

# **School Organizational Climate and Teachers' Productivity in Lagos State Secondary Schools**

<sup>1</sup>Adetoro, J. A. & <sup>1</sup>Amadi, M. N.

<sup>1</sup>Department of Educational Administration, Faculty of Education, University of Lagos, Akoka, Lagos

## ***Abstract***

*This study investigated the relationship between school organizational climate and teachers' productivity in Lagos State secondary schools. Specifically, the study set out to examine how organizational climate influences teachers' productivity in Lagos State secondary schools. The study focused on teachers' opinion about open and close organizational climate towards their level of productivity. Two hypotheses were formulated to guide the conduct of the study. The study adopted the descriptive survey as its design while the population was made up of secondary school teachers from all the secondary schools in the four local government areas used for the study. The sample size comprised of 1,600 teachers randomly selected from the areas used for the study. Questionnaire was the only instrument used in collecting data for the study. The major findings of the study are that teachers' were motivated and encouraged to do well if the leadership is open and transparent with teachers' in secondary schools in Lagos State of Nigeria. Also, it was discovered that the inability of the teachers to give their best in terms of performance can traced to the problem associated with no consideration and poor support for teachers' on their jobs. The study recommended that to guarantee teachers' high level of productivity, management of secondary schools in Lagos State must ensure that positive consideration and support are given to teachers on their jobs all times. It is also recommended that principals and school leadership should exhibit open door policy and be transparent in their day-to-day management of secondary schools in the state.*

## **Introduction**

Education is one of the important factors that help in bringing about rapid social and economic development in any given nation. This is as a result of the fact that it is through the medium of education that the various categories of manpower are developed. It is the manpower resources that manipulate the available physical and financial resources to provide the services and functions that eventually bring about economic and national development. Without well trained and well developed manpower resources, no meaningful economic and national development can take place.

Within the context or framework of education, teachers are at the focus of any human resource development and also the major agents through which the curriculum finds its fulfillment and actualization. Therefore, for the objectives of education of any nation to be realized, it is very obvious that the teachers must be happy on their job, and must be highly motivated and enthusiastic to carry on their task of teaching and guiding the young ones and adults under their care. This implies that teachers need to be highly productive if the immediate and long term objectives of education are to be achieved.

The critical importance of teachers as the key agents of curriculum implementation has been recognized by the Federal Government of Nigeria in its National Policy on Education (FGN, 2004). The policy observed among other things that “teacher education will continue to be given a major emphasis in all our educational planning because no educational system can rise above the ability of its teachers.” Also, Ukeje (1983) in a related statement National Policy on Education observed that “teachers are the hub of any educational system. And as the wheel rotates around the hub, the educational system rotates around the teacher. Indeed, no educational system can be better than its teachers.”

Teachers, therefore from all indications, occupy a very important position in any educational motive process and any amount of financial resources spent on their welfare and/or studying how to improve their effectiveness and productivity seem to be investments in the right direction. Teacher retention and productivity, which are the hallmark of effective and efficient personnel administration, continue to pose serious problem to educational administrators. This is, perhaps, as a result of the realization that teacher performance and satisfaction are important variables that bear positive relationship on the achievement of organizational goals.

Formal structures, rules and regulations, programmes of study and policies may be developed, but they take on significance only as people make use of them. However, in this paper, it is the researchers' intention to explore and examine how climate types affect teacher productivity and to offer suggestions on how school climate could be improved to ensure increased teachers productivity.

## **Organizational Climate**

Organizational climate can be defined as a set of properties of the work environment perceived by individuals who work there and which serve as a major force influencing their job behaviour. It also refers to organizational climate as a subtle spirit that exists in a school both in the minds of the teachers and students and in every act, which may never be exactly described or analyzed, but which an inexperienced observer recognizes when he enters a school.

The concept of organizational climate is undoubtedly important, but it also seems to be one of the fuzziest concepts to come along in some time. Early discussions on organizational climate has its roots in the work of Lewin (1936), who demonstrated that understanding human behaviour requires us to consider

the whole situation in which behavior occurs. Essentially, behaviour is a function of the interaction of a person and environment. Consequently, in conceptualizing organizational climate, it is necessary to think of the person and the organizational environment as complementary parts of one situation.

