

School Climate as Predictor of Upper Basic Business Studies Teacher Effectiveness in Delta State Schools

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Abstract

The study assessed school climate as a predictor of upper basic Business studies teachers' effectiveness in Delta state schools. To guide the study, two research questions and one null hypothesis were raised. The population of the study consisted of all basic (public and private) in Delta state schools. A survey research design was employed for the study and a sample of one hundred (100) Business Studies teachers were selected using purposive and stratified random sampling. The instrument for the study was a school climate and teacher effectiveness questionnaire (SCATEQ) questionnaire. The instrument was validated by experts in the educational foundation at the University of Delta, Agbor. The reliability of the instrument was determined using Cronbach alpha and a coefficient of 0.76 was obtained. Mean and standard deviation was used to answer the research questions while Pearson product-moment correlation was used to test the hypothesis at a 0.05 level of significance. The findings of the study showed a significant relationship between school climate and teachers' effectiveness. Based on the findings, it was recommended among others that the school's physical environment consisting of facilities and others should be adequately provided to enhance Business studies teachers' effectiveness.

Keywords: School Climate, Business studies, Teacher's effectiveness.

Introduction

The school is a social system that is characterized by both organizational and individual goals. The need to achieve organizational and individual goals led to the creation of a school climate. School climate plays a crucial role in the overall success of a school. School climate represents the personality of a school which consists of norms, values, expectations, interactions, and relationships perceived by school members. School climate can make or mar a school system. It is true that curriculum and instruction are important but neither of them can be effective unless the school climate is positive. Caskey, Cerna, Hanson, Polik and Houten (2016), argued that in recent times, there is growing attention and focus on school climate by educators, researchers, and policy makers due to its ability to create a positive student-teacher relationship, limiting the probability of problems and the realization of improved academic attainment. Petite (2014) stated that school climate is the unwritten personality and atmosphere of a school including the norms, values, and expectations. Nwagwu (2017) described school climate as the status of human relationships within the environment of the educational institution. Wang and Degol (2015), also postulated that school climate includes academic community, safety, and institutional environment that includes every aspect of the school that impacts cognitive, behavioral, and psychological development. School climate includes open or collaborative, autonomous, controlled, familiar, paternal, and closed climates. According to Nwagwu (2017) and Peretomodi (2014), an open or collaborative climate reflects a climate where the school heads, teachers, and learners are accessible and are jointly and actively prepared to achieve the schools' objectives. According to Nwagwu (2016), in an open climate, members of the school are creative and innovative and freely interact with one another. In an autonomous climate, teachers enjoy complete freedom to conduct their work and fulfill their social needs as they desire. In a controlled climate, the school head dominates all school activities. Emphasis is more on the attainment of school objectives with little attention on the satisfaction of individual personal and social needs (Olibie, Uzochina & Eziuzor, 2015). A familiar climate is identified by high considerations of the needs and interests of the learner with less emphasis on achieving the objectives of the school. Manga (2014) posits that in schools with familiar climates, there is no strict enforcement of rules and regulations and there is also a little emphasis on organizational goals.

Paternal school climate on the other hand depicts a social setting in which the school head works hard but is sadly ineffective. This climate is characterized as one in which the school head constrains the emergence of leadership

