

The Roles of Psychological School Climate as Predictor of Teachers' Effectiveness; a Management Tool in Senior Secondary Schools in Yobe State, Nigeria

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Abstract: - This study examined the Relationship between Psychological school climate and Teachers' effectiveness in senior secondary schools in Yobe State, Nigeria. Four objectives and two research questions guided the study. Two research instruments were used to collect relevant data from the subjects, Psychological School Climate Questionnaire (PSCQ) and Questionnaire on Teachers' Effectiveness (QTE). The sample of the study was 359 subjects comprising 17 principals and 342 teachers from the two education zones (Potiskum and Gashua zones) in Yobe State. Data collected was analyzed using mean and standard deviation, SPSS version 20 Package was used to compute the data. The findings of this study revealed that Psychological School Climate predicts Teachers' effectiveness in secondary schools in Yobe State. The study also showed that the level of teachers' effectiveness was high extent in senior secondary schools in Yobe State. This study recommended government to provide more instructional material to senior secondary schools in Yobe State. This study also recommended government to provide in-service training and sufficient funds to teachers in senior secondary schools in Yobe State. The study also recommended school administrators to delegate authority to teachers, motivate teachers, organize workshops/seminars and relate cordially with members of the staff.

Keywords: Psychological, school, climate, Teachers', Effectiveness, Yobe.

I. INTRODUCTION

Education is regarded as an important and indispensable social service and the main source of personal and social progress obtained in school. Balogun (2010) stated that education is the light, without which, the world would be in darkness. It is in this view that the bases for modernity, scientific and technological breakthrough, which have made all nations of the world, develop a priority to education. An education system without a teacher will be crippled and the development of the nation is primarily dependent on the educational system available in the country. In this regard teachers are needed to play a vital role in ensuring students' academic achievement in school. In the past, we have had a sense of how our teachers were performing and their impact on student learning. Most teachers received some sort of satisfactory rating which led to address teachers' ineffectiveness to support students' academic needs. Today all

levels of education across the country are rethinking for the way aimed at increasing overall teachers' effectiveness and improving student outcomes and making school climate conducive for learning. Teacher effectiveness depends on the Professional accountability of the teachers. An individual teacher's performance is monitored by the principal or educational authorities of varying levels of hierarchy. Teachers in the globe are considered as moral agents of change and not merely technicians imparting knowledge. Federal Republic of Nigeria (FRN, 2009) recognized that the quality of education is guaranteed by teacher effectiveness.

According to Prasad (2008) teacher effectiveness is defined in respect of the performance of teacher in classroom management, mastery of subject matter, teaching delivery and extra-curriculum activities in the school which incorporates the pupil backgrounds, the pupils' personal characteristics. Prasad (2008) also defined teachers' effectiveness as the performance of a teacher in a classroom with respect to positive attitude as a result of development of a pleasant social interaction, physical structure, administrator's leadership and supervision in the school where teachers will have high expectations of what pupils can achieve from teacher's lesson planning and effective time management, mastery of subject matter, use of a variety of teaching methods and participation in extracurricular activities. Goe and Bell (2008) specified teachers' effectiveness as teacher's contribution to positive academic achievement, attitudinal and social outcomes for students such as regular attendance, on time promotion to the next grade, self-efficacy and comparative behavior.

Barbara (2009) defined teachers' effectiveness as the collection of sound mind set of teachers, teachers' characteristics, competencies, and behaviors at all educational levels that enable students to reach desired outcomes, which may include the attainment of specific learning objectives as well as broader goal and objectives such as being able to solve problems, think critically, work collaboratively, and become effective citizens. Prasad (2008) confirmed that effective teachers are that person who comply with the rules made by administrators, try to tackle them by working on his own

terms and at the same time by not offending them, acting as a bridge between administrators and students and making sure that protocols as defined are respected cordially in addition, an effective teacher is he who exhibit co-operation, leadership qualities, punctuality and cordial relationship with colloquies and students. Evans (2006) described teachers' effectiveness as a measure of the extent of realization of the instructional objectives and it is a net growth in intellectual aptitude and skills as measured by students' achievements.