In a generalized term, organizational climate can be seen as the psychological environment or atmosphere that characterizes a particular organization. As an analogy, it states that “personality is to the individual what organizational climate is to the organization.” Organizational climate is seen as a set of attributes specific to a particular organization that may be induced from the way the organization deals with its members and its environment. Mbua (2003) stated that it is a relatively enduring quality of an organization's internal environment distinguishing it from other organizations: (a) which results from the behaviour and policies of members of the organization, especially top management; (b) which is perceived by members of the organization; (c) which serves a basis for interpreting the situation and; (d) acts as a source of pressure for directing activity.

The above definition by Mbua (2003) stated that it seems to agree to a large extent with that of Nwankwo (1982), who also elucidated that organizational climate is a relatively enduring quality of internal environment of an organization that: (a) is experienced by its members, (b) influences their behaviour and (c) can be described in terms of the values of a particular set of characteristics (attributes) of an organization. Thus, climate is the internal quality that is unique and peculiar to an organization.

### **Teacher Productivity**

The term productivity denotes the ratio of some specified output to the input of resources required to produce it. By relating output to input, productivity therefore attempts to assess the cost-effectiveness of any given system programme. In the educational system, therefore, productivity refers to the ratio between the total educational output and the input resources utilized in the production process. To some extent, therefore, productivity focuses on the cost of production. That is, what it costs to produce a given unit of output.

Teachers' productivity therefore can be seen as the relationship between the total output of the teacher and the total resources input utilized in the production process. However, the very difficulty which arises in any attempt to estimate teacher productivity is related to arriving at an index indicating the “total output of the teacher.” Although, it seems easier to quantify the total resource input utilized in the production process, to quantify the total output of the teacher seems a bit difficult. This difficulty arises as a result of the nature of the education process. For instance, the output of any level of the educational system cannot be attributable to the efforts of a single teacher. And there are many outcomes of the education industry that cannot be easily quantified. For instance, how do we quantify changes in attitude, skills and motivation acquired as a result of

education? Ejiogu (1985) reaffirmed this position by observing that the measures of teacher performances and productivity are very difficult because of the problem involved in isolating the individual teacher's contribution towards children's education.

The term efficiency will be used interchangeably with productivity because of the conceptual problem encountered in measuring or estimating teacher productivity. In this context, a teacher can be said to be efficient or productive if such an individual is sufficiently motivated, devoted and committed to his or her duties, and demonstrates willingness to stay in the teaching profession despite inducements to leave. Such an efficient or productive teacher can be seen to produce maximum output with a given quantity of input or produce a given quality of output with the minimum quantity of inputs.

Efficiency is seen in terms of optimal relationship between the output and input of an enterprise. For a highly productive teacher, there is an optimal relationship between his or her output and input. A highly productive and efficient teacher makes optimal use of the time available to him or her to see that the students acquire necessary skills, knowledge and attitudes as specified in the school's curricular and co-curricular activities. Such a teacher demonstrates sufficient interest in the operations of the school in spite of adverse external influences. How then does the climate of the school affect teacher productivity?

### **How School Organizational Climate Affects Teachers' Productivity**

Several research studies seem to relate organizational climate to certain variables like teacher satisfaction, teacher productivity, teacher turnover and principal's effectiveness. For instance, Mbuga (2003) reported that staff position, teachers' satisfaction and performance, and perceived school effectiveness are all associated with different climate types. Mbuga studied the effects of organizational climate on managerial job performance and job satisfaction. The study "provided strong evidence that satisfaction and productivity relate positively to individuals' perception of the supportiveness and friendliness of the climate. This finding indicates that a climate high in esprit, thrust and intimacy is positively related to productivity and job satisfaction.

### **Statement of the Problem**

It is a known fact that schools without good organizational climate are vulnerable to destructive outside forces. Teachers and administrators are bombarded with unreasonable demands from parental and community groups. The school is buffeted by the whims of the public. The principal does not provide leadership: there is little direction, limited consideration and support for teachers, and virtually no influence with superiors. The morale of teachers is low. Teachers feel good do not feel good neither about each other nor about their job.

They act aloof, suspicious, and defensive. The press for academic excellence is limited. Everyone is simply “putting in time.” The problem of the study therefore is that of poor teachers' productivity level which could be attributed to the influence of inappropriate school organizational climate existing towards the achievement of the goals of school.