activities from the teachers and attempts to solely initiate all leadership himself. (Olibie, Uzoechina & Eziuzor, 2015). Okorji, Igbokwe and Ezeugbor (2016) described a closed climate as a climate where the school head is rigid, unsupportive, and controlling while the teachers are intolerant, disrespectful, divided and inefficient. Among these school climates, the open and closed climate has been acclaimed to be more dominant in schools. Therefore, school climate may indicate satisfaction, dedication, and cooperation among school heads, teachers, and learners while another might reveal an atmosphere of despair, tension, and lack of cooperation. Hoy and Miskelas cited in Peretomode (2014) opined that school climate is an end product of a school group that includes students, teachers, administrators (formal and informal organization leadership and personality of the participants as they work to balance the organization and individual needs of the school system. The school is influenced by both formal and informal organizations. The formal organization is aimed at ensuring that all interactions lead towards the attainment of the school goals while the informal involves the interaction that helps teachers to satisfy their personal needs. Teachers' perception of their feelings, morale, and commitment would constitute the perceived climate of the school. In summary, school climate refers to the feelings of teachers about the structure of their schools as they work to balance the school goals and their personal goals, Factors such as leadership style, communication network, motivation system, student behavior, class size, availability of instructional materials and facilities can affect school climate positively and negatively. Olanrewaju (2016), noted that the importance of physical facilities cannot be relegated to the teaching and learning process. Physical facilities like modern laboratory libraries and classrooms are to be available and adequate in all schools to facilitate teaching and learning. Sanusi (2018), in her study further attested that there was a positive relationship between school facilities, their availability, maintenance, planning, and teacher effectiveness. Gutuza and Mapolish (2015), also mentioned students' behaviors that can hinder teacher effectiveness to include late coming work not done, vandalism, bullying, and drug and alcohol abuse. to the type of climate that exists in a school can therefore have a great influence on Business studies teachers' effectiveness. Business Studies is an aspect of pre-vocational studies that are offered in junior secondary schools in Nigeria. It equips learners with basic skills, knowledge, and attitude that will enable them to be employed or self-employed. Okute (2018) describe Business studies as a fundamental subject that has to do with the acquisition, conversation, and expectation of wealth. Business studies according to Onyesom (2012) is an integral part of general education which emphasizes skills and competencies that are acquired for use in offices and the business world. Business studies is an integrated subject that includes commerce, economics, bookkeeping, accounting, office practice, and keyboarding. NERDC (2007), stated the objectives of Business studies as follows; enabling students to acquire the basic knowledge for business, develop the basic skills in office occupation, prepare for further training in Business studies, have basic skills with which to start a life of work and having basic skills for personal use in future. For these objectives to be achieved, it is necessary to create a positive learning atmosphere that can enhance Business studies teachers' effectiveness.

Teachers are the engine house that powers knowledge, skills, values, and attitudes that makes the school and objectives of education a reality. Teachers coordinate the teaching and learning process and ensure the attainment of the educational objectives of the school. The development of every nation depends largely on the efficiency of the education sector available in the country and this can only be achieved with teachers playing a pivotal role in ensuring the achievement of educational objectives. Teachers' job performance is vital to students learning process and this is related to teachers' effectiveness. It has often been said that students' good performance depends on the effective teaching of their teachers and so for teachers to be able to ensure good performance from their students, the school climate should be a healthy place where the dreams and ambitions of students and parents are the focus, teachers are motivated to give their best and all are respected and feel connected with the school. Obikwelu and Nwasor (2016), describe teachers as those that make a strident effort to improve human capital in the school. Offorma and Chukwuma-Nosike (2016) further stated that teachers are the people that coordinate all the factors in the teaching and learning process to promote the attainment of educational objectives. The accomplishment of these responsibilities depends largely on the teacher. Teachers' effectiveness is, therefore, a major factor in the successful implementation of any educational programme This is because they are directly involved in the educational process and are responsible for imparting to students' knowledge, skills, and acceptable behaviours. Teachers' effectiveness refers to the ability of the teacher to make use of verbal communication, knowledge of the subject matter, interact with students, creating an environment that will develop the students' employability skills, and work habits. Aina (2013) described an effective teacher as one who consistently achieves goals that directly or indirectly focus on the learning of students. Wuria (2013)

opined that effective teachers as those who achieve the goals, they set for themselves or which have been set for them by others such as the ministry of education, legislators, and school administrators. Teacher effectiveness can be described as the ability of the teacher to employ appropriate techniques to impart knowledge, skills, and competencies required to the learners to bring desired positive learning outcomes (Donkoh, 2016, Adamu 2018). Uduak (2015) concluded that teachers' effectiveness is the extent to which the teacher participates in the overall running of the school to achieve the expected goals and objectives of the school.