Abiogu and Ugwuja (2007) stated that the most effective teacher is one who is psychologically sound, mentally fitted and self-actualized where school administrators make priority to satisfy the teacher's lower order needs, helping them attain self-actualization and become effective teachers. Mustafa and Othman (2010) reported that when teachers are effective, they directly influence the student's academic performance in the school. Kajo (2011) confirmed that teachers' effectiveness can be determined in relation to the set goal and objectives achieved in school. Since the goal and objectives of teaching may be cognitive, affective or psychomotor that has the direct function of the teacher toward students in order to inculcate a sound knowledge into the students. Kajo (2011) further stated that, although good teaching is in the eyes of the beholder, it can be reflected in students' performance also. Consequently an effective teacher is one who enables students to perform well in tests and examinations. An effective teacher therefore can be assessed by student outcomes and by showing signs of having learnt meaningful, then the teacher can be said to be effective. In view of this, the duties of an effective teacher to be one who carries out academic work to the maximum and one whose students exhibit high learning outcomes in achievement tests.

Kajo (2011) came up with six criteria of teacher effectiveness summarized thus.

- I. Teacher's personal attributes; he should be regularly, punctual to duty.
- II. Teaching Principle and skill; he should write clearly, be audible, logical and involve students and use instructional materials and prepare well.
- III. Mastery of subject matter; explains well, teaches all topics, use more than one book and is confident.
- IV. Knowledge of the learner; seeks to understand students, uses increasing activities, gives clear instructions and is available to students.
- V. Inter-personal relations; Objective in marking, rewards and punishment concerned with student poor performance, sympathetic, approachable.
- VI. Extra - curricular activities: involving students in outside activities eg, games and sports tests regularly, tests only matter taught; fair in grading.

Teachers' effectiveness defends largely on the Psychological school climate which is the state of mind-set of the members of staff in schools where members of staff feel safe and work in total freedom and free from fear of harm. Psychological school climate constitutes intrinsic motivation,

emotional dimension of teachers' social interactions and teachers' morale.

Savas and Toprak, (2014) Climate is a multidimensional psychological state that characterizes the person's relationship with the organization in question. Leaders who follow management by exceptions route could either follow the active or passive path. In active management mode, leaders follow employees' performance by preventing them to diverge from standards and correct their mistakes along the way. In passive management mode, leaders just wait and do nothing until a problem arises. Kara et al. (2013) defined psychological climate as "an individual's cognitive representations of relatively proximal situational conditions, expressed in terms that reflect psychologically meaningful interpretations of the situation" which is different from organizational climate, psychological climate is measured at the individual and unit levels of analysis.

Savas (2014) confirmed that laissez-faire leadership style means leaders' avoidance of taking an initiative and not being seen around. This is the least mobile leadership style with less interaction with employees which can directly or indirectly affect the mindsets of the employees. Gillet et al.(2013) defined psychological climate as "a judgment by the individual about the degree to which the work environment is beneficial to their sense of well-being". Carless (2004). Leadership style employed in an organization affects climate felt by each unique individual. Savas (2014) have classified eight sub dimensions of psychological climate; fairness, support, pressure, autonomy, trust, cohesion, innovation, recognition. Climate, which is affected by organizational processes and leadership, is expected to be influenced by leadership behaviors and also to influence employee state created in return for rewards and payments received from an organization by employees. Savas (2014) demonstrated that "give and take" refers to the fact that when an individual is supported and feels valued and recognized in an organization, he or she will pay back in return with his or her energy, contribution to the organization. mentioned three stages of commitment; adaptation of individual to organization, identification of individual with organization and identification of organizational values by individual as a result of creation of congruence between individual and organizational values.