### **Significance of the Study**

In order to increase teachers' productivity in Lagos State secondary schools, the phenomenon of school organizational climate and the role of education in this aspect cannot be underestimated. Education is an essential element of the global response to school organizational climate. The findings of this study will help various stakeholders in education such as the government and policy analysts on issues relating to school organizational climate and teachers' productivity. The study will also help people to understand the importance of school organizational climate and its relationship with teachers' productivity and address the impact in their attitudes and behaviour and help them adapt to good school organizational climate.

The findings of the study will provide adequate information to stakeholders in education on how to heighten their efforts towards school organizational climate in order to create a sustainable living environment, properly managed environment, and reduced school environmental tension.

The findings of the study will provide the school administrators with necessary information on how to successfully address the problem of school organizational climate by devising various strategies and familiar climate which will help to achieve the organizational goals with existing or available resources.

It will also provide ideas on dynamic leadership to the school administrators, that is, leadership that is task-oriented and people-oriented. Such behaviour is supportive of teachers and will provide direction and maintain high standards of performance.

Teachers in a healthy school are committed to teaching and learning. They maintain high, but achievable goals for students; they maintain high standards of performance; and the learning environment is orderly and serious. These can only be achieved in good conducive working school organizational climate. As in a healthy school, teachers like and trust each other, are enthusiastic about the work, and are proud of their school.

### **Purpose of the Study**

The main purpose of this study is to find out the relationship between school organizational climate and teachers' productivity in Lagos State secondary schools.

Specifically, the study set out to:

1. examine how support influences teachers' productivity in Lagos State secondary schools,
2. examine how organizational climate affects teachers' productivity, and
3. investigate teachers' feeling about open and close organizational climate towards their level of productivity.

### **Research Questions**

1. To what extent have limited consideration and support for teachers influenced teachers' productivity in Lagos State secondary schools?
2. What is the relationship between teachers' opinions about open and close organizational climate and their level of productivity in Lagos State secondary schools?

### **Research Hypotheses**

1. There is no significant relationship between consideration and support for teachers and teachers' productivity in Lagos State secondary schools.
2. There is no significant relationship between open and close organizational climates and teachers' level of productivity.

### **Research Methodology**

#### **Research Design**

This study adopted the descriptive survey as its research design. The design was adopted since the researchers' aim was to examine and describe the relationship between school organizational climate and teachers' productivity in Lagos State secondary schools. A total of 80 schools representing 20 schools from each of Badagry, Ibeju/Lekki, Oshodi/Isolo and Kosofe Local Government Areas of Lagos State were purposively selected for the study. Twenty teachers were equally randomly sampled from each of the schools selected to make a total of 1,600 teachers selected for the study. These schools were selected on the fact that they had been in existence for a period of not less than 15 years and that the teachers used and the school principals had worked together for a period of not less than four years. This is to ensure that teachers examined would have fair understanding of the organizational climate prevailing as well as the leadership attitudes of the principals within the period they had worked together.

## **Research Instrument**

Questionnaire was the only instrument used in collecting data for the study. Copies of the questionnaire were personally administered on the teachers to elicit information with respect to their perceptions on the school organizational climate influence on their level of productivity in public secondary schools in Lagos State of Nigeria. The questionnaire was administered with particular reference to the teachers who had taught in their present schools for a period of not less than four years. Out of the 1,600 copies of the questionnaire administered, only 1,280 (representing 80 percent) of the teachers were finally used for the analysis.

The teachers' questionnaire was divided into two parts. The first part sought information on teachers' sex, age, marital status, educational qualifications, number of years of teaching experience, number of years as teacher in the present school, number of years of teaching under the present principal, school location in terms of settlement and school location of local government areas. The second part was a rating scale in which the teachers were asked to rate some items based on their perceptions of their school organizational climate as they influence their level of productivity on the job. The rating scale section was based on an adopted four point Likert scale (4 – 1) with the highest rating of 4 indicating the highest level of agreement and the least of 1 showing the lowest level of agreement. The response pattern was meant to determine the observed and expected frequency of the responses.

There were 22 items on the questionnaire. The items were based on the relationship between school organizational climate and teachers' productivity with factors such as direction, limited consideration, support for teachers, teachers' morale, teachers' feeling towards their jobs, aloofness of staff, intimacy, thrust, spirit, open and close organizational climate types as well as teachers' productivity considered in the drafting of the questionnaire.

## **Validity and Reliability of the Research Instrument**

For the purpose of validity, the designed instrument was presented to some experts in school administration, educational planning and policy analysis of the Faculty of Education of the University of Lagos. The experts scrutinized the instrument to make it relevant and appropriate for the study.