Badau (2016) believed that students who are assigned to one ineffective teacher might have lower achievement than those who are assigned to a sequence of highly effective teachers. Kindley (2016) asserted that teachers with a high sense of effectiveness may have high self-efficacy and typically have an easier time producing cognitive growth in their students and motivating them. Such teachers recover quickly from setbacks and have an optimistic approach to trying new concepts or techniques. Teachers' effectiveness can best be assessed using the newly recognized product criterion and presage criterion. Process criterion involves the classroom relationship with the students, it also involves the reciprocal behavior of the students and the rapport established between them in various academic activities. Product criterion is concerned with the extent to which the educational objectives have been achieved. The presage criterion focuses on the academic background and personal characteristics of the teacher. Teachers' effectiveness is also usually measured by or their educational, professional qualifications, and experience.

Several studies have been conducted by researchers on the variables of this study with different outcomes. For instance, the study by Fakunle and Ale (2018) found a controlled climate to be predominantly prevalent than the open and closed climate in public senior secondary schools in Ekiti state, Nigeria. Likewise, Coda, Dasilvia, and Custodio (2015) in their study which sought to find out the prevailing climate type in public and private secondary schools in Delta North Senatorial district of Delta state concluded that the autonomous, controlled, open and paternal climate was more prevalent in the schools. Collie, and Shapka Perry (2012) examined the relationship between teachers' perception of their social-emotional learning and the climate within their schools. They measured three variables to determine the type and level of relationship that exist between the three: teachers' sense of stress, teaching efficacy, and job satisfaction. A sample of 664 elementary and secondary school teachers was used. Each participant completed an online questionnaire to measure teachers' perception of their school climate and social-emotional learning. Of the factors reviewed teachers' perception of student motivation and behavior had the most significant impact on school climate. It was also discovered as a variable that meaningfully predicted one teaching efficacy. Two other specific factors, workload stress, and student behavior stress were also highly noticed as factors that determine one's sense of teaching efficacy. The findings from these studies showed that different types of climates can exist in one school at the same time. The inconsistency in the results implies that the adoption of a particular climate should be supported by situation-bound evidence which calls for further research in different organizational settings. The decline in the standard of education at various levels of education in Nigeria has generated some concern from education stakeholders concerning teachers' effectiveness as it relates to increasing demand for accountability in the school system and teachers as key actors cannot be left out. This is expected because several studies conducted have confirmed that school climate and teacher effectiveness are major prerequisites of student performance. (Najeemah, 2012). This implies that the poor performance could be attributed to a negative school climate leading to ineffective teaching. Although this premise appears to be correct base on existing research findings, it will be awkward to attribute the poor performance of students to negative school climate and teachers' inefficiency without any empirical evidence to support the assertion. In addition, schools experience different typologies of school climate and so it would be difficult to specify school climates that are most likely to influence teachers' effectiveness without proper research. It has also been discovered from the literature that the issue under study has been constrained by a shortage of studies, particularly in Business studies. This study was therefore carried out hoping to discover the predominant climate that will boost Business Studies teachers' effectiveness.

Purpose of the Study

The purpose of the study is to determine the influence of school climate on upper basic business Studies teachers' effectiveness in public secondary schools in Delta state. Specifically, the study will

1. Examine the type of climate that is dominant in upper basic schools in Delta State.

- Determine the extent to which school climate influences Business Studiesteachers' effectiveness.

Research Questions

The following research questions were raised to guide the study

- What type of school climate is dominant in upper basic schools in Delta State?
- Does school climate influence Business Studies teachers' effectiveness' in upper basic schools in Delta State?

Hypothesis

The following null hypothesis was raised at 0.05 level of significance

H_{01} : There is no significant relationship between school climate and Business Studies teachers' effectiveness in upper basic schools in Delta state.

