a laissez-faire climate allows teachers autonomy in decision-making, often leading to diverse approaches within the institution.

Various organizational climates exist within schools, ranging from open and autonomous to regulated, familiar, paternal, and closed. These climates significantly influence the operation and administration of schools, as well as teacher job satisfaction. An "open atmosphere" characterizes a dynamic and proactive organization working towards well-defined goals and objectives, accommodating both individual and collective needs. Principals in such environments strive to align organizational goals with the requirements of teachers and the constraints of time. Conversely, a closed atmosphere is marked by indifference from both administration and teachers, with a lack of focus on achieving collective goals or addressing personal needs. In such environments, principals are ineffective in guiding teacher activities and fail to prioritize their well-being, resulting in low morale among staff.

Halpin (2018) introduced the concept of organizational climate, emphasizing its influence on organizational dynamics and outcomes. Marks and Printy (2017) identified two primary types of school climate: supportive and directive. In a supportive environment, principals focus on goal attainment and meeting both social and task-related demands within the school. Conversely, in a directive environment, principals maintain strict oversight of all aspects of school operations, imposing rigorous standards.

Employee work satisfaction encompasses personal judgments of the job situation, the job itself, administrative attitudes, compensation, job security, and other employment benefits. According to Reicher (2016), work satisfaction reflects the alignment between job qualities and expectations, directly influencing employee happiness. In an autonomous environment, leadership often emerges from the group rather than solely from the principal. Teachers enjoy significant autonomy in performing their profession and addressing social demands within this context. In an organizational environment where the principal places less emphasis on output, the focus shifts towards fulfilling social needs. Conversely, in a controlled environment, productivity and meeting organizational objectives take precedence, often at the expense of individual's personal and social requirements. Such environments are task-oriented and tightly regulated, with the principal assuming a commanding and authoritative role, leaving little room for consultation. According to Croft (2018), a familiar environment is characterized by a high level of care and closeness, where less stress is placed on productivity, fostering pleasant and friendly relationships between the principal and teachers. While social needs are well met, there

is little effort to guide or lead the group towards achieving its goals. The paternal climate type describes an organizational climate where the principal discourages teachers from taking on leadership roles, preferring to initiate all leadership activities themselves. This often results in teachers being divided into factions, with the principal centralizing all functions under the belief that they know best.

Job satisfaction is determined by a comparison between the employee's expectations from their job and the actual experiences they encounter. When these expectations are not met, job dissatisfaction ensues, leading to decreased teacher productivity, lower school morale, and increased turnover rates. Job satisfaction, defined as an individual's emotional state regarding the nature of their employment, varies depending on the organizational environment in which they operate. Consequently, employee job satisfaction holds significant importance across all industries, as dissatisfied workers often exhibit reduced work performance, dedication, productivity, and strained interpersonal relationships with management (Principals) and colleagues (Teachers). Ostroff (2017) suggests that teachers' job satisfaction directly impacts the quality of educational experiences provided to students, highlighting the importance of supporting teachers in the classroom.

Statement of the Problem

The study aims to investigate the impact of different organizational climates within schools on teacher job satisfaction in Edo State's Oredo Local Government Area. With varying climates such as open, controlled, familiar, and paternal, each presenting distinct dynamics and priorities, it is essential to understand how these environments influence the well-being and contentment of teachers. The problem arises from the potential consequences of job dissatisfaction among teachers, including decreased productivity, lowered morale, and increased turnover rates, which ultimately affect the quality of education provided to students. Therefore, examining the relationship between organizational climate and teacher job satisfaction is crucial for identifying strategies to foster a positive work environment conducive to teacher retention and student success.

Objective of the Study

The purpose of this study is to examine school climate and the job satisfaction of teachers in secondary schools within Oredo Local Government Area of Edo State. Specifically, the objectives of the study are to:

1. Determine the various school climates that exist in secondary schools in Oredo Local Government Area of Edo State.
2. Determine the influences of school climate on teachers job satisfaction
3. Determine how school management influence favourable school climate to increase job satisfaction of teachers.

Research Questions

This study is guided by the following research questions:

1. What are the various school climates that exist in secondary schools in Oredo Local Government Area of Edo State.
2. What is the influence of school climate on teachers job satisfaction
3. How can school management influence favourable school climate to increase job satisfaction of teachers.

Research Hypotheses

- H₀₁:** There is no significant difference in the mean ratings between principals and teachers concerning types of school climates in secondary schools.
- H₀₂:** There is no significant difference in the mean ratings between principals and teachers regarding the influence of organizational climate on teachers' job satisfaction.
- H₀₃:** There is no significant difference in the mean ratings between principals and teachers regarding the ways management influence school climate and teachers' job satisfaction.