Tamika (2013) described psychological school climate as based in large part on the Cultural-Ecological Model, but with the view of multiple school and community settings from around the world which influences students' academic and social development. Tamika (2013) The quality of teacher-student relationships and student-student relationships, academic achievement and support for learning, how connected students feel to the school, the safety and security students experience in school, and the physical surroundings of the school building and campus are dimensions of psychological school climate. The National School Climate Center defines school climate as, "The quality and character

of school life as it relates to norms and values, interpersonal relations and social interactions, and organizational processes and structures.” Niwa, Way and Hughes, (2014) stated that if teachers and students do not feel safe at school, do not feel welcomed at school, do not receive respect and are not given opportunities to learn, cannot connect with others or engage in conversations and seldom feel safe and secure, they will not meet their social and academic potential, and they will not develop emotionally, mentally, physically or learn positive social lessons that are essential to their overall well-being and full intellectual and social development. Loukas (2007) believed that for the development of healthy schools, with specific focus on academic emphasis, it is recommended that teachers’ lack of motivation be investigated in schools for the improvement of learner achievement (mastery); that motivation be stimulated, and that educator training on the impact of educator expectations on learner achievement be developed.

Niwa (2014) opined that perceptions of psychological school climate is important because they may have a positive or negative impact on the implementation of change in schools, and on educators’ job satisfaction, motivation, productivity and well-being in general, as well on learners’ motivation and ability to achieve. Russell, Horn, Kosciw and Saewyc, (2010)

Suggested that, school environments vary greatly whereas some schools feel friendly, inviting, and supportive, others feel exclusionary, unwelcoming, and even unsafe. The feelings and attitudes that are elicited by a school’s environment are the psychological school climate. Although it is difficult to provide a concise definition for school climate, most researchers agree that it is a multidimensional construct that includes physical, mental, social, psychological and academic dimensions. Russell, et al (2010) concluded that if students feel isolated in school environment, where the psychological school climate does not encourage positive teacher and student interaction where bullying and intimidation. The student may frequently complain of headaches or other psychosomatic complaints, and may ask his parents if he can be transfer to another school. This component of motivation–persistence is often related to a negative psychological school climate and the strong motivation to persistently seek another option, another school with a different school climate, for example. Stephanus (2009) extreme cases, the motivation and persistence driven by the activation of fear, frustration, and perhaps even anger, can motivate students in a hostile school climate to seek relief through retribution or self-destructive behavior. Ceden, Elias, Kelly and Chu, (2010) stressed that the principal describes in realistic terms the emotional dimensions of school climate. Schools with high suspension rates, poor student and staff attendance, low parent participation, little community involvement, and which are both unclean and unsafe are schools that will not benefit from school improvement strategies unless they include means and efforts to change the psychological school’s climate for students and teachers.

According to James and Jones, psychological school climate is an experientially based description of what people see and feel is happening to them in school situation: practices, policies, procedures, routines, norms, interactions, and consequences.

Statement of the problem

Education in all parts of Yobe State has suffered from years of neglect, compounded by inadequate attention to policy frameworks within the sector. The literacy rate is very low, significant percentages of the teaching staff are not qualified. There are acute shortages of infrastructure and facilities at all levels; access to basic education is inhibited by several factors. Also there is a wide disparity in educational standards and students learning achievements. The decay in senior secondary schools is glaring in terms of inadequate infrastructure (Muhammad, 2018, Thursday, 21). Parents, Teachers, School Counsellors, Stakeholders and Government officials have also expressed considerable concern about this poor performance in both internal and external examinations such as terminal examination, Mock and West African Examination Council. The researcher also considers psychological trauma caused, lack of motivation, poor social interactions and poor principals’ leadership styles generally hinder teachers’ effectiveness resulting in students’ poor academic performance. These observed problems if not taken care of will not only affect the students’ academic performances but will have a negative bearing on the development of the State. It is against this background that this study intends to provide possible solution to the psychological school climate to improve teachers’ effectiveness in senior secondary school in Yobe State.

Purpose of the Study

The purpose of this study is to determine the psychological school climate as predictor of teachers’ effectiveness in senior secondary schools in yobe state, Nigeria. The specific objective is to determine:

1. The extent of motivation on prediction of teachers’ effectiveness in senior secondary schools in Yobe State
2. The extent of principal’s leadership style on prediction of teachers’ effectiveness in senior secondary schools in Yobe State.
3. The extent of social interaction as predictor of teachers’ effectiveness in senior secondary schools in Yobe State

Research Questions

1. What is the extent of psychological school climate (motivation, principal’s leadership style and social interactions of principals in senior secondary schools in Yobe state?
2. What is the extent of teachers’ effectiveness in senior secondary schools in Yobe state?