Methodology

The study adopted a descriptive survey design. The population of the study consisted of Business studies teachers from the eleven thousand four hundred and two teachers (11,402) in the three hundred and sixty-seven (367) public secondary schools in the three senatorial districts in Delta state. (Delta North, Delta Central, and Delta south). The study sample was (100) Business Studiesteachers from public and private secondary schools in Delta north senatorial district. The purposive and stratified random sampling technique were used in selecting the sample. The instrument for the study was a questionnaire titled "School Climate and Teacher Effectiveness" (SCTE) designed by the researcher. It was structured on a modified four-point Likert-type rating scale of Strongly Agree (SA), Agree (A) Disagree (D), and Strongly Disagree (SD). The reliability of the instrument was determined using Cronbach alpha and a coefficient of 0.76 was obtained as a measure of internal consistency. Mean and standard deviation was used to answer the research question formulated and Pearson Product Moment Correlation was used to test the hypotheses at 0.05 level of significance.

Results

Research question 1

Which type of school climate is dominant in upper Basic schools in Delta State?

Table 1 Mean rating of the type of school climate is dominant in upper Basic schools in Delta State

S/N	Item	Mean (\bar{X})	SD	Decision
1	Teachers respect the professional competence of their colleagues	3.29	.759	Accepted
2	Teachers accomplish their tasks with much enthusiasm	2.92	.791	Accepted
3	My school building is clean	2.68	.902	Accepted
4	Teachers try to help the student when they are having problems	3.17	.700	Accepted
5	Areas in and around the school could use better lighting for safety reasons	3.00	.948	Accepted
6	Areas of instruction and activities are appropriate (e.g., classroom, gymnasium) for how they are been used	2.27	.977	Rejected
7	Teachers ignore students' misbehaviors that are not disruptive to the class	2.15	.837	Rejected
8.	Teachers are provided with adequate materials for their classroom	2.17	.926	Rejected
9.	Many things in my school are broken or damaged (e.g., windows, doors, chairs)	2.65	.896	Accepted

Table I showed that the respondents accepted all the items because the mean (\bar{X}) was above 2.50 used as the benchmark with the exception of items 6, 7 and 8. It showed that teachers respect the professional competence of their colleagues, teachers accomplish their tasks with much enthusiasm, their school building is clean, teachers try to help students when they are having problems, and areas in and around the school could use better lighting for safety reasons, many things in my school are broken or damaged (e.g. windows, doors, chairs). The respondents rejected items 6, 7, and 8 because the mean (\bar{X}) was below 2.50 used as the benchmark. This means that areas of instruction and activities are not appropriate (e.g., classroom, gymnasium) for how they are been used, teachers do not ignore students' misbehavior that is disruptive to the class, and teachers are not provided with adequate materials for their classroom.

Research Question 2

Does school climate influence secondary school teachers' effectiveness?

Table 2 Mean rating of the influence of school climate on upper Basic school teachers' effectiveness

S/N	Item	Mean (\bar{X})	SD	Decision
1	Teachers often said 'I have explained the topic. It is your problem if u don't understand it.	1.96	.925	Rejected
2	I feel safe when entering and leaving the school compound	2.80	.915	Accepted
3	Students follow rules and instructions given by teachers	2.28	.904	Rejected
4	My principal is accessible to teachers	2.97	1.129	Accepted
5	The principal looks out for the welfare of teachers	2.56	1.012	Accepted
6	Students are not mean and insensitive to other students	2.33	1.040	Rejected
7	Teachers give an assignment that are helpful in understanding the topic better	3.18	.908	Accepted
8.	Teachers encourage students to seek advice from them when they are in need	3.02	.915	Accepted
9.	Extra materials are provided if requested	2.19	.877	Rejected
10.	Students do not deceive, mislead or act deviously	1.98	.926	Rejected