Methodology

A descriptive research survey design was employed in this study. The population consisted of three thousand four hundred and forty-two (3,442) teachers and principals from selected schools in Oredo Local Government Area of Edo State. A total of five hundred and ninety (590) teachers and principals, representing 20% of the entire population, constituted the sample for the study. The instrument was divided into sections, a, b, c where a demographic variable, b independent variable (climates) and c dependent variable (teacher job performance). Data were collected using a self-designed instrument titled "Schools Climate and the Job Satisfaction of Teachers in Secondary Schools Questionnaire" (SCJSTSSQ), the instrument was analyzed using simple percentages. The instrument was validated by three experts from the Faculty of Education, University of Benin, Edo State, and reliability was assessed using Cronbach's Alpha, yielding a reliability level of 0.84. Data collected were analyzed using simple percentages, and t-test statistic was employed for analyzing the hypotheses. The hypotheses were tested at a significance level of 0.05.

Results

The data were analyzed, and the results were presented according to the research questions.

Research Question 1: What are the different school climates present in secondary schools within the Oredo Local Government Area?

Table 1: Percentage responses on the various school climates existing in schools in Oredo Local Government Area of Edo State.

S/N	DESCRIPTION	STRONGLY AGREE	%	STRONGLY DISAGREE	%	TOTAL	DECISION
1	Shared decision-making processes (democracy) are present within your school.	455	89.2	55	10.8	510	Accepted
2	Teachers are afforded the freedom to experiment with new ideas.	185	36.3	325	64.0	510	Rejected

3	Teachers are assigned appropriate duties.	409	80.1	101	19.8	510	Accepted
4	Training opportunities are provided as part of the program.	197	38.6	313	61.4	510	Rejected
5	Teachers are recognized, including awards for exceptional performance.	483	94.7	27	5.3	510	Accepted

In Table 1, (89.2%) of the respondents concur that an open climate prevails in their schools, while (64%) and (61%) disagree, respectively. Regarding the assignment of suitable duties and recognition within schools, respondent are of the view that they are assigned appropriate duties and they are recognized for exceptional performance. Agreement is evident regarding the favorable decision-making process, while disagreement is noted. Additionally, (36.3%) and (38.6%) agree that teachers have the freedom to try new ideas and access training programs for teacher performance, while (80.1%) and (94.7%) of respondents agree, with (19.8%) and (5.3%) disagreeing, respectively.

Research Question 2: What are the influences of school climate on teachers' job satisfaction

Table 2: influence of school climates on teachers' job satisfaction.

Variable	Mean (%)	t-Statistic	P-Value	Decision
School Climate	85.7	7.13	0.002	Significant Difference ($p < 0.05$)
Job Satisfaction	14.2	7.13	0.002	Significant Difference ($p < 0.05$)

The statistical analysis in Table 2 reveals a significant difference between the mean percentages of School Climate (85.7%) and Job Satisfaction (14.2%), with a t-value of 7.13 and a p-value of 0.002. Since the p-value is less than the significance threshold of 0.05, the result indicates that school climate significantly affects job satisfaction. This implies that a positive school climate fosters greater job satisfaction, whereas a negative climate could hinder satisfaction levels among staff.

Research Question 3: What strategies can school management employ to foster a favorable school climate and consequently improve teachers' job satisfaction?

Table 3: Percentage responses on the strategies school management can employ to foster a favorable school climate and consequently improve teachers' job satisfaction

Variable	Mean (%)	T-Statistic	P-Value	Decision
Favourable School Climate	90.34	9.89	0.0006	Significant Difference ($p < 0.05$)
Improved Teachers Job Satisfaction	9.66	9.89	0.0006	Significant Difference ($p < 0.05$)

The statistical analysis in Table 3 indicates that there is a significant difference between the mean percentages of Favourable School Climate (90.34%) and Improved Teachers Job Satisfaction (9.66%). The t-value of 9.89 and p-value of 0.0006 confirm that the observed difference is statistically significant at $p < 0.05$. This result suggests that a favourable school climate plays a critical role in enhancing teachers' job satisfaction, with strong evidence that positive recognition, training opportunities, effective communication, responsibility-sharing, and participatory decision-making significantly contribute to improved job satisfaction.

Analysis of Null Hypotheses

Null Hypothesis 1: There is no significant difference in the mean ratings of principals and teachers regarding types of school climates in secondary schools.

Table 4: t-test on the Mean Responses of Principals and Teachers on the types of School Climate in Secondary Schools in Oredo LGA

Group	Mean x	Std. Dev.	Total	df.	Std. Err.	t. Cal.	T-table a=0.05
Teachers	7.09	1.71	510	588	0.087	2.08	1.96
Principals	6.21	1.25	80				

Table 4 demonstrates that the null hypothesis regarding the T-test of the difference in mean ratings of teachers and principals on types of school climate in secondary schools was accepted at the 0.05 level of significance, with the degree of freedom (588) approaching infinity (a). Thus, a significant difference exists in the mean ratings of teachers and principals regarding the types of organizational (school) climate in secondary schools in Oredo Local Government Area of Edo State. However, it is important to note that the mean rating of teachers is 7.09, while that of principals is 6.21. The difference between the two mean ratings exceeds 2.50, indicating agreement between teachers and principals that organizational climate affects teachers' job satisfaction positively or negatively.