II. METHODOLOGY

A descriptive survey design will be adopted for this study. According to Abdullahi, Ojulariand Jidas (2015) descriptive survey research design is a systematic and unbiased investigation which is concerned with the collection of data for the purpose of describing and interpreting existing conditions, prevailing practices, beliefs, attitude and procedures. The design was therefore considered appropriate for the study, since it is concerned with the collection of data for the purpose of determining the extent of psychological school climate as predictors of teachers’ effectiveness in senior secondary schools in Yobe State, Nigeria.

Area of the Study

The area of the study is Yobe State. It is located in the North – eastern part of Nigeria. It Shares boundary with Borno State in the East, Bauchi state in the West, Gombe state in the South, Jigawa state in the North West and the Republic of Niger in the North. Latitude 12.1871° E and Longitude 11.7068° N. National Geospatial-Intelligence Agency, Bethesda, MD, USA (2004) the state has seventeen (17) local Government Areas and three (3) education zones. Zone A, B and C. It has forty-eight senior secondary schools (Yobe State Teaching Service Board, -2017).

Population of the Study

The population of this study was all principals and teachers in all the public senior secondary schools in Yobe State. There are 3522 subjects comprising 48 principals and 3474 Teachers of senior secondary schools within the three education zones of Yobe State. (Directorate for planning research and statistics, 2017).

Sample and Sampling Technique

The sample for this study will be 359 subjects comprising 17 Principals and 342 Teachers computed using Taro Yamane’s formula. Yobe State has 3 education zones. Each of the zones is considered as stratum in this study. The researcher intends to use all the 3 zones for this study. Hence, purposive sampling was used to select 17 participating schools out of 48 Senior Secondary Schools in Yobe State. The sampling criteria will be based on schools that are easily accessible within the zones as some of the schools in Yobe State are not easily accessible as a result of the insurgency that was bedeviling the State at the time of conducting this study.

Instrument for Data Collection

In order to generate primary data from the field, two questionnaires were used by the researcher. The Psychological School Climate Questionnaire (PSCQ) and Questionnaire on Teachers’ Effectiveness, (QTE). The instrument contained 30 items which will be divided in to (2) sections; Section A contains 15 items deal with Psychological school climate and section B: contains 15 items deal with teachers’ effectiveness. Data was collected by the use of a structured close ended format response mode using five likert format rating scale:

Very High Extent (VHE) =5, High Extent (HE) =4 Moderately Extent (ME) =3, Low Extent (LE) =2, and Very Low Extent (VLE) =1

Validation of the Instrument

In order to ensure the validation of the instrument, the instrument to be used was subjected to face validity by three experts from the Department of Science Education Modibbo Adama University of Technology Yola.

Reliability of the Instrument

The reliability of the instrument was determined through the pilot study in Adamawa State which was not part of the study area.

Method of Data Collection

The primary data was collected by administering closed ended questionnaire with a five Likert format response scale to the school administrators and teachers with the aid of one research assistant selected from each education Zone in Yobe State who helped to identify the respondents. The instrument was administered to the respondents by the research assistant and retrieved at a sport after getting permission from the appropriate authorities of senior secondary schools in Yobe State.

Method of Data Analysis

The research questions were answered using descriptive statistics (mean and standard deviation) .The decision rule for analyses of research questions was that a mean score of:

4.50 - 5.00 Very High Extent, 3.50 - 4.49 High Extent, 2.50 - 3.49 Moderately Extent, 1.50 - 2.49 Low Extent, 1.00 - 1.49 Very Low Extents.

III. RESULT AND DISCUSSIONS

This chapter presents data analysis, results and discussion of the findings. The data collected were organized to answer the research questions. Three research questions were raised and answered using descriptive statistics of mean and standard deviation.