Table 2 showed that the respondents accepted all the items because the mean (\bar{X}) was above 2.50 used as the benchmark with the exception of items 3, 6, 9, and 10. It showed that they feel safe when entering and leaving the school compound, the principal is accessible to teachers, the principal looks out for the welfare of teachers, teachers give an assignment that is helpful in understanding the topic better and teachers encourage students to seek advice from them when they are in need. The respondents rejected items 1, 3, 6, 9, and 10 because the mean (\bar{X}) was below 2.50 used as the benchmark. This implies that teachers often said 'I have explained the topic. It is your problem if u don't understand it, students follow rules and instructions given by teachers, students are not mean and insensitive to other students, extra materials are provided if requested and students do not deceive, mislead, or act deviously.

Hypothesis 1

Ho₁: There is no significant relationship between school climate and Business Studies teachers' effectiveness in upper Basic Schools in Delta State.

Table 3 Pearson Product Moment Correlation of the relationship between school climate and Business Studies teachers' effectiveness in upper Basic Schools in Delta State

Variables	N	Pearson (r)	Sig (p - value)	Decision
School Climate	99	.588	.000	Ho ₁ is Rejected
Teachers' Effectiveness	99			

$\alpha = .05$

Table 3 showed Pearson Product Moment Correlation of the relationship between school climate and Business Studies teachers' effectiveness in upper Basic Schools in Delta State. It showed a correlation value ($r = .588$) and a p-value of .000. Testing at an alpha level of .05, the p-value is less than the alpha level. Therefore, the null hypothesis is rejected. This means that there is a significant relationship between school climate and Business Studies teachers' effectiveness in upper Basic Schools in Delta State.

Discussion of Findings

The first findings on research showed that teachers respect the professional competence of their colleagues, teachers accomplish their tasks with much enthusiasm, their school building is clean, teachers try to help students when they are having problems, areas in and around the school could use better lighting for safety reasons, many things in my school are broken or damaged (e.g., windows, doors, chairs). It also revealed that areas of instruction and activities are not appropriate (e.g., classroom, gymnasium) for how they are been used, teachers do not ignore students' misbehavior that is disruptive to the class, and teachers are not provided with adequate materials for their classroom. Hypothesis one tested showed that there is a significant relationship between school climate and Business Studies teachers' effectiveness in upper Basic Schools in Delta State. This implies that school climate can contribute positively to Business Studies teachers' effectiveness. This is in line with a study carried out by Agini-Obu(2015) in his study, submitted that instructional materials and facilities plays a significant role in the teaching and learning process. Sanusi (2018) in his study also stated that there is a relationship between school facilities and teachers' effectiveness. The second findings showed that teachers feel safe when entering and leaving the school compound, their principal is accessible to teachers, the principal looks out for the welfare of teachers, teachers give assignments that are helpful in understanding the topic better and teachers encourage students to seek advice from them when they are in need. It also revealed that teachers often said 'I have explained the topic. It is your problem if you don't understand it, students follow rules and instructions given by teachers, students are not mean and insensitive to other students, extra materials are provided if requested and students do not deceive, mislead, or act deviously. This is in corroboration with a study carried out by Gutuza and Mapolish(2015) and Ali Dada, Isiaka, and salami (2014) who stated that students' bad behaviors can affect teachers' effectiveness positively and negatively.

Conclusion

The major conclusions drawn from the study is that different school climate exists in schools and that organizational climate dimensions have a positive relationship with teachers' effectiveness. There was a good establishment of a collaborative leadership environment, and the level of teachers' engaged behavior is reported to be positive. However, the physical environment consisting of facilities and resources in the schools is inadequate.

Recommendation

Based on the findings of the study, the following recommendations were made.

1. School's physical environment regarding facilities, adequate space, teaching materials, and technological equipment should be improved to promote the teaching and learning of Business Studies.
2. School management should prioritize facilities while planning the use of school funds that will be granted from the

- government on a yearly basis so that a positive climate can be achieved in that respect.
- School administrators should organize workshops for their students where they can be effectively mentored on the need for positive climates as it relates to their attitude.

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