The reliability of the instrument was determined by the use of test re-test technique. The final instrument was administered over two weeks to a sample of 140 teachers to cut across urban and rural/semi-urban secondary schools in Lagos State of Nigeria. The Pearson Product Moment Correlation Coefficient of reliability of the two sets of scores were computed and found to be 0.66. This figure was found to be significant and therefore implies that the questionnaire was reliable.

## Presentation of Data and Interpretation of Results

### Hypothesis One

H01: There is no significant relationship between consideration and support for teachers and teachers' productivity in Lagos State secondary schools.

**Table 1:** Relationship between consideration and support for teachers and teachers' productivity in Lagos State secondary schools

Variable	Observed Freq.	Expected Freq.	Total Freq.	X <sup>2</sup>	Total Value	N	Remark
Consideration and support for teachers	2690	2240.6	201960.36	90.14	55.76	40	H0 <sub>1</sub> rejected
Teachers' Productivity							

$P < 0.05$ ;  $DF = 39$

The calculated Chi-square value from the Table 1 above is 90.14 and the degrees of freedom is 39 while the table value is 55.76 at 0.05 level of significance. Since the calculated value was found to be higher than the table value, it therefore means that the null hypothesis, which states that, “there is no significant relationship between consideration and support for teachers and teachers' productivity in Lagos State secondary schools” is hereby rejected. This implies that there is significant relationship between consideration and support for teachers and teachers' level of productivity in Lagos State secondary schools. It therefore shows that inability of secondary school teachers in Lagos State to give their best in terms of performance can be traced to the problem associated with no consideration and poor support for teachers on their jobs.

### Hypothesis Two

H02: There is no significant relationship between types of organizational climates (i.e. open and close) and teachers' level of productivity.



**Table 2:** Open and close organization climates and teachers' level of productivity

Variable	Observed Freq.	Expected Freq.	Total Freq.	X <sup>2</sup>	Total Value	N	Remark
Open and close climate	2434	1890.8	295066.24	156.05	55.76	40	H <sub>0</sub> <sub>2</sub> rejected
Level of teachers' Productivity							

P<0.05; DF = 39

The calculated Chi-square value as shown in Table 2 is 156.05 and the degrees of freedom is 39 while the table value is 55.76 at 0.05 level of significance. Since the calculated value was found to be higher than the table value, it therefore means that the null hypothesis, which states that, “there is no significant relationship between open and close organizational climates and teachers' level of productivity” is hereby rejected. This implies that teachers' level of productivity depends on the types of organizational climate prevailing at every point in time. It therefore shows that teachers are motivated and encouraged to do well if the leadership is open and transparent with teachers in secondary schools in Lagos State of Nigeria.

### Discussion of Results

This study has revealed that there is significant relationship between consideration and support for teachers and teachers' level of productivity in Lagos State secondary schools. The study has also revealed that there is significant relationship between open and close types of organizational climate and teachers' level of productivity in Lagos State secondary schools. Having consideration and support for teachers were seen as important factors that enhanced high level of productivity among teachers in Lagos State secondary schools.

The above findings are in line with the works of Mbua (2003), Nwankwo (1982), Ukeje in Ndu et al. (1997) and Ejiogu (1983) which indicated that organizational climate variables such as teachers' satisfaction, teachers' productivity, and teachers' effectiveness were significantly related to organizational climate. The studies provide strong evidence that satisfaction and productivity relate positively to individual's perception of the supportiveness and friendliness of the climate. The findings show that a climate high in spirit, thrust and intimacy is positively related to productivity and satisfaction.

## Summary, Recommendations and Conclusion

This study had provided some relevant information from teachers' organizational climate and teachers' productivity in Lagos State secondary schools. The schools studied were made to cut across rural/semi-urban and urban areas of Badagry, Ibeju/Lekki, Oshodi/Isolo and Kosofe Local Government Areas of Lagos State. The results had shown that there was significant relationship between consideration support for teachers and teachers' productivity in Lagos State secondary schools. The results had also revealed that, there was significant relationship between open and close organizational climate types and teachers' level of productivity. It is therefore recommended that to guarantee teachers' high level of productivity, management of secondary schools in Lagos State must ensure that positive consideration and support are given to teachers at all times on their jobs. It is also recommended that principals and school leadership should exhibit open door policy and be transparent in their day-to-day management of secondary schools in Lagos State.

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