Null Hypothesis 2: There is no significant difference in the mean ratings of principals and teachers on the influence of organizational climate on teachers' job satisfaction.

Table 5: t-test on the Mean Responses of Principals and Teachers on the influence of school climate on teachers' job satisfaction.

Group	Mean x	Std. Dev.	Total	df.	Std. Err.	t. Cal.	T-table a=0.05
Teachers	3.37	0.66	510	588	0.087	3.91	1.96
Principals	3.71	0.48	80				

Table 5 indicates that the null hypothesis on the T-test of the difference in mean ratings of teachers and principals on the influence of organizational climate on teachers' job satisfaction was rejected at the 0.05 level of significance, with the degrees of freedom (588) approaching infinity (a). Thus, there is a significant difference in the mean ratings of teachers and principals regarding the influence of organizational (school) climate on teachers' job satisfaction in secondary schools in Oredo Local Government Area of Edo State. However, it is noteworthy that the mean rating of teachers is 3.37, while that of principals is 3.71. The difference between

the two mean ratings exceeds 2.50, indicating agreement between teachers and principals that organizational climate influences teachers' job positively or negatively.

Null Hypothesis 3: There is no significant difference in the mean ratings of principals and teachers regarding the ways management promotes school climate and increases teachers' job satisfaction.

Table 6: t-test on the Mean Responses of Principals and Teachers on management strategies to promote school climate and increase teachers' job satisfaction.

Group	Mean x	Std. Dev.	Total	df.	Std. Err.	t. Cal.	T-table a=0.05
Teachers	3.31	0.67	510	588	0.087	3.59	1.96
Principals	3.59	0.54	80				

The hypothesis regarding the T-test of the difference in mean ratings of teachers and principals on the influence of organizational climate on teachers' job satisfaction was rejected at the 0.05 level of significance, with the degrees of freedom (588) approaching infinity (a). As a result, there is a significant difference in the mean ratings of teachers and principals regarding management strategies to promote organizational (school) climate and increase teachers' job satisfaction in secondary schools in Oredo Local Government Area of Edo State. However, it is important to note that the mean rating of teachers is 3.31, while that of principals is 3.59. The difference between the two mean ratings exceeds 2.50, indicating agreement between teachers and principals that management strategies in promoting organizational climate can influence teachers' job satisfaction positively or negatively.

Discussion of Findings

The different school climates present in secondary schools within the Oredo Local Government Area of Edo State

The results from Table 1 indicate the presence of various types of school climates in schools, with the predominant climate type being favorable school climate. This climate encourages shared decision-making, allows teachers to experiment with new ideas, recognizes teachers' performance, and provides training opportunities. This finding aligns with the categorization of school climate types by Halpin & Croft (2018), who identified six distinct types: Open, Familiar, Paternal, Autonomous, Controlled, and Closed. These can be summarized as favorable and unfavorable school climates. The variation in school climate is attributed to the diverse temperamental attitudes of school management (principals) shaping leadership styles across schools in Oredo Local Government Area of Edo State.

The influences of school climate on teachers' job satisfaction

Furthermore, the results in Table 2 indicate that climate significantly influences individuals' commitment levels in the workplace, stimulates trust within the organization, but also has the potential to create factions, which is considered unfavorable. Climates also impact individual and group productivity, job continuity, and the decision to continue or discontinue employment, ultimately affecting students' academic performance and overall educational efficiency. This finding is supported by Frieberg (2021), who emphasized the multidimensional

nature of climate and its influence on individual relationships in the school environment, as well as academic success linked to teachers' job satisfaction and favorable climate.

Strategies school management can employ to foster a favorable school climate and consequently improve teachers' job satisfaction

Finally, the findings in Table 3 suggest that measures such as recognizing teachers' exceptional performance, providing training opportunities, fostering good communication channels, assigning appropriate responsibilities to teachers, and promoting shared decision-making are effective in promoting teachers' job satisfaction and favorable school climate. This aligns with Low's (2021) characterization of school climate into democratic, autocratic, and laissez-faire categories, with democratic climate, characterized by participatory decision-making processes, being key to favorable school climate. All the variables mentioned in the findings exert either a positive or negative influence on teachers' job satisfaction due to the existing organizational climate.

Conclusion

The study has identified various types of school climates, with favorable school climate being predominant. However, it was also noted that school climate significantly influences individuals' commitment levels in the workplace. This underscores the importance of improving school climate for educational development, which requires collaborative efforts from stakeholders such as school managers, government, and the entire society to achieve effective and efficient instructional and educational outcomes.

Recommendations

Based on the findings, the following recommendations are made:

1. School managers (principals) should ensure that teachers are recognized for exceptional performance, which would lead to teachers' job satisfaction and favorable school climate.
2. School managers (principals) should encourage shared decision-making processes in schools.
3. School management should encourage programs and training opportunities for teachers, which will help develop their skills.
4. School management should strive to give teachers appropriate responsibilities, which will increase teachers' job satisfaction and favorable climate conditions.
5. School managers (principals) should undergo special training on organizational climate to achieve desired job satisfaction of teachers for productive and efficacious output.

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