Research Question 1 What is the extent of psychological school climate of principals (motivation, principal’s leadership style and social interactions of principals in senior secondary schools in Yobe state?

	N	Mean	Std. Deviation	Remarks
principal stimulates teachers in the school	331	3.5136	.99497	ME
principal allows teacher for in-service training	332	3.8705	1.02746	HE
principal improvises instructional materials for teachers	332	3.8193	.94750	HE
principal organises workshop for teachers	331	3.3746	1.08369	ME
principal delegate authority to teachers	330	3.7000	1.06805	HE

principal involves teachers in planning school activities	331	3.7734	1.14416	HE
principal manages school plant properly this school	332	3.7018	.93840	HE
principal formulate policies in the school	332	3.8855	1.08498	HE
principal keep records properly in the school	332	3.9458	1.01800	HE
principal evaluate teachers regularly in the school	332	3.8645	1.05570	HE
principal's relationship with teachers is cordial	331	2.5770	1.76050	ME
teacher-teacher relationship is cordial in this school	332	3.1777	1.30131	ME
principal and teachers organizes team work in this school	331	3.4048	1.26222	ME
principal's dispute resolution is effective	332	3.2530	1.21763	ME
teacher-student relationship is cordial	331	3.9184	1.25384	HE
Grand mean		3.59		HE

As shown in Table 1, items 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 scored 3.59 and above. This means that psychological school climate predict teachers' effectiveness to high extent in senior secondary schools in Yobe State. The table has a grand mean 3.50. The result shows that generally, the psychological school climate predicts teachers' effectiveness to high extent in senior secondary schools in Yobe State.

Research Question 2. What is the extent of teachers' effectiveness in senior secondary schools in obestate. Nigeria.

	N	Mean	Std. Deviation	Remarks
motivating teachers in school facilitate teachers' initiatives	16	4.1250	.80623	HE
allowing for in-service training provides mastery of subject matter	16	4.0000	.73030	HE
provision of instructional material improves teachers lesson presentation	15	4.0667	.25820	HE
organizing workshop to teachers enhances teachers' new discovery in the subject matter	16	3.0625	1.18145	ME
principal delegation of authority to teachers improves teachers decision making	16	4.0625	.92871	HE
involving teachers in planning school activities improves teachers' lesson planning	16	4.1250	.71880	HE
proper management of school plant improves teachers use instructional material	16	4.1250	.71880	HE

principal formulation of policy promotes teachers participation in staff meeting	16	3.7500	.77460	ME
principal record keeping enhances teachers maintenance of students weekly records	16	4.2500	.77460	HE
evaluating teachers classroom instructions promotes teachers' teaching delivery	16	4.4375	.62915	HE
cordial relationship with principal promotes teachers' communication in class	16	3.6875	.94648	HE
cordial relationship among teachers promotes teachers' professionals	16	3.8125	.54391	HE
team work by principal and teachers improves teachers' knowledge of the subject matter	16	4.1250	.88506	HE
cordial relationship among teachers facilitates teachers' varieties in lesson presentation	16	4.0000	.89443	HE
dispute resolution in school promotes teachers' personal experience	16	4.0000	.73030	HE
Grand mean		3.50		HE

As shown in Table 1, items 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 scored 3.50 and above. This means that teachers' effectiveness is high extent in senior secondary schools in Yobe State. The table has a grand mean 3.50. The result shows that generally, teachers' effectiveness is high extent in senior secondary schools in Yobe State.

IV. CONCLUSION

The findings of this study revealed that Psychological School Climate predicts Teachers' effectiveness in secondary schools in Yobe State. The study also showed that the level of teachers' effectiveness was high extent in senior secondary schools in Yobe State. This study recommended government to reinstall hope of total security to senior secondary schools in Yobe State. The study recommended government to provide more instructional material to senior secondary schools in Yobe State. This study also recommended government to provide in-service training and sufficient funds to teachers in senior secondary schools in Yobe State. The study also recommended school administrators to delegate authority to teachers, motivate teachers, organize workshops/seminar and relate cordially with members of the staff